


Student Name: _____

Task Performance Date(s): _____

ASM-406 Axle and Wheels 	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						
Distinguishes between different colors of the wheels						
Uses pattern to follow directions in a sequential order						
Uses pincer grasp to grip components						
Uses palmer grasp to grip components						
Uses hand-eye coordination and finger dexterity to place a wheel onto an axle.						
Uses hand-eye coordination and finger dexterity to place axle through hole.						
Uses both hands simultaneously to assemble the task						
Uses finger, thumb, and palm strength to snap cap onto the end of the pipe						
Grips and releases components intentionally						
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

Task Performance Date(s): _____

ASM-406 Axle and Wheels 	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						
Disassembles wheel and axle in a sequential order						
Uses pincer grasp to grip components						
Uses palmer grasp to grip components						
Uses hand-eye coordination and finger dexterity to removing wheels from the axle.						
Uses hand-eye coordination and finger dexterity to remove axle from hole.						
Recognizes common attributes to sort items						
Uses both hands simultaneously to disassemble the task						
Uses finger, thumb, and palm strength to remove cap from the end of the pipe						
Grips and releases components intentionally						
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
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Anecdotal Notes:
