Student Name: _____________________________________________
Task Performance Date(s): ___________________________________

<table>
<thead>
<tr>
<th>SRT-103 Dowels by Length</th>
<th>Skilled Displayed</th>
<th>Consistently</th>
<th>Skill Displayed</th>
<th>Inconsistently</th>
<th>Skill Not Displayed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Independently</td>
<td>with Verbal</td>
<td>with physical</td>
<td>with Verbal</td>
<td>and guidance</td>
</tr>
</tbody>
</table>

Distinguishes the two task components from each other

Uses pincer grasp to grip dowels

Uses palmer grasp to grip dowels

Recognizes common attributes specifically length to group items

Uses hand-eye coordination, finger dexterity, and wrist movement to place dowels into a slotted divider

Grips and releases components intentionally

Uses both hands simultaneously to sort 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:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________