


Student Name: _____

Task Performance Date(s): _____

<p>JTT-412 Faucets</p> 	<p>Skilled Displayed Independently</p>	<p>Skill Displayed Consistently with Verbal or Visual Prompts</p>	<p>Skill Displayed Consistently with physical guidance</p>	<p>Skill Displayed Inconsistently with Verbal or Visual Prompts</p>	<p>Skill Displayed Inconsistently with physical guidance</p>	<p>Skill Not Displayed despite prompts and guidance</p>
Distinguishes the two faucets from each other						
Uses pattern card to follow directions to disassemble faucet in a sequential order						
Recognizes component details when disassembling and matching components to the pattern card						
Grips and releases components intentionally						
Uses wrist movement to twist off faucet components						
Uses finger dexterity when removing small components from faucet.						
Uses appropriate palm strength when disassembling the task						
Uses both hands simultaneously to assemble the task						
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): _____

<p style="text-align: center;">JTT-412 Faucets</p> 	<p style="text-align: center;">Skilled Displayed Independently</p>	<p style="text-align: center;">Skill Displayed Consistently with Verbal or Visual Prompts</p>	<p style="text-align: center;">Skill Displayed Consistently with physical guidance</p>	<p style="text-align: center;">Skill Displayed Inconsistently with Verbal or Visual Prompts</p>	<p style="text-align: center;">Skill Displayed Inconsistently with physical guidance</p>	<p style="text-align: center;">Skill Not Displayed despite prompts and guidance</p>
Distinguishes the two faucets from each other						
Uses pattern card to follow directions to assemble faucet in a sequential order						
Recognizes component details when choosing component to assemble next						
Grips and releases components intentionally						
Uses wrist movement to twist on faucet components						
Uses finger dexterity when placing small components on faucet.						
Uses appropriate palm strength when assembling the task						
Uses both hands simultaneously to assemble the task						
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:
