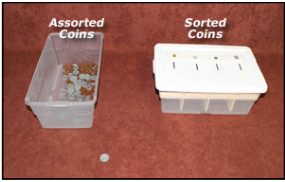


Student Name: _____

Task Performance Date(s): _____

<p style="text-align: center;">PIO-207 Coin Sort</p> 	<p style="text-align: center;">Skilled Displayed Independently</p>	<p style="text-align: center;">Skill Displayed Consistently with Verbal or Visual Prompts</p>	<p style="text-align: center;">Skill Displayed Consistently with physical guidance</p>	<p style="text-align: center;">Skill Displayed Inconsistently with Verbal or Visual Prompts</p>	<p style="text-align: center;">Skill Displayed Inconsistently with physical guidance</p>	<p style="text-align: center;">Skill Not Displayed despite prompts and guidance</p>
Distinguishes the five task components from each other						
Uses pincer grasp to grip coins						
Uses palmer grasp to grip coins						
Differentiates item characteristics to identify each coin by name						
Matches coin to lid label to determine the correct hole to place the coin						
Uses hand-eye coordination to manipulate coin into the correct hole						
Uses both hands simultaneously to complete the task						
Transfers items to new locations						
Uses sensory input to maintain appropriate proprioceptive feedback						
Self checks personal progress during task						
Grips and releases components intentionally						

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:

Student Name: _____

Task Performance Date(s): _____

<p>MAT-110 Coin Match</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						
Recognizes coins are different despite color similarities						
Identifies coins by name						
Identifies coin denominations						
Recognizes common attributes to match the coin to the correct container						
Uses pincer grasp to grip coins and containers						
Uses palmer grasp to grip coins and containers						
Uses hand-eye coordination to place coins in small containers						
Uses hand strength to snap on lid						
Grips and releases components intentionally						
Uses both hands simultaneously to complete the task						
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:

Student Name: _____

Task Performance Date(s): _____

MAT-401 Counting 1 to 10 	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 three task components from each other						
Uses pincer grasp to grip objects						
Uses palmer grasp to grip objects						
Differentiates item characteristics to identify object by name						
Matches object to label using colored picture						
Counts sequentially from 1 to 10						
Uses one-to-one correspondence when counting objects						
Manipulates objects to place them in appropriate boxes						
Uses appropriate palm strength and hand-eye coordination to place lids on boxes						
Uses both hands simultaneously to complete the task						
Uses sensory input to maintain appropriate proprioceptive feedback						
Self checks personal progress during task						
Grips and releases components intentionally						

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:

Student Name: _____

Task Performance Date(s): _____

<p>ASM-201 Measuring Cups</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						
Recognizes the four size differences of measuring cups						
Distinguishes different colors of cups to find a matching set						
Understands "one of each" concept when assembling cups on to the ring.						
Uses dexterity of fingers to thread rings into small holes						
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:

Student Name: _____

Secondary Rubric

Task Performance Date(s): _____

<p style="text-align: center;">ASM-201 Measuring Cups</p> 	<p style="text-align: center;">Skilled Displayed Independently</p>	<p style="text-align: center;">Skill Displayed Consistently with Verbal or Visual Prompts</p>	<p style="text-align: center;">Skill Displayed Consistently with physical guidance</p>	<p style="text-align: center;">Skill Displayed Inconsistently with Verbal or Visual Prompts</p>	<p style="text-align: center;">Skill Displayed Inconsistently with physical guidance</p>	<p style="text-align: center;">Skill Not Displayed despite prompts and guidance</p>
Distinguishes the two task components from each other						
Recognizes the four size differences of measuring cups						
Uses finger and palm strength to open ring						
Uses dexterity of fingers to remove cups from ring						
Recognizes common attributes to sort items						
Grips and releases components intentionally						
Uses both hands simultaneously to disassemble 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

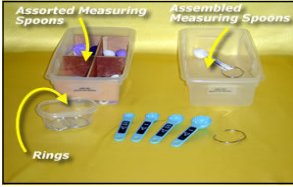
During the task the student:

- 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:

Student Name: _____

Task Performance Date(s): _____

<p>ASM-107 Measuring Spoons</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						
Recognizes the four size differences of measuring spoons						
Distinguishes different colors of spoons to find a matching set						
Understands "one of each" concept when assembling spoons on to the ring.						
Uses dexterity of fingers to thread rings into small holes						
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:

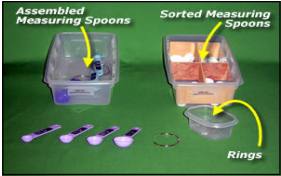
- Was eager and worked hard to complete the task
- Was willing to attempt the task but needed verbal cues
- Was willing to attempt the task but needed physical guidance
- Was uncooperative or unwilling to attempt the task

Anecdotal Notes:

Student Name: _____

Secondary Rubric

Task Performance Date(s): _____

<p style="text-align: center;">ASM-107 Measuring Spoons</p> 	<p style="text-align: center;">Skilled Displayed Independently</p>	<p style="text-align: center;">Skill Displayed Consistently with Verbal or Visual Prompts</p>	<p style="text-align: center;">Skill Displayed Consistently with physical guidance</p>	<p style="text-align: center;">Skill Displayed Inconsistently with Verbal or Visual Prompts</p>	<p style="text-align: center;">Skill Displayed Inconsistently with physical guidance</p>	<p style="text-align: center;">Skill Not Displayed despite prompts and guidance</p>
Distinguishes the two task components from each other						
Recognizes the four size differences of measuring spoons						
Uses finger and palm strength to open ring						
Uses dexterity of fingers to remove spoons from small ring						
Recognizes common attributes to sort items						
Grips and releases components intentionally						
Uses both hands simultaneously to disassemble 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

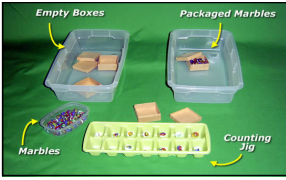
During the task the student:

- 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:

Student Name: _____

Task Performance Date(s): _____

	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 three task components from each other						
Uses dexterity of fingers to place marbles into small compartments						
Uses one-to-one correspondence when counting items						
Uses appropriate hand strength when closing box						
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 packaging 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:

Student Name: _____

Task Performance Date(s): _____

<p>COM-508 Money</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 task components from each other						
Identifies coins by their name						
Identifies paper money by denomination						
Uses print concepts to sort coins and paper money by denomination to match amount on each card						
Counts 1-10 using one-to-one correspondence						
Uses pincer grasp to grip coins						
Uses palmer grasp to grip coins						
Uses hand strength to close bag						
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:

Student Name: _____

Task Performance Date(s): _____

<p style="text-align: center;">COM-508 Money</p> 	<p style="text-align: center;">Skilled Displayed Independently</p>	<p style="text-align: center;">Skill Displayed Consistently with Verbal or Visual Prompts</p>	<p style="text-align: center;">Skill Displayed Consistently with physical guidance</p>	<p style="text-align: center;">Skill Displayed Inconsistently with Verbal or Visual Prompts</p>	<p style="text-align: center;">Skill Displayed Inconsistently with physical guidance</p>	<p style="text-align: center;">Skill Not Displayed despite prompts and guidance</p>
Distinguishes the task components from each other						
Identifies coins by their name						
Identifies paper money by denomination						
Recognizes common attributes to sort items						
Uses hand strength to open bag						
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

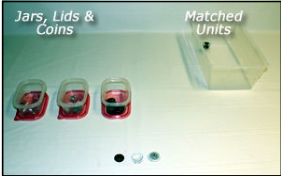
During the task the student:

- 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:

Student Name: _____

Task Performance Date(s): _____

PKG-207 Heads or Tails? 	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 four task components from each other						
Recognizes and identifies coins by their name						
Recognizes and identifies heads and tails sides of coins						
Uses dexterity of fingers to place coins into small compartments						
Uses one-to-one correspondence when counting items						
Uses appropriate hand strength and wrist movement when closing jars						
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 packaging 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:

Student Name: _____

Secondary Rubric

Task Performance Date(s): _____

<p>PKG-207 Heads or Tails?</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 four task components from each other						
Recognizes and identifies coins by their name						
Recognizes and identifies heads and tails sides of coins						
Uses appropriate hand strength and wrist movement when opening jars						
Uses dexterity of fingers to remove coins from small compartments						
Recognizes common attributes to sort items						
Grips and releases components intentionally						
Uses both hands simultaneously to disassemble 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

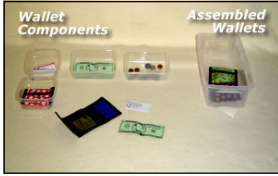
During the task the student:

- 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:

Student Name: _____

Task Performance Date(s): _____

<p>JTT-304 Wallet Assembly</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 seven task components from each other						
Uses print concepts to sort medical cards, ID cards and information cards into matching sets						
Identifies coins by their name						
Identifies paper money by denomination						
Uses wallet assembly guide to assemble wallets appropriately						
Counts 1-10 using one-to-one correspondence						
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 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:

Student Name: _____

Secondary Rubric

Task Performance Date(s): _____

<p style="text-align: center;">JTT-304 Wallet Assembly</p> 	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 seven task components from each other						
Identifies coins by their name						
Identifies paper money by denomination						
Recognizes common attributes to sort items						
Uses print concepts to sort medical cards, ID cards and information cards						
Grips and releases components intentionally						
Uses both hands simultaneously to disassemble 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

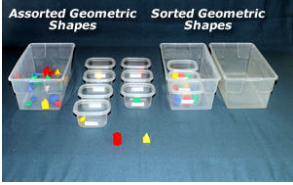
During the task the student:

- 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:

Student Name: _____

Task Performance Date(s): _____

<p>MAT-310 3D Shapes</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						
Recognizes shape attributes-specifically faces/vertices/edges						
Identifies 3D shapes by their name						
Uses print concepts to read the container labels						
Uses finger dexterity when placing 3D shapes into small containers						
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 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:
