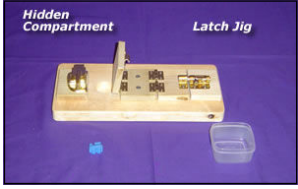


Student Name: \_\_\_\_\_

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

<p>FMT-201 Latches</p> 	<p>Skilled Displayed <b>Independently</b></p>	<p>Skill Displayed <b>Consistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Consistently</b> with physical guidance</p>	<p>Skill Displayed <b>Inconsistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Inconsistently</b> with physical guidance</p>	<p>Skill <b>Not</b> <b>Displayed</b> despite prompts and guidance</p>
Locates the two latches on the jig						
Rotates handle on latch using hand, finger, and thumb strength						
Uses finger dexterity to slide knob from side to side to open latch						
Uses precision to line up compartment doors to open and close latches						
Uses finger dexterity to slide knob up and down to open latch						
Uses hand-eye coordination to place and remove the object from a small compartment						
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 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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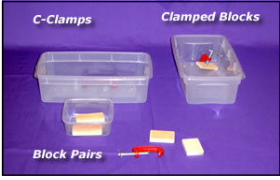
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Student Name: \_\_\_\_\_

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

<p style="text-align: center;">FMT-202 C-Clamps</p> 	<p style="text-align: center;">Skilled Displayed <b>Independently</b></p>	<p style="text-align: center;">Skill Displayed <b>Consistently</b> with Verbal or Visual Prompts</p>	<p style="text-align: center;">Skill Displayed <b>Consistently</b> with physical guidance</p>	<p style="text-align: center;">Skill Displayed <b>Inconsistently</b> with Verbal or Visual Prompts</p>	<p style="text-align: center;">Skill Displayed <b>Inconsistently</b> with physical guidance</p>	<p style="text-align: center;">Skill <b>Not</b> <b>Displayed</b> despite prompts and guidance</p>
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						
Uses wrist movement to thread the clamp closed and tighten it						
Grips and releases components intentionally						
Uses appropriate palm strength when tightening clamp						
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:

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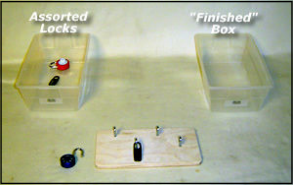
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Student Name: \_\_\_\_\_

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

<p>FMT-301 Combination Locks</p> 	<p>Skilled Displayed <b>Independently</b></p>	<p>Skill Displayed <b>Consistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Consistently</b> with physical guidance</p>	<p>Skill Displayed <b>Inconsistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Inconsistently</b> with physical guidance</p>	<p>Skill <b>Not</b> <b>Displayed</b> despite prompts and guidance</p>
Distinguishes the two task components from each other						
Locates combination to use for each lock (on lock itself or included card)						
Rotates the dial the correction direction to locate numbers						
Uses finger dexterity and strength to turn dials on locks						
Uses precision to line up numbers on lock correctly						
Uses print concepts to recognize numbers						
Uses palm strength to press in and open lock						
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 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): \_\_\_\_\_

<p>FMT-302 Threaded Rod</p> 	<p>Skilled Displayed <b>Independently</b></p>	<p>Skill Displayed <b>Consistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Consistently</b> with physical guidance</p>	<p>Skill Displayed <b>Inconsistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Inconsistently</b> with physical guidance</p>	<p>Skill <b>Not</b> <b>Displayed</b> despite prompts and guidance</p>
Distinguishes the two task components from each other						
Maintains hand strength needed to hold the wrench						
Locates moveable nut on threaded rod						
Recognizes appropriate end of wrench to use to move the nut						
Uses hand and wrist movement to move the nut from one end of the rod to the other						
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 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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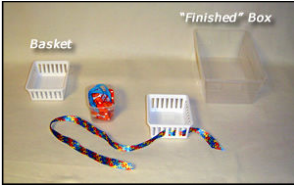
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Student Name: \_\_\_\_\_

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

<p style="text-align: center;">FMT-303 Weaving</p> 	<p style="text-align: center;">Skilled Displayed <b>Independently</b></p>	<p style="text-align: center;">Skill Displayed <b>Consistently</b> with Verbal or Visual Prompts</p>	<p style="text-align: center;">Skill Displayed <b>Consistently</b> with physical guidance</p>	<p style="text-align: center;">Skill Displayed <b>Inconsistently</b> with Verbal or Visual Prompts</p>	<p style="text-align: center;">Skill Displayed <b>Inconsistently</b> with physical guidance</p>	<p style="text-align: center;">Skill <b>Not</b> <b>Displayed</b> despite prompts and guidance</p>
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						

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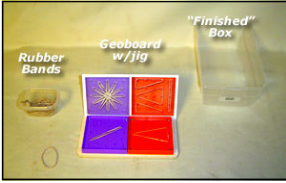
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Student Name: \_\_\_\_\_

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

<p>FMT-304 Geoboard</p> 	<p>Skilled Displayed <b>Independently</b></p>	<p>Skill Displayed <b>Consistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Consistently</b> with physical guidance</p>	<p>Skill Displayed <b>Inconsistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Inconsistently</b> with physical guidance</p>	<p>Skill <b>Not</b> <b>Displayed</b> despite prompts and guidance</p>
Distinguishes the three task components from each other						
Uses jig to recreate the pattern shown						
Uses finger dexterity to place the rubber band onto the small peg						
Uses hand strength to stretch the rubber band to appropriate pegs						
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 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): \_\_\_\_\_

<p>FMT-308 Tie Shoe</p> 	<p>Skilled Displayed <b>Independently</b></p>	<p>Skill Displayed <b>Consistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Consistently</b> with physical guidance</p>	<p>Skill Displayed <b>Inconsistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Inconsistently</b> with physical guidance</p>	<p>Skill <b>Not</b> <b>Displayed</b> despite prompts and guidance</p>
Distinguishes the two task components from each other						
Identifies where to start when lacing up the shoe.						
Uses hand-eye coordination and finger dexterity to place the lace into the eyelets beginning at the bottom						
Travels in a linear sequence when lacing up the shoe						
Crisscrosses laces when lacing up shoes						
Retains lacing sequence from one attempt to another						
Uses wrist movement and finger dexterity to create a bow with laces						
Uses both hands simultaneously to complete the task						
Grips and releases components intentionally						
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:


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

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

<p>FMT-309 Meganuts</p> 	<p>Skilled Displayed <b>Independently</b></p>	<p>Skill Displayed <b>Consistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Consistently</b> with physical guidance</p>	<p>Skill Displayed <b>Inconsistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Inconsistently</b> with physical guidance</p>	<p>Skill <b>Not</b> <b>Displayed</b> despite prompts and guidance</p>
Distinguishes the two task components from each other						
Recognizes different sizes of bolts and nuts						
Uses dexterity of fingers to place nuts onto bolts						
Uses wrist movement to thread a nut onto a bolt and tighten it						
Grips and releases components intentionally						
Uses appropriate palm strength when tightening nut						
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:

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

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

Secondary Rubric

FMT-309 Meganuts 	Skilled 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 two task components from each other						
Recognizes different sizes of bolts and nuts						
Uses wrist movement to remove a nut from a bolt						
Twists the nut the correct direct to loosen it						
Grips and releases components intentionally						
Uses appropriate palm and finger strength when loosening nut						
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:

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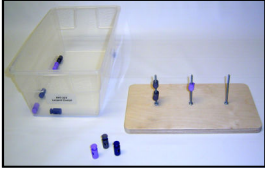
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Student Name: \_\_\_\_\_

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

<p>FMT-310 Lanyard Clamps</p> 	<p>Skilled Displayed <b>Independently</b></p>	<p>Skill Displayed <b>Consistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Consistently</b> with physical guidance</p>	<p>Skill Displayed <b>Inconsistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Inconsistently</b> with physical guidance</p>	<p>Skill <b>Not</b> <b>Displayed</b> despite prompts and guidance</p>
Distinguishes the two task components from each other						
Recognizes and identifies different colors of clamps by name						
Uses dexterity and strength of fingers to place clamp on threaded stud						
Sorts clamps by color on studs						
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:

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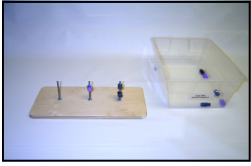


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Student Name: \_\_\_\_\_

Secondary Rubric

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

FMT-310 Lanyard Clamps 	Skilled 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 two task components from each other						
Recognizes and identifies different colors of clamps by name						
Uses dexterity and strength of fingers to remove clamp from threaded stud						
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:

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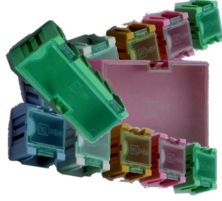
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Student Name: \_\_\_\_\_

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

FMT-402 Snap Box Organizers 	Skilled 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						
Recognizes common attributes- specifically size of the boxes						
Uses pincer grasp to grip and manipulate the boxes						
Uses shape of pieces as an indicator when choosing box placement						
Uses size as an indicator when choosing box placement.						
Uses dexterity of fingers and hand strength when connecting boxes						
Uses picture task card to connect boxes correctly						
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:

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

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

<p>FMT-404 Fruit Cups</p> 	<p>Skilled Displayed <b>Independently</b></p>	<p>Skill Displayed <b>Consistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Consistently</b> with physical guidance</p>	<p>Skill Displayed <b>Inconsistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Inconsistently</b> with physical guidance</p>	<p>Skill <b>Not</b> <b>Displayed</b> despite prompts and guidance</p>
Distinguishes the three task components from each other						
Recognizes fruit words to fill bowls from						
Recognizes numbers to fill orders on order cards						
Uses one-to-one correspondence when counting items						
Uses hand-eye coordination pick up the fruit pieces one at a time						
Uses pincher grasp to manipulate and use tongs properly						
Uses finger dexterity and stamina to relocate all items using tongs						
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 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): \_\_\_\_\_

<p>FMT-405 Chain Weaving</p> 	<p>Skilled Displayed <b>Independently</b></p>	<p>Skill Displayed <b>Consistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Consistently</b> with physical guidance</p>	<p>Skill Displayed <b>Inconsistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Inconsistently</b> with physical guidance</p>	<p>Skill <b>Not</b> <b>Displayed</b> despite prompts and guidance</p>
Distinguishes the two task components from each other						
Identifies where to start weaving using the pattern card						
Uses pattern card to recreate the pattern shown						
Uses hand-eye coordination and finger dexterity to place the chain through the guides						
Travels in a linear sequence when weaving						
Retains lacing sequence from one attempt to another						
Uses both hands simultaneously to complete the task						
Grips and releases components intentionally						
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:

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