Distinguishes the two task components from each other

Uses pincer grasp to grip spatulas

Uses palmer grasp to grip spatulas

Recognizes common attributes—specifically size— to group items

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

<table>
<thead>
<tr>
<th>SRT-306 Spatulas</th>
<th>Skilled Displayed Independently</th>
<th>Skill Displayed Consistently with Verbal or Visual Prompts</th>
<th>Skill Displayed Consistently with physical guidance</th>
<th>Skill Displayed Inconsistently with Verbal or Visual Prompts</th>
<th>Skill Displayed Inconsistently with physical guidance</th>
<th>Skill Not Displayed despite prompts and guidance</th>
</tr>
</thead>
</table>

**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):** ___________________________________