Student Name:  Task Performance Date(s):					_	
PKG-110 Doll Clothes  Poll Clothing Accessories  Picture Jig	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 <b>Not Displayed</b> despite prompts and guidance
Distinguishes the four task components from each other						
Uses a Packaging Jig to match clothes, accessories, and shoes 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 approp During the task the student:  Was eager Was willing Was willing Was uncoop	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:						

ask Performance Date(s):						Sec	ondary Rubr
PKG-110 Doll Clothes  Packaged Sorted Clothing & Accessories  Picture Jig	Skilled Displayed Independently	Skill Displayed  Consistently  with Verbal or  Visual Prompts	Skill Displayed <b>Consistently</b> with physical guidance	Skill Displayed Inconsistently with Verbal or Visual Prompts	Skill Displayed Inconsistently	with physical guidance	Skill <b>Not Displayed</b> despite prompts and guidance
istinguishes the four task components om each other							
ses dexterity of fingers and hand rength when unzipping bag							
ecognizes common attributes to sort ems							
ransfers items to new locations							
rips and releases components tentionally							
ses both hands simultaneously to sassemble the task							
ses sensory input to maintain appropriate roprioceptive feedback							
elf checks personal progress during task							
□ Was w □ Was w	ager an illing to illing to	te description  d worked have  attempt the  attempt the  rative or unite	ard to com e task but e task but	needed needed	verba phys	al cu ical g	
Anecdotal Notes:							