

Student Name: _____

Task Performance Date(s): _____

PIO-104 Cards and Clothespins 	Skill 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 an item						
Uses palmer grasp to grip an item						
Uses finger and thumb to open clothespin and remove it from card						
Differentiates item characteristics to identify it as a clothespin or a card						
Uses size and shape of item to determine the proper hole to place it						
Uses hand-eye coordination to fit an item into the correct 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						

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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Distinguishes the three task components from each other						
Uses pincer grasp to grip an item						
Uses palmer grasp to grip an item						
Uses finger and thumb to open clothespin and attach it to card						
Uses hand-eye coordination to slip a card into a clothespin						
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

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