Distinguishes the two task components from each other

Uses pincer grasp to grip pencils

Uses palmer grasp to grip pencils

Recognizes common attributes-specifically color/pattern-to group items

Uses hand-eye coordination, finger dexterity, and wrist movement to place pencils 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

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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):  ___________________________________