


Student Name: \_\_\_\_\_

Task Performance Date(s): \_\_\_\_\_

ASM-106 Triangle and Square 	Skill Displayed <b>Independently</b>	Skill Displayed <b>Consistently</b> with Verbal or Visual Prompts	Skill Displayed <b>Consistently</b> with physical guidance	Skill Displayed <b>Inconsistently</b> with Verbal or Visual Prompts	Skill Displayed <b>Inconsistently</b> with physical guidance	Skill <b>Not</b> <b>Displayed</b> despite prompts and guidance
Distinguishes the three task components from each other						
Uses assembly Jig to follow directions in a sequential order						
Uses dexterity of fingers to insert bolts into small holes						
Uses wrist movement to thread a nut onto a bolt and tighten it						
Grips and releases flashlight and components intentionally						
Uses appropriate palm strength when assembling task						
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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Student Name: \_\_\_\_\_

Task Performance Date(s): \_\_\_\_\_

ASM-106 Triangle and Square 	Skill Displayed <b>Independently</b>	Skill Displayed <b>Consistently</b> with Verbal or Visual Prompts	Skill Displayed <b>Consistently</b> with physical guidance	Skill Displayed <b>Inconsistently</b> with Verbal or Visual Prompts	Skill Displayed <b>Inconsistently</b> with physical guidance	Skill <b>Not Displayed</b> despite prompts and guidance
Distinguishes the three task components from each other						
Uses wrist movement to remove a nut from a bolt						
Uses dexterity of fingers to disassemble triangle and square						
Recognizes common attributes to sort items						
Grips and releases components intentionally						
Uses appropriate palm strength when assembling task						
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 disassembly 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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