Student Name:						
Task Performance Date(s):					_	
FMT-103 Pom Poms Assorted Tems Packaged Pom Poms	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						
Identifies the color of pom poms by name						
Uses hand-eye coordination and finger dexterity to place the pom pom into a small canister						
Uses palm strength to snap on canister lid						
Uses both hands simultaneously to complete the task						
Grips and releases components intentionally						
Transfers items to new locations						
Uses sensory input to maintain appropriate proprioceptive feedback						
Self checks personal progress during task						
Was willingWas willing	and wo to atte to atte	escription rked hard to mpt the tas mpt the tas e or unwillin	k but need k but need	ded verba	al cues ical guida	nce

Student Name:		 	 	Secondary Rubric
Task Performance Date(s):			 	
EMT 102 Dam Dams	1 -			

FMT-103 Pom Poms Packaged Pom Poms Sorted Items	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						
Identifies the color of pom poms by name						
Uses palm and finger strength to snap off canister lid						
Uses hand-eye coordination and finger dexterity to remove the pom pom from a small canister						
Recognizes common attributes to sort items						
Uses both hands simultaneously to complete the task						
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 During the task the student:	k the appropriate description
	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):					_	
FMT-202 C-Clamps C-Clamps Clamped Blocks Block Pairs	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 different sizes of clamps and blocks						
Uses common attributes-specifically size- when pairing together clamps and blocks						
Uses dexterity of fingers to place block into clamp						

<u>Student Work Habits</u> - Check the appropriate description During the task the student:

Uses wrist movement to thread the clamp

closed and tighten it

intentionally

tightening clamp

assemble the task

proprioceptive feedback

Grips and releases components

Uses appropriate palm strength when

Uses both hands simultaneously to

Transfers items to new locations

Uses sensory input to maintain appropriate

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
Was willing to attempt the task but needed physical guidance
When you are a supply on an array till a set a s

□ Was uncooperative or unwilling to attempt the task

Anecdotal Notes:			

Task Performance Date(s):					_	
MAT-109 Socks Matched Assorted Socks	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
Recognizes common attributes-specifically color/pattern-to group items into pairs						
Uses finger, thumb, and palm strength to fold matching pairs of socks together						
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 appropri During the task the student: Was eager a Was willing t Was willing t Was uncoope	nd wor to atten	ked hard to npt the task npt the task	but need but need	ed verba ed physic	l cues cal guidan	ice

Student Name:					_	
Task Performance Date(s):					_	
MAT-111 Jacks Matched Jacks Assorted Jacks	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 common attributes- specifically color-to group items into pairs						
Uses pincer grasp to grip jacks						
Uses palmer grasp to grip jacks						
Uses finger dexterity and hand-eye coordination to place jacks 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						
□ Was willing	and wo to atte to atte	-	sk but nee sk but nee	ded verba ded phys	al cues ical guida	nce

Anecdotal Notes:

Student Name:	 	
Task Performance Date(s):		

PIO-102 Ping Pong Balls Ping Pong Balls	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 the balls						
Uses palmer grasp to grip the balls						
Use visual perception to distinguish between hook and loop areas and areas that are not.						
Uses hand strength to secure ball into the hook and loop spot						
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	- Chec	k the approp	riate de	scription				
During the task the s	tudent:			•				
		Was eager	and wo	rked hard to	o complet	e the tas	k	
		Was willing	to atte	mpt the tas	k but nee	ded verb	al cues	
A data I Niaka a		 Was willing to attempt the task but needed physical gu 						
Anecdotal Notes:		Was uncoo	perative	or unwillin	g to atter	npt the ta	ask	

Student Name:						ndary Rubric
Task Performance Date(s):						
PIO-102 Ping Pong Balls	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	Inconsistently with physical guidance	Skill Not Displayed despite prompts and guidance
Distinguishes the two task components from each other						
Uses pincer grasp to grip the balls						
Uses palmer grasp to grip the balls						
Uses hand strength to pull ball from the hook and loop spot						
Uses hand-eye coordination to place the ball into the hole						
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 wil □ Was wil	ger and lling to a lling to a	e descriptio worked ha attempt the attempt the ative or unw	rd to come task but task but	needed ver needed phy	bal cue ⁄sical gı	

Student Name:					_	
Task Performance Date(s):					_	
PIO-203 Objects 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 two task components from each other						
Uses pincer grasp to grip the items and jars						
Uses palmer grasp to grip the items and jars						
Uses hand-eye coordination to place item into the small jar						
Uses wrist movement to twist on jar lid						
Uses both hands simultaneously to complete the task						
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 During the task the student: Was eager Was willing Was willing Was uncoor	and wor to atte	rked hard to mpt the tas mpt the tas	k but nee k but nee	ded verba ded physi	al cues cal guida	nce
Anecdotal Notes:						

Student Name:					Se	condary Rubr
Task Performance Date(s):					100,000,000	en e
FMT-203 Colored 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 guidance
Distinguishes the two task components from each other Recognizes and identifies different colors of clothespins by name						
Uses dexterity and strength of fingers to remove clothespins from posts						
Grips and releases components ntentionally						
Jses both hands simultaneously to assemble the task						
Fransfers items to new locations						
Jses sensory input to maintain appropriate proprioceptive feedback						
Self checks personal progress during task						
□ Was w □ Was w	ager and illing to illing to	te description d worked hatempt the attempt the rative or universely	ard to con e task but e task but	needed ve needed ph	rbal cu ysical (

Student Name:						
Task Performance Date(s):					_	
SRT-101 Colored Blocks Assorted Blocks Blocks	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 colors by name						
Uses pincer grasp to grip blocks						
Uses palmer grasp to grip blocks						
Recognizes common attributes-specifically color-to group items						
Uses hand-eye coordination, finger dexterity, and wrist movement to place blocks into a slotted divider						
Grips and releases components intentionally						
Uses both hands simultaneously to sort the task						
Transfers items to new locations						

<u>Student Work Habits</u> - Check the appropriate description During the task the student:

Uses sensory input to maintain appropriate

Self checks personal progress during task

proprioceptive feedback

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

Task Performance Date(s):					_	
SRT-210 Punching Bags Assorted Punching Bags Punching Bags	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 colors by name						
Uses pincer grasp to grip punching bags						
Uses palmer grasp to grip punching bags						
Recognizes common attributes-specifically color-to group items						
Uses hand-eye coordination, finger dexterity, and wrist movement to place punching bags 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:		-	o complete	e the task	ζ	

barning the table the beautiful	
	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-311 Spoke Wheels	ק ק					(0
Assorted Wheels 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 two task components from each other						
Identifies colors by name						
Uses pincer grasp to grip wheels						
Uses palmer grasp to grip wheels						
Recognizes common attributes-specifically color-to group items						
Uses hand-eye coordination, finger dexterity, and wrist movement to place wheels into a divided box						
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):	

STK-307 3-D Wood Shapes	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 shapes						
Uses palmer grasp to grip shapes						
Uses pattern to follow directions in a sequential order						
Uses hand-eye coordination and wrist movement to place shapes onto 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						

<u>Student Work Habits</u> - Check the appropriate description During the task the student:

□ \	Was eag	er and	worked	hard t	to com	plete	the	task
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- $\hfill\Box$ 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):	

STK-403 Traffic Cones	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 cones						
Uses palmer grasp to grip cones						
Interlocks cones to create a sturdy stack						
Grips and releases cones 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						

<u>Student Work Habits</u> - 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:	