Student Name:	
Task Performance Date(s):	

PIO-401 Circular Loom	b;d			,	,	(0
	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						
Uses pincer grasp to grip pipe						
Uses palmer grasp to grip pipe						
Recognizes common attributes- specifically length						
Distinguishes pipe as small, medium, or large using a pattern card						
Uses the pattern card start pattern on circular loom.						
Extends pattern on loom after completing the pattern card						
Uses hand-eye coordination, finger dexterity, and wrist movement to place pipe onto circular loom.						
Grips and releases components intentionally						
Transfers items to new locations						
Uses sensory input to maintain appropriate proprioceptive feedback						
Self checks personal progress during task						

	 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:	

Task Performance Date(s):					_	
ASM-105 Plastic Pipes PVC Pieces 6 Patterns Assembled Items Task in Progress	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 auidance
Distinguishes the four task components from each other						
Uses assembly Jig to follow directions in a sequential order						
Recognizes components that go "in" and components that go "on" when assembling pipe patterns						
Grips and releases pipes intentionally						
Uses appropriate palm strength when assembling task						
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 assembly task						
Student Work Habits - Check the approp During the task the student:	and wo to atte to atte	rked hard to mpt the tas mpt the tas	k but nee k but nee	ded verba ded phys	al cues ical guida	nce

Student Name:						Sec	ondary Rubi
Task Performance Date(s):					_ '		
ASM-105 Plastic Pipes Assembled PVC Sorted PVC	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 four task components rom each other							
Jses appropriate palm strength when disassembling task							
Recognizes common attributes to sort tems							
Grips and releases pipes intentionally							
Jses both hands simultaneously to disassemble the task							
Transfers items to new locations							
Uses sensory input to maintain appropriate proprioceptive feedback							
Self checks personal progress during task							
□ Was w □ Was w	ager an illing to illing to	te description d worked hattempt the attempt the attempt universal services are services.	ard to con e task but e task but	needed needed	verbal physic	al g	
Anecdotal Notes:							

Student Name:					_	
Task Performance Date(s):					_	
ASM-202 Plastic Pipes PVC Components Box for Completed Task Donut Shown on Middle Rod	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 four task components from each other						
Uses finger dexterity to thread pipe through wood jig						
Uses finger, thumb, and palm strength to snap caps onto the end of the pipe						
Uses dexterity of fingers to thread donut onto pipe						
Retains assembly sequence from one attempt to another						
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 assembly task						
Student Work Habits - Check the approp During the task the student:	and wo to atte to atte	rked hard to mpt the tas mpt the tas	k but nee k but nee	ded verba ded phys	al cues ical guida	nce

Student Name:						
Task Performance Date(s):					Seconda	ry Rubric
ASM-202 Plastic Pipes Sorted Components	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 four task components from each other						
Uses finger dexterity to remove pipe from wood jig						
Uses finger, thumb, and palm strength to snap caps off of the end of the pipe						
Uses dexterity of fingers to remove donut from pipe						
Recognizes common attributes to sort items						
Grips and releases components intentionally						
Uses both hands simultaneously to disassemble 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 approp During the task the student: Was eager Was willing Was willing Was uncoop Anecdotal Notes:	and wo to atte to atte	rked hard to mpt the tas mpt the tas	k but nee k but nee	ded verba ded physi	al cues cal guida	nce

Task Performance Date(s):					_	
ASM-303 Plastic Pipe Puzzle Components Pattern	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 quidance
Distinguishes the five task components from each other						
Uses Assembly Jig to follow directions in a sequential order						
Recognizes components that go "in" and components that go "on" when assembling pipe patterns						
Grips and releases pipes intentionally						
Uses appropriate palm strength when assembling task						
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 assembly task						
Student Work Habits - Check the approp During the task the student:	and wo to atte to atte	rked hard to mpt the tas mpt the tas	k but nee k but nee	ded verba ded phys	al cues ical guida	nce

Student Name: Task Performance Date(s): ASM-303 Plastic Pipe Puzzle					Secondary	Rubric
ASM-303 Plastic Pipe Puzzle						
					_	
Sorted Components	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
Distinguishes the five task components from each other						
Uses appropriate palm strength when disassembling task						
Recognizes common attributes to sort items						
Grips and releases pipes intentionally						
Uses both hands simultaneously to disassemble 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 task the student: Use Was eager Was willing Was willing Was uncoo	and wo to atte to atte	rked hard to mpt the tas	k but nee k but nee	ded verba ded phys	al cues ical guida	nce
Anecdotal Notes:						

Student Name: Task Performance Date(s):					_	
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ASM-308 Pipe Dreams Assorted Pipe Pieces Completed Patterns	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						
Recognizes different pipe shapes						
Recognizes different pipe colors						
Uses assembly Jig to follow directions in a sequential order						
Recognizes components that go "in" and components that go "on" when assembling pipe patterns						
Grips and releases pipes intentionally						
Uses appropriate palm strength when assembling task						
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 assembly task						
Student Work Habits - Check the approp During the task the student:	and wo to atte	rked hard to mpt the tas	k but nee	ded verba	al cues	
□ Was willing □ Was uncoop		•			_	nce

Student Name:					_	
Task Performance Date(s):					_	
ASM-309 Plastic Pipe/Bolt Assembly Project Assembled Projects Assembled Projects	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 six task components from each other Uses assembly Jig to follow directions in a sequential order						
Uses dexterity of fingers to insert pipes and washers onto bolts						
Uses wrist movement to thread a nut onto a bolt and tighten it						
Grips and releases components intentionally						
Uses appropriate palm strength when placing components onto bolt						
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 assembly task						
Student Work Habits - Check the approp During the task the student:	and wor to atter to atte	rked hard to mpt the tas mpt the tas	sk but need sk but need	ded verba ded physi	al cues cal guida:	nce
Anecdotal Notes:						

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
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ב כ	nd wo atte atte	attempt the tas attempt the tas	nd worked hard to complete to attempt the task but nee to attempt the task but nee	nd worked hard to complete the task o attempt the task but needed verba o attempt the task but needed phys	ate description Individual worked hard to complete the task of attempt the task but needed verbal cues of attempt the task but needed physical guidarative or unwilling to attempt the task

Student Name:						
Task Performance Date(s):						
ASM-407 Pipes and Caps	ъ.			_		
	d Displaye pendentl y	Displayed istently Verbal or I Prompts	Displayed istently ohysical nce	Displayed nsistently Verbal or I Prompts	Displayed nsistently ohysical nce	Not

ASM-407 Pipes and Caps	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						
Uses pattern to follow directions in a sequential order						
Uses pincer grasp to grip components						
Uses palmer grasp to grip components						
Recognizes components that go "in" and components that go "on" when assembling pipes and caps						
Uses hand-eye coordination and finger dexterity to place caps on the pipe						
Uses finger, thumb, and palm strength to snap cap onto the end of the pipe						
Uses both hands simultaneously to assemble 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						

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:					Seco	ndary
Task Performance Date(s):						
ASM-407 Pipes and Caps	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						
Uses pincer grasp to grip components						
Uses palmer grasp to grip components						
Uses finger, thumb, and palm strength to remove cap from the end of the pipe						
Recognizes common attributes to sort items						
Uses both hands simultaneously to disassemble 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						
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Anecdotal Notes:						

Student Name:	
Task Performance Date(s):	

ASM-409 Plastic Pipe with Adapters	σ.					
	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 task components from each other						
Uses pincer grasp to grip pipe						
Recognizes differences between similar objects –specifically diameter of pipe						
Recognizes components that go "in" and components that go "on" when assembling pipes and adapters						
Uses finger dexterity to thread pipe through wood jig						
Uses problem solving skills to choose the correct pipe adapter to extend the pipe to fit through the hole in the wood jig.						
Uses finger, thumb, and palm strength to snap adapters onto the end of the pipe						
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						

During the task the studen	li:
	Was eager and worked hard to complete the task
ם	Was willing to attempt the task but needed verbal cues
ם	 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):						
JTT-306 Measure and Pack Plastic Pipe Unsorted Pipe Pieces Pipe Pieces	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 quidance
Distinguishes the four task components from each other						
Recognizes pipes are different lengths						
Uses ruler to measure pipes to the nearest inch						
Sorts pipes according to their length						
Uses order card to select appropriate pipe lengths						
Uses dexterity of fingers and hand strength when closing bag						
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	1					
Self checks personal progress during task						
□ Was willing □ Was willing □ Was uncod	and wo g to atte g to atte	escription orked hard tempt the tas empt the tas empt the tas e or unwillin	sk but nee sk but nee	ded verba ded phys	al cues ical guida	nce
Anecdotal Notes:						

Task Performance Date(s):						
rusk refrontiunce buce(s).					_	
PKG-212 Plastic Pipe PVC Parts R Baggles Counting Jigs	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
Distinguishes the three task components from each other						
Recognizes the size difference (in diameter) of the pipes						
Recognizes the size difference (in diameter) of the pipe caps						
Matches appropriate caps to pipes						
Uses hand and thumb strength to snap pipe caps on						
Uses dexterity of fingers to place pipes into matching holes by diameter						
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 packaging task

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:			

Skill Displayed Consistently with Verbal or Visual Prompts Skill Displayed Guidance Skill Displayed With Verbal or Visual Prompts Skill Displayed With Physical Guidance Skill Displayed With Physical	Skill Not Displayed despite prompts and guidance
Skill Displayed Consistently with Verbal or Visual Prompts Skill Displayed Gonsistently with Verbal or Visual Prompts Skill Displayed Inconsistently with Verbal or Visual Prompts Skill Displayed Inconsistently with hysical with physical guidance Skill Displayed Inconsistently with hysical with physical	I Not played pite prompts quidance
	Skill Skill desp desp and
Distinguishes the three task components from each other	
Recognizes the size difference (in diameter) of the pipes	
Recognizes the size difference (in diameter) of the pipe caps	
Uses dexterity of fingers and hand strength when opening the bag	
Uses hand and thumb strength to snap off pipe caps	
Recognizes common attributes to sort items	
Grips and releases components intentionally	
Uses both hands simultaneously to disassemble 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 guid Was uncooperative or unwilling to attempt the task	ance
Anecdotal Notes:	