Student Name:					_	
Task Performance Date(s):					_	
MAT-207 Pot Holders Sorted Milts Pot Holders Application of the control of the	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-specifically color and 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 packaging 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 need k but need	ded verba ded physi	al cues cal guida:	nce
Anecdotal Notes:						

Student Name: Task Performance Date(s):	_	Secondary Rubric					
MAT-207 Pot Holders Matched Mits Sorted Mitts Pot Holders Pot Holders Sorted Mitts Pot Holders	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 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 assemble the task							
Transfers items to new locations							
Uses sensory input to maintain appropriate proprioceptive feedback							
Self checks personal progress during packaging task							
	iger and	te description d worked hat attempt the	ard to com	•		cues	

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: