**STK-101 Plastic Cups**

<table>
<thead>
<tr>
<th>Skill Displayed</th>
<th>Skill Displayed with Verbal or Visual Prompts</th>
<th>Skill Displayed 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>
<tbody>
<tr>
<td>Skill Displayed</td>
<td>Consistently</td>
<td>Consistently</td>
<td>Inconsistently</td>
<td>Inconsistently</td>
<td>Not Displayed despite prompts and guidance</td>
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</tr>
</tbody>
</table>

- Distinguishes the two task components from each other
- Distinguishes between different colors of the cups
- Uses pincer grasp to grip cups
- Uses palmer grasp to grip cups
- Interlocks cups to create a sturdy stack
- Groups one color on each cup
- Grips and releases cups 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:**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
**STKH102 Plastic Blocks**

<table>
<thead>
<tr>
<th>Student Name: _____________________________________________</th>
<th>Task Performance Date(s):  ___________________________________</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Skill Displayed</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>

- Distinguishes the two task components from each other
- Distinguishes between different sizes of the blocks
- Uses pincer grasp to grip blocks
- Uses palmer grasp to grip blocks
- Interlocks blocks to create a sturdy stack
- Groups one size on each block (disregarding color)
- 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:**

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
### Distinguishes the two task components from each other

- Skilled Displayed
- Independent
- Consistently
- Skill Displayed with verbal or visual prompts
- Inconsistently
- Skill Displayed with physical guidance
- Not Displayed despite prompts and guidance

### Recognizes common attributes—specifically shape-to group items

- Skilled Displayed
- Independent
- Consistently
- Skill Displayed with verbal or visual prompts
- Inconsistently
- Skill Displayed with physical guidance
- Not Displayed despite prompts and guidance

### Uses pincer grasp to grip shapes

- Skilled Displayed
- Independent
- Consistently
- Skill Displayed with verbal or visual prompts
- Inconsistently
- Skill Displayed with physical guidance
- Not Displayed despite prompts and guidance

### Uses palmer grasp to grip shapes

- Skilled Displayed
- Independent
- Consistently
- Skill Displayed with verbal or visual prompts
- Inconsistently
- Skill Displayed with physical guidance
- Not Displayed despite prompts and guidance

### Uses hand-eye coordination and finger dexterity to place a post through a hole in the shape

- Skilled Displayed
- Independent
- Consistently
- Skill Displayed with verbal or visual prompts
- Inconsistently
- Skill Displayed with physical guidance
- Not Displayed despite prompts and guidance

### Grips and releases components intentionally

- Skilled Displayed
- Independent
- Consistently
- Skill Displayed with verbal or visual prompts
- Inconsistently
- Skill Displayed with physical guidance
- Not Displayed despite prompts and guidance

### Uses both hands simultaneously to assemble the task

- Skilled Displayed
- Independent
- Consistently
- Skill Displayed with verbal or visual prompts
- Inconsistently
- Skill Displayed with physical guidance
- Not Displayed despite prompts and guidance

### Transfers items to new locations

- Skilled Displayed
- Independent
- Consistently
- Skill Displayed with verbal or visual prompts
- Inconsistently
- Skill Displayed with physical guidance
- Not Displayed despite prompts and guidance

### Uses sensory input to maintain appropriate proprioceptive feedback

- Skilled Displayed
- Independent
- Consistently
- Skill Displayed with verbal or visual prompts
- Inconsistently
- Skill Displayed with physical guidance
- Not Displayed despite prompts and guidance

### Self checks personal progress during task

- Skilled Displayed
- Independent
- Consistently
- Skill Displayed with verbal or visual prompts
- Inconsistently
- Skill Displayed with physical guidance
- Not Displayed despite prompts and guidance

### 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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STK-104 Wood Wheels

<table>
<thead>
<tr>
<th>Skill Displayed</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>
<tbody>
<tr>
<td>Distinguishes the two task components from each other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses pincer grasp to grip wheels</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses palmer grasp to grip wheels</td>
<td></td>
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</tr>
<tr>
<td>Uses hand-eye coordination and finger dexterity to place a post through a hole in the wheel</td>
<td></td>
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<tr>
<td>Uses one-to-one correspondence when counting to five</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Grips and releases components intentionally</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Uses both hands simultaneously to assemble the task</td>
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<tr>
<td>Transfers items to new locations</td>
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<td>Uses sensory input to maintain appropriate proprioceptive feedback</td>
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</tr>
<tr>
<td>Self checks personal progress during task</td>
<td></td>
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</tbody>
</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:**

____________________________________________________________________________________
____________________________________________________________________________________
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**STK-201 Rubber Washers**

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<thead>
<tr>
<th>Skill Displayed</th>
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<th>Consistently with verbal or visual prompts</th>
<th>Consistently with physical guidance</th>
<th>Inconsistently with verbal or visual prompts</th>
<th>Inconsistently with physical guidance</th>
<th>Not Displayed despite prompts and guidance</th>
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<tbody>
<tr>
<td>Distinguishes the two task components from each other</td>
<td></td>
<td></td>
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<tr>
<td>Recognizes washer attributes—specifically color—to group items</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Uses pincer grasp to grip washers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses palmer grasp to grip washers</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Uses hand-eye coordination and wrist movement to place washer onto post</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Groups one color on each post</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Grips and releases components intentionally</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Uses both hands simultaneously to assemble the task</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Transfers items to new locations</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Uses sensory input to maintain appropriate proprioceptive feedback</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Self checks personal progress during task</td>
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</tr>
</tbody>
</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:**

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
STK-204 Plastic Saucers

<table>
<thead>
<tr>
<th>Skill Displayed</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>
<tbody>
<tr>
<td>Distinguishes the two task components from each other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinguishes between different colors of the saucers</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Uses pincer grasp to grip saucers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses palmer grasp to grip saucers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interlocks saucers to create a sturdy stack</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Groups one color on each saucer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grips and releases saucers intentionally</td>
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<td></td>
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<tr>
<td>Uses both hands simultaneously to assemble the task</td>
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<td></td>
</tr>
<tr>
<td>Transfers items to new locations</td>
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<tr>
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</tr>
<tr>
<td>Self checks personal progress during task</td>
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During the task the student:

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**Anecdotal Notes:**

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_____________________________________________________________
STK-301 Colored Rings

<table>
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<th>Skill Displayed</th>
<th>Consistently with Verbal or Visual Prompts</th>
<th>Consistently with Physical Guidance</th>
<th>Inconsistently with Verbal or Visual Prompts</th>
<th>Inconsistently with Physical Guidance</th>
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</thead>
<tbody>
<tr>
<td>Distinguishes the two task components from each other</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes ring attributes-specifically color-to group items</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses pincer grasp to grip rings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses palmer grasp to grip rings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses hand-eye coordination and wrist movement to place ring onto post</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Groups one color on each post</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grips and releases components intentionally</td>
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<tr>
<td>Uses both hands simultaneously to assemble the task</td>
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**Anecdotal Notes:**
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

**Student Name:** _____________________________________________

**Task Performance Date(s):** ___________________________________
| **Student Name:** _____________________________________________ |
| **Task Performance Date(s):** ________________________________ |

<table>
<thead>
<tr>
<th><strong>STK-401 CD Stackers</strong></th>
<th><strong>Skilled Displayed Independently</strong></th>
<th><strong>Skill Displayed Consistently with Verbal or Visual Prompts</strong></th>
<th><strong>Skill Displayed Inconsistently with Verbal or Visual Prompts</strong></th>
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</thead>
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<tr>
<td>Distinguishes the two task components from each other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes CD attributes-specifically color-to group items</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Uses pincer grasp to grip CDs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses palmer grasp to grip CDs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses hand-eye coordination and wrist movement to place CD onto spindle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Groups one color on each spindle</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Grips and releases components intentionally</td>
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<tr>
<td>Uses both hands simultaneously to assemble the task</td>
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<td>Transfers items to new locations</td>
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- □ Was eager and worked hard to complete the task
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**Anecdotal Notes:**
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
**Student Name:** ___________________________________________

**Task Performance Date(s):** ___________________________________

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### STK-403 Traffic Cones

<table>
<thead>
<tr>
<th>Skill Displayed</th>
<th>Skilled Displayed Independently</th>
<th>Skill Displayed Consistently with Verbal or Visual Prompts</th>
<th>Skill Displayed Consistently with physical guidance</th>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes common attributes to group items, specifically by color</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses pincer grasp to grip cones</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses palmer grasp to grip cones</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interlocks cones to create a sturdy stack</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grips and releases cones intentionally</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses both hands simultaneously to assemble the task</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Transfers items to new locations</td>
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<td>Uses sensory input to maintain appropriate proprioceptive feedback</td>
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<tr>
<td>Self checks personal progress during task</td>
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- [ ] **Was eager and worked hard to complete the task**
- [ ] **Was willing to attempt the task but needed verbal cues**
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**Anecdotal Notes:**

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________