Student Name:					_	
Task Performance Date(s):					_	
FMT-110 Colored Clothespins Sorted Clothespins Assorted Clothespins	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 quidance
Distinguishes the two task components from each other						
Recognizes and identifies different colors of clothespins						
Identifies colors by name						
Uses strength of fingers and palms to place clothespin on wooded row						
Sorts clothespins by color on row						
Grips and releases components intentionally						
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						
Student Work Habits - Check the appropriate task the student: Was eager as Was willing Was willing Was uncoop	and wor to atter to atter	rked hard to mpt the tas mpt the tas	k but need k but need	ded verba ded physi	al cues cal guida:	nce
Anecdotal Notes:						

ask Performance Date(s):						
FMT-110 Colored Clothespins Sorted & Clipped Clothespins Clothespins	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
istinguishes the two task components om each other						
ecognizes and identifies different colors clothespins						
lentifies colors by name						
ses strength of fingers and palms to emove clothespin from wooded row						
rips and releases components tentionally						
ses both hands simultaneously to omplete the task						
ransfers items to new locations						
ses sensory input to maintain appropriate roprioceptive feedback						
elf checks personal progress during task						
□ Was w □ Was w	ager an illing to illing to	te description d worked hattempt the attempt the attempt the attive or uniterest.	ard to com e task but e task but	needed needed	verbal c physical	
Anecdotal Notes:						

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FMT-210 Scoop Insects Assorted Paired Insects Paired Insects Scoop	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						
Recognizes common attributes to group items into pairs						
Uses correct hand placement when using scoop						
Uses hand strength when opening and closing scoop to pick up insects						
Uses finger dexterity and hand-eye coordination to place insect into small compartments						
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						

o '	Was eager	and	worked	hard	to	complete	the	task
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- Was willing to attempt the task but needed verbal cues
 Was willing to attempt the task but needed physical guida

	 Was willing to attempt the task but needed Was uncooperative or unwilling to attempt 	. , .
Anecdotal Notes:		

Student Name:					_	
Task Performance Date(s):					_	
FMT-303 Weaving *Finished* Box	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						
Uses both hands simultaneously to complete the task						
Uses finger dexterity to place the ribbon into a small slit in the basket						
Retains the "under-over" sequence throughout the task						
Uses hand and wrist movement to weave the ribbon around the basket						
Grips and releases components intentionally						
Transfers items to new locations						
Uses sensory input to maintain appropriate proprioceptive feedback						
Self checks personal progress during task						

Anecdotal Notes:

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	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

Student Name:	
Task Performance Date(s):	

MAT-110 Coin Match	-	<u> </u>				
Assorted Cultiva Boxes	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 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						

Was	eager	and	worked	hard	to	complete	e 1	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

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Student Name:					_	
Task Performance Date(s):					_	
MAT-302 Bandanas Bandanas Bandanas Bandanas Bandanas	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 common attributes-specifically color/pattern-to group items into pairs						
Uses finger, thumb, and palm strength when closing a Ziploc bag						
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 task the student: Was eager Was willing Was willing Was uncooperate to the propriate task the student:	and wor to atter to atter	rked hard to mpt the tas mpt the tas	k but need k but need	ded verba ded physi	ıl cues cal guidaı	nce
Anecdotal Notes:						

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Student Name:	Seco
Task Performance Date(s):	

MAT-302 Bandanas Bandanas Bandanas Bandanas Bandanas	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						
Uses finger, thumb, and palm strength when opening a Ziploc bag						
Recognizes common attributes to sort items						
Grips and releases components intentionally						
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						

Was eager and worked hard to complete the task
Was willing to attempt the task but needed verbal cues

 $\ \ \square$ $\ \$ 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-311 Yo-Yos	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 yo-yo attributes-specifically color-to group items						
Matches bags to yo-yos by color						
Uses pincer grasp to grip yo-yos						
Uses palmer grasp to grip yo-yos						
Grips and releases components intentionally						
Uses finger, thumb, and palm strength when closing bag						
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 approp During the task the student: Was eager Was willing Was willing Was uncoop	and wo to atte to atte	rked hard to mpt the tas mpt the tas	k but nee k but nee	ded verba ded phys	al cues ical guida	nce
Anecdotal Notes:						

Student Name:	Secondary Rubric
Task Performance Date(s):	

MAT-311 Yo-Yos	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						
Uses finger, thumb, and palm strength when opening bag						
Uses pincer grasp to grip yo-yos						
Uses palmer grasp to grip yo-yos						
Recognizes common attributes to sort items						
Grips and releases components intentionally						
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						

Student Work Habits - During the task the stu	Check the appropriate description
Anecdotal Notes:	 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

Student Name:					_	
Task Performance Date(s):					_	
PIO-104 Cards and Clothespins Hole for Clothespins Slot for Cards	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 items						
Uses palmer grasp to grip the items						
Uses finger and thumb to open clothespin to remove from card						
Differentiates item characteristics to identify it as a clothespin or a card						
Uses size and shape of item to determine the correct hole to place the item						
Uses hand-eye coordination to manipulate item 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 approp During the task the student: Use Was eager Use Was willing Was willing Was uncoop	and wo to atte to atte	rked hard to mpt the tas mpt the tas	k but nee k but nee	ded verba ded phys	al cues ical guida	nce

Anecdotal Notes:

Student Name:	Se	condary Rubric					
Task Performance Date(s):							
PIO-104 Cards and Clothespins Unattached Cards & Clothespins Attached to Cards Attached to Cards	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							
Jses pincer grasp to grip items							
Jses palmer grasp to grip the items							
Jses finger and thumb to open clothespin to attach to card							
Uses hand-eye coordination to manipulate card into the clothespin							
Jses both hands simultaneously to complete the task							
Fransfers items to new locations							
Jses 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:							
Anecdotal Notes:							

Student Name:					_	
Task Performance Date(s):					_	
PIO-306 Corks and Containers Sorted Corks, & Lids Containers, & Lids Corks	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 the corks, lids, and containers						
Uses palmer grasp to grip the corks, lids, and containers						
Grips and releases components intentionally						
Uses palm strength to snap on container lid						
Uses hand-eye coordination to place cork into the small container						
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						
Student Work Habits - Check the approp During the task the student: Was eager Was willing Was willing Was uncoop	and wor to atter	rked hard to mpt the tas mpt the tas	k but nee k but nee	ded verba ded physi	al cues ical guida	nce
Anecdotal Notes:						

Secondary Rubric

Student Name:		

Task Performance Date(s):		

PIO-306 Corks and Containers	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	장 대	χ ς .≅ .≥	ў ў іх в	Sk In	Sk In wi gu	Sk de an
Uses pincer grasp to grip the corks, lids, and containers						
Uses palmer grasp to grip the corks, lids, and containers						
Grips and releases components intentionally						
Uses palm and finger strength to snap off container lid						
Uses hand-eye coordination to remove cork from the small container						
Recognizes common attributes to sort items						
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						
Student Work Habite Check the an						

	Was eager	and	worked	hard	to	comp	lete	the	tasl	<
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- 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):	

PIO-402 Wood Spools	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 and identifies different colors of spools by name						
Uses color cues to match spools in trays to the pattern						
Uses finger dexterity and hand-eye coordination to place spools into small compartments						
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						

- $\hfill\Box$ 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):	

SRT-104 Hardware Pieces	σ.					
Assorted Hardware Sorted Hardware 9-Compartment Siturge Box	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 task components from each other						
Uses pincer grasp to grip pieces						
Uses palmer grasp to grip pieces						
Recognizes common attributes to group items						
Uses hand-eye coordination, finger dexterity, and wrist movement to place pieces into small compartments						
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	k 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):					_	
SRT-114 Sunglasses	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 task components from each other						
Identifies colors by name						
Uses pincer grasp to grip sunglasses						
Uses palmer grasp to grip sunglasses						
Recognizes common attributes- specifically color-to group like-items						
Uses hand-eye coordination, finger dexterity, and wrist movement to place sunglasses 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 approp During the task the student: Was eager Was willing Was willing Was uncoop	and wor to atter to atter	rked hard to mpt the tas mpt the tas	k but nee k but nee	ded verba ded physi	al cues ical guida	nce

Student Name:					_	
Task Performance Date(s):					_	
SRT-214 Amphibians and Reptiles Assorted Amphibians Amphibians Amphibians	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						
Identifies animals by name						
Uses pincer grasp to grip animals						
Uses palmer grasp to grip animals						
Recognizes common attributes-specifically animal type-to group items						
Uses hand-eye coordination, finger dexterity, and wrist movement to place animals 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 approp During the task the student:	and wor to atter to atter	rked hard to mpt the tas mpt the tas	k but nee k but nee	ded verba ded phys	al cues ical guida	nce
Was willingWas willing	to atte	mpt the tas mpt the tas	k but nee k but nee	ded verba ded phys	al cues ical guida	nce

Student Name:	
Task Performance Date(s):	

SRT-303 Fish	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						
Uses pincer grasp to grip fish						
Uses palmer grasp to grip fish						
Recognizes common attributes of fish- specifically colors and patterns-to group items into sets of six						
Uses finger, thumb, and palm strength when closing a Ziploc bag						
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						

Was	eager	and	worked	hard	to	complete	e '	the	task

	 Was edger 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 	9
Anecdotal Notes:		

Student Name:					_	
Task Performance Date(s):					_	
STK-301 Colored Rings Assorted Finished Box	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 ring attributes-specifically color-to group items						
Uses pincer grasp to grip rings						
Uses palmer grasp to grip rings						
Uses hand-eye coordination and wrist movement to place ring onto post						
Groups one color on each post						
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 approp During the task the student: Was eager Was willing Was willing Was uncoop	and wo to atte to atte	rked hard to mpt the tas mpt the tas	k but nee k but nee	ded verba ded physi	al cues ical guida	nce
Anecdotal Notes:						