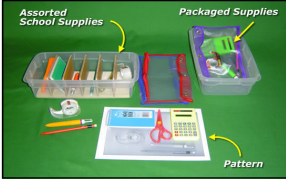


Student Name: _____

Task Performance Date(s): _____

<p>PKG-102 School Supplies</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 seven task components from each other						
Uses a Packaging Jig to match supplies to their picture						
Recognizes when one of each item is represented on the jig and items are ready to be packaged						
Transfers items to new locations						
Uses dexterity of fingers and hand strength when zipping up bag						
Grips and releases components intentionally						
Uses both hands simultaneously to assemble the task						
Uses sensory input to maintain appropriate proprioceptive feedback						
Self checks personal progress during packaging task						

Student Work Habits - Check the appropriate description
During the task the student:

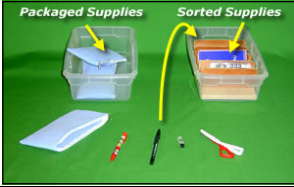
- Was eager and worked hard to complete the task
- Was willing to attempt the task but needed verbal cues
- Was willing to attempt the task but needed physical guidance
- Was uncooperative or unwilling to attempt the task

Anecdotal Notes:

Student Name: _____

Task Performance Date(s): _____

Secondary Rubric

PKG-102 School Supplies 	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 seven task components from each other						
Uses dexterity of fingers and hand strength when unzipping bag						
Recognizes common attributes to sort items						
Transfers items to new locations						
Grips and releases components intentionally						
Uses both hands simultaneously to disassemble 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:
