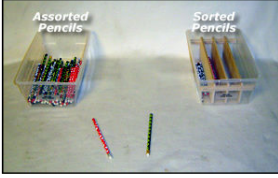


Student Name: _____

Task Performance Date(s): _____

| <p>SRT-301 Fancy Pencils</p>  | <p>Skilled Displayed Independently</p> | <p>Skill Displayed Consistently with Verbal or Visual Prompts</p> | <p>Skill Displayed Consistently with physical guidance</p> | <p>Skill Displayed Inconsistently with Verbal or Visual Prompts</p> | <p>Skill Displayed Inconsistently with physical guidance</p> | <p>Skill Not Displayed despite prompts and guidance</p> |
|--|---|--|---|--|---|---|
| Distinguishes the two task components from each other | | | | | | |
| Uses pincer grasp to grip pencils | | | | | | |
| Uses palmer grasp to grip pencils | | | | | | |
| Recognizes common attributes-specifically color/pattern-to group items | | | | | | |
| Uses hand-eye coordination, finger dexterity, and wrist movement to place pencils into a slotted divider | | | | | | |
| Grips and releases components intentionally | | | | | | |
| Uses both hands simultaneously to sort the task | | | | | | |
| Transfers items to new locations | | | | | | |
| Uses sensory input to maintain appropriate proprioceptive feedback | | | | | | |
| Self checks personal progress during 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:
