Student Name: _____

Task Performance Date(s): _____

ASM-401 Keys and Key Rings	Skilled Displayed **Independently**	Skill Displayed **Consistently** with Verbal or Visual Prompts	Skill Displayed **Consistently** with physical guidance	Skill Displayed **Inconsistently** with Verbal or Visual Prompts	Skill Displayed **Inconsistently** with physical guidance	Skill **Not Displayed** despite prompts and guidance
Distinguishes the two task components from each other						
Recognizes the three types of keys–specific differences being size and shape						
Understands "one of each" concept when assembling keys on to the ring.						
Uses dexterity of fingers to thread rings into small holes on keys						
Grips and releases components intentionally						
Uses both hands simultaneously to assemble the task						
Uses palm strength to close key ring.						
Transfers items to new locations						
Uses sensory input to maintain appropriate proprioceptive feedback						
Self checks personal progress during assembly task						

Student Work Habits - Check the appropriate description
During the task the student:

- □ Was eager and worked hard to complete the task
- □ Was willing to attempt the task but needed verbal cues
- □ Was willing to attempt the task but needed physical guidance
- □ Was uncooperative or unwilling to attempt the task

Anecdotal Notes:

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_____

_____

Student Name: _____   **Secondary**

Task Performance Date(s): _____

ASM-401 Keys and Key Rings	Skilled Displayed **Independently**	Skill Displayed **Consistently** with Verbal or Visual Prompts	Skill Displayed **Consistently** with physical guidance	Skill Displayed **Inconsistently** with Verbal or Visual Prompts	Skill Displayed **Inconsistently** with physical guidance	Skill **Not Displayed** despite prompts and guidance
Distinguishes the two task components from each other						
Recognizes the three types of keys– specific differences being size and shape						
Uses finger and palm strength to open ring						
Uses dexterity of fingers to remove keys from ring						
Recognizes common attributes to sort keys						
Grips and releases components intentionally						
Uses both hands simultaneously to assemble the task						
Transfers items to new locations						
Uses sensory input to maintain appropriate proprioceptive feedback						
Self checks personal progress during assembly task						

Student Work Habits - Check the appropriate description
During the task the student:

□ Was eager and worked hard to complete the task
□ Was willing to attempt the task but needed verbal cues
□ Was willing to attempt the task but needed physical guidance
□ Was uncooperative or unwilling to attempt the task

Anecdotal Notes:

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