### STK-307 3-D Wood Shapes

<table>
<thead>
<tr>
<th>Skill Displayed</th>
<th>Skill Consistently</th>
<th>Skill Consistently</th>
<th>Skill Inconsistently</th>
<th>Skill Inconsistently</th>
<th>Skill Not Displayed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Independently</strong></td>
<td>with verbal or visual prompts</td>
<td>with physical guidance</td>
<td>with verbal or visual prompts</td>
<td>with physical guidance</td>
<td>despite prompts and guidance</td>
</tr>
</tbody>
</table>

- Distinguishes the three task components from each other
- Uses pincer grasp to grip shapes
- Uses palmer grasp to grip shapes
- Uses pattern to follow directions in a sequential order
- Uses hand-eye coordination and wrist movement to place shapes onto post
- Grips and releases components intentionally
- Uses both hands simultaneously to assemble 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:**
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________