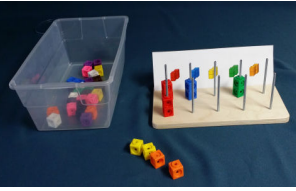


Student Name: \_\_\_\_\_

Task Performance Date(s): \_\_\_\_\_

<p>STK-303 Cubes</p> 	<p>Skilled Displayed <b>Independently</b></p>	<p>Skill Displayed <b>Consistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Consistently</b> with physical guidance</p>	<p>Skill Displayed <b>Inconsistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Inconsistently</b> with physical guidance</p>	<p>Skill <b>Not</b> <b>Displayed</b> despite prompts and guidance</p>
Distinguishes the task components from each other						
Distinguishes between different colors of the cubes						
Uses pattern to follow directions in a sequential order						
Uses pincer grasp to grip cubes						
Uses palmer grasp to grip cubes						
Interlocks cubes to create a sturdy stack						
Grips and releases cubes 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:

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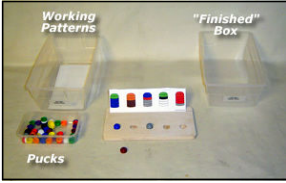
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Student Name: \_\_\_\_\_

Task Performance Date(s): \_\_\_\_\_

 <p>STK-304 Plastic Pucks</p>	Skilled Displayed <b>Independently</b>	Skill Displayed <b>Consistently</b> with Verbal or Visual Prompts	Skill Displayed <b>Consistently</b> with physical guidance	Skill Displayed <b>Inconsistently</b> with Verbal or Visual Prompts	Skill Displayed <b>Inconsistently</b> with physical guidance	Skill <b>Not</b> <b>Displayed</b> despite prompts and guidance
Distinguishes the three task components from each other						
Distinguishes between different colors of the pucks						
Uses pattern to follow directions in a sequential order						
Uses pincer grasp to grip pucks						
Uses palmer grasp to grip pucks						
Interlocks pucks to create a sturdy stack						
Grips and releases blocks 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:

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Student Name: \_\_\_\_\_

Task Performance Date(s): \_\_\_\_\_

<p style="text-align: center;">STK-305 Timbers</p> 	<p style="text-align: center;"><b>Skilled Displayed Independently</b></p>	<p style="text-align: center;"><b>Skill Displayed Consistently</b> with Verbal or Visual Prompts</p>	<p style="text-align: center;"><b>Skill Displayed Consistently</b> with physical guidance</p>	<p style="text-align: center;"><b>Skill Displayed Inconsistently</b> with Verbal or Visual Prompts</p>	<p style="text-align: center;"><b>Skill Displayed Inconsistently</b> with physical guidance</p>	<p style="text-align: center;"><b>Skill Not Displayed</b> despite prompts and guidance</p>
Distinguishes the two task components from each other						
Distinguishes between different sizes of wood pieces						
Uses pattern to follow directions in a sequential order						
Uses pincer grasp to grip wood pieces						
Uses palmer grasp to grip wood pieces						
Grips and releases wood pieces intentionally						
Interlocks logs to create a sturdy stack						
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:

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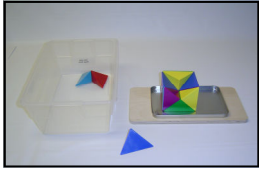
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Student Name: \_\_\_\_\_

Task Performance Date(s): \_\_\_\_\_

STK-306 Pyramids 	Skilled Displayed <b>Independently</b>	Skill Displayed <b>Consistently</b> with Verbal or Visual Prompts	Skill Displayed <b>Consistently</b> with physical guidance	Skill Displayed <b>Inconsistently</b> with Verbal or Visual Prompts	Skill Displayed <b>Inconsistently</b> with physical guidance	Skill <b>Not</b> <b>Displayed</b> despite prompts and guidance
Distinguishes the three task components from each other						
Uses pattern to follow directions in a sequential order						
Uses pincer grasp to grip pyramids						
Uses palmer grasp to grip pyramids						
Grips and releases components intentionally						
Uses appropriate hand strength when assembling task with magnetic items						
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:

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