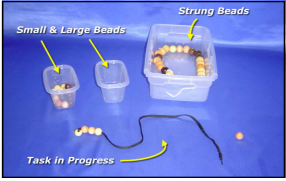


Student Name: _____

Task Performance Date(s): _____

	Skilled Displayed Independently	Skill Displayed Consistently with Verbal or Visual Prompts	Skill Displayed Consistently with physical guidance	Skill Displayed Inconsistently with Verbal or Visual Prompts	Skill Displayed Inconsistently with physical guidance	Skill Not Displayed despite prompts and guidance
Distinguishes the three task components from each other						
Identifies the size of beads by name						
Uses hand-eye coordination and finger dexterity to place the lace into a small hole on the bead						
Recognizes common attributes- specifically size-to group like-items onto the lace						
Uses both hands simultaneously to complete the task						
Grips and releases components intentionally						
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:

Student Name: _____

Secondary Rubric

Task Performance Date(s): _____

<p>FMT-102 Wood Beads</p> 	<p>Skilled Displayed Independently</p>	<p>Skill Displayed Consistently with Verbal or Visual Prompts</p>	<p>Skill Displayed Consistently with physical guidance</p>	<p>Skill Displayed Inconsistently with Verbal or Visual Prompts</p>	<p>Skill Displayed Inconsistently with physical guidance</p>	<p>Skill Not Displayed despite prompts and guidance</p>
Distinguishes the three task components from each other						
Identifies the size of beads by name						
Uses hand-eye coordination and finger dexterity to remove bead from the lace						
Recognizes common attributes- specifically size-to group like-items onto the containers						
Uses both hands simultaneously to complete the task						
Grips and releases components intentionally						
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

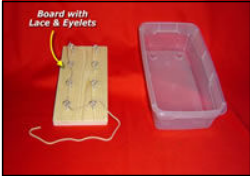
During the task the student:

- 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:

Student Name: _____

Task Performance Date(s): _____

<p>FMT-104 Lace and Eyes</p> 	<p>Skilled Displayed Independently</p>	<p>Skill Displayed Consistently with Verbal or Visual Prompts</p>	<p>Skill Displayed Consistently with physical guidance</p>	<p>Skill Displayed Inconsistently with Verbal or Visual Prompts</p>	<p>Skill Displayed Inconsistently with physical guidance</p>	<p>Skill Not Displayed despite prompts and guidance</p>
Distinguishes the two task components from each other						
Identifies where to start when lacing						
Uses hand-eye coordination and finger dexterity to place the lace into the eyelets						
Travels in a linear sequence when lacing						
Retains lacing sequence from one attempt to another						
Uses both hands simultaneously to complete the task						
Grips and releases components intentionally						
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:

Student Name: _____

Task Performance Date(s): _____

<p>FMT-109 Colored Beads</p> 	<p>Skilled Displayed Independently</p>	<p>Skill Displayed Consistently with Verbal or Visual Prompts</p>	<p>Skill Displayed Consistently with physical guidance</p>	<p>Skill Displayed Inconsistently with Verbal or Visual Prompts</p>	<p>Skill Displayed Inconsistently with physical guidance</p>	<p>Skill Not Displayed despite prompts and guidance</p>
Distinguishes the three task components from each other						
Identifies colors by name						
Uses hand-eye coordination and finger dexterity to place the lace into the plastic needle						
Recognizes common attributes- specifically color (despite shade differences)-to group like-items onto the like-colored lace						
Uses hand-eye coordination and finger dexterity to place the beads onto the lace						
Uses both hands simultaneously to complete the task						
Grips and releases components intentionally						
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:

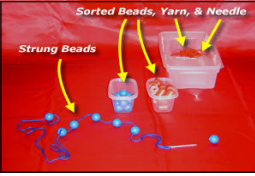
- Was eager and worked hard to complete the task
- Was willing to attempt the task but needed verbal cues
- Was willing to attempt the task but needed physical guidance
- Was uncooperative or unwilling to attempt the task

Anecdotal Notes:

Student Name: _____

Secondary Rubric

Task Performance Date(s): _____

<p>FMT-109 Colored Beads</p> 	<p>Skilled Displayed Independently</p>	<p>Skill Displayed Consistently with Verbal or Visual Prompts</p>	<p>Skill Displayed Consistently with physical guidance</p>	<p>Skill Displayed Inconsistently with Verbal or Visual Prompts</p>	<p>Skill Displayed Inconsistently with physical guidance</p>	<p>Skill Not Displayed despite prompts and guidance</p>
Distinguishes the three task components from each other						
Identifies colors by name						
Uses hand-eye coordination and finger dexterity to remove the beads from the lace						
Recognizes common attributes to sort items						
Uses both hands simultaneously to complete the task						
Grips and releases components intentionally						
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

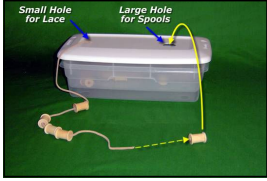
During the task the student:

- 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:

Student Name: _____

Task Performance Date(s): _____

<p>PIO-106 Spools and Lace</p> 	<p>Skilled Displayed Independently</p>	<p>Skill Displayed Consistently with Verbal or Visual Prompts</p>	<p>Skill Displayed Consistently with physical guidance</p>	<p>Skill Displayed Inconsistently with Verbal or Visual Prompts</p>	<p>Skill Displayed Inconsistently with physical guidance</p>	<p>Skill Not Displayed despite prompts and guidance</p>
Distinguishes the three task components from each other						
Removes spool from lace one at a time						
Uses hand-eye coordination and finger dexterity to place spool into the hole						
Uses both hands simultaneously to complete the task						
Grips and releases components intentionally						
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:

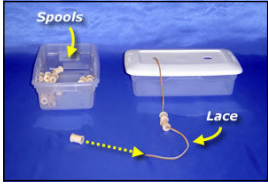
- Was eager and worked hard to complete the task
- Was willing to attempt the task but needed verbal cues
- Was willing to attempt the task but needed physical guidance
- Was uncooperative or unwilling to attempt the task

Anecdotal Notes:

Student Name: _____

Secondary Rubric

Task Performance Date(s): _____

PIO-106 Spools and Lace 	Skilled Displayed Independently	Skill Displayed Consistently with Verbal or Visual Prompts	Skill Displayed Consistently with physical guidance	Skill Displayed Inconsistently with Verbal or Visual Prompts	Skill Displayed Inconsistently with physical guidance	Skill Not Displayed despite prompts and guidance
Distinguishes the three task components from each other						
Uses hand-eye coordination and finger dexterity to place lace through a small hole on spool						
Uses both hands simultaneously to complete the task						
Grips and releases components intentionally						
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

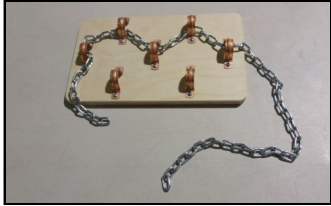
During the task the student:

- 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:

Student Name: _____

Task Performance Date(s): _____

FMT-405 Chain Weaving 	Skilled Displayed Independently	Skill Displayed Consistently with Verbal or Visual Prompts	Skill Displayed Consistently with physical guidance	Skill Displayed Inconsistently with Verbal or Visual Prompts	Skill Displayed Inconsistently with physical guidance	Skill Not Displayed despite prompts and guidance
Distinguishes the two task components from each other						
Identifies where to start weaving using the pattern card						
Uses pattern card to recreate the pattern shown						
Uses hand-eye coordination and finger dexterity to place the chain through the guides						
Travels in a linear sequence when weaving						
Retains lacing sequence from one attempt to another						
Uses both hands simultaneously to complete the task						
Grips and releases components intentionally						
Uses sensory input to maintain appropriate proprioceptive feedback						
Self checks personal progress during task						

Student Work Habits - Check the appropriate description

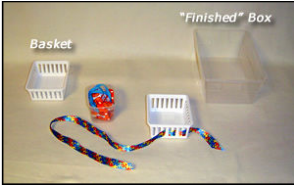
During the task the student:

- 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:

Student Name: _____

Task Performance Date(s): _____

<p style="text-align: center;">FMT-303 Weaving</p> 	<p style="text-align: center;">Skilled Displayed Independently</p>	<p style="text-align: center;">Skill Displayed Consistently with Verbal or Visual Prompts</p>	<p style="text-align: center;">Skill Displayed Consistently with physical guidance</p>	<p style="text-align: center;">Skill Displayed Inconsistently with Verbal or Visual Prompts</p>	<p style="text-align: center;">Skill Displayed Inconsistently with physical guidance</p>	<p style="text-align: center;">Skill Not Displayed despite prompts and guidance</p>
Distinguishes the two task components from each other						
Uses both hands simultaneously to complete the task						
Uses finger dexterity to place the ribbon into a small slit in the basket						
Retains the "under-over" sequence throughout the task						
Uses hand and wrist movement to weave the ribbon around the basket						
Grips and releases components intentionally						
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:

Student Name: _____

Task Performance Date(s): _____

<p>FMT-308 Tie Shoe</p> 	<p>Skilled Displayed Independently</p>	<p>Skill Displayed Consistently with Verbal or Visual Prompts</p>	<p>Skill Displayed Consistently with physical guidance</p>	<p>Skill Displayed Inconsistently with Verbal or Visual Prompts</p>	<p>Skill Displayed Inconsistently with physical guidance</p>	<p>Skill Not Displayed despite prompts and guidance</p>
Distinguishes the two task components from each other						
Identifies where to start when lacing up the shoe.						
Uses hand-eye coordination and finger dexterity to place the lace into the eyelets beginning at the bottom						
Travels in a linear sequence when lacing up the shoe						
Crisscrosses laces when lacing up shoes						
Retains lacing sequence from one attempt to another						
Uses wrist movement and finger dexterity to create a bow with laces						
Uses both hands simultaneously to complete the task						
Grips and releases components intentionally						
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:

Student Name: _____

Task Performance Date(s): _____

<p>FMT-204 Lace and Tie</p> 	<p>Skilled Displayed Independently</p>	<p>Skill Displayed Consistently with Verbal or Visual Prompts</p>	<p>Skill Displayed Consistently with physical guidance</p>	<p>Skill Displayed Inconsistently with Verbal or Visual Prompts</p>	<p>Skill Displayed Inconsistently with physical guidance</p>	<p>Skill Not Displayed despite prompts and guidance</p>
Distinguishes the three task components from each other						
Identifies jig as tie or lace by name						
Identifies where to start when lacing						
Uses hand-eye coordination and finger dexterity to place the lace into the eyelets beginning at the bottom						
Travels in a linear sequence when lacing						
Crisscrosses laces when lacing						
Retains lacing sequence from one attempt to another						
Uses wrist movement and finger dexterity to create a bow with laces						
Uses both hands simultaneously to complete the task						
Grips and releases components intentionally						
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:

Student Name: _____

Task Performance Date(s): _____

<p>FMT-307 Colored Spools</p> 	<p>Skilled Displayed Independently</p>	<p>Skill Displayed Consistently with Verbal or Visual Prompts</p>	<p>Skill Displayed Consistently with physical guidance</p>	<p>Skill Displayed Inconsistently with Verbal or Visual Prompts</p>	<p>Skill Displayed Inconsistently with physical guidance</p>	<p>Skill Not Displayed despite prompts and guidance</p>
Distinguishes the three task components from each other						
Identifies the colors of the spools by name						
Uses hand-eye coordination and finger dexterity to place the lace into a small hole on the spool						
Uses a pattern jig to lace the spools in a sequential order						
Uses both hands simultaneously to complete the task						
Grips and releases components intentionally						
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:
