Task Performance Date(s):					_	
PIO-207 Coin Sort	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 five task components from each other						
Uses pincer grasp to grip coins						
Uses palmer grasp to grip coins						
Differentiates item characteristics to identify each coin by name						
Matches coin to lid label to determine the correct hole to place the coin						
Uses hand-eye coordination to manipulate coin into the correct hole						
Uses both hands simultaneously to complete the task						
Transfers items to new locations						
Uses sensory input to maintain appropriate proprioceptive feedback						
Self checks personal progress during task						
Grips and releases components intentionally						
Student Work Habits - Check the approp During the task the student:	and wo to atte to atte	rked hard t mpt the tas mpt the tas	sk but nee sk but nee	ded verba ded phys	al cues ical guida	nce

Anecdotal Notes:

Student Name:	
Task Performance Date(s):	

MAT-110 Coin Match	-	<u> </u>				
Assorted Cultiva Boxes	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 coins are different despite color similarities						
Identifies coins by name						
Identifies coin denominations						
Recognizes common attributes to match the coin to the correct container						
Uses pincer grasp to grip coins and containers						
Uses palmer grasp to grip coins and containers						
Uses hand-eye coordination to place coins in small containers						
Uses hand strength to snap on lid						
Grips and releases components intentionally						
Uses both hands simultaneously to complete the task						
Uses sensory input to maintain appropriate proprioceptive feedback						
Self checks personal progress during task						

<u>Student Work Habits</u> - Check the appropriate description During the task the student:

Was	eager	and	worked	hard	to	complete	e 1	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

Ar	1e	cd	o	tal	ΙN	loi	tes:
<i>,</i> ,,		-		u			LUJ.

Student Name:	
Task Performance Date(s):	

MAT-401 Counting 1 to 10	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 pincer grasp to grip objects						
Uses palmer grasp to grip objects						
Differentiates item characteristics to identify object by name						
Matches object to label using colored picture						
Counts sequentially from 1 to 10						
Uses one-to-one correspondence when counting objects						
Manipulates objects to place them in appropriate boxes						
Uses appropriate palm strength and hand-eye coordination to place lids on boxes						
Uses both hands simultaneously to complete the task						
Uses sensory input to maintain appropriate proprioceptive feedback						
Self checks personal progress during task						
Grips and releases components intentionally						

The control of the co								
Student Work Habits - C	Checl	k the appr	opriate d	lescription				
During the task the stud	dent:							
		Was eage	er and w	orked hard t	o complete	e the task		
		Was willin	ng to att	empt the tas	sk but need	ded verba	l cues	
		Was willin	ng to att	empt the tas	sk but need	ded physic	cal guidanc	:e
		Was unco	operativ	e or unwillir	ng to attem	npt the tas	sk	
Anecdotal Notes:								

Student Name:	
Task Performance Date(s):	

ASM-201 Measuring Cups	-					
Unassembled cups Assembled cup sets Clips	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 the four size differences of measuring cups						
Distinguishes different colors of cups to find a matching set						
Understands "one of each" concept when assembling cups on to the ring.						
Uses dexterity of fingers to thread rings into small holes						
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						

 $\underline{\text{Student Work Habits}}$ - Check the appropriate description During the task the student:

	Was eager	and	worked	hard	to	comp	lete	the	tasl	<
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- $\hfill\square$ 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):					Secondary Rubric	
ASM-201 Measuring Cups Unassembled cups Assembled cup sets Clips	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 two task components from each other Recognizes the four size differences of measuring cups						
Uses finger and palm strength to open ring						
Uses dexterity of fingers to remove cups from ring						
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 appropr During the task the student:	and wor to atter to atter	ked hard to npt the task npt the task	k but need k but need	ed verba ed physic	l cues cal guidan	ice

Student Name:						
Task Performance Date(s):					_	
ASM-107 Measuring Spoons Asserted Measuring Assembled Measuring Spoons Rings	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 two task components from each other						
Recognizes the four size differences of measuring spoons						
Distinguishes different colors of spoons to find a matching set						
Understands "one of each" concept when assembling spoons on to the ring.						
Uses dexterity of fingers to thread rings into small holes						
Grips and releases components intentionally						
Uses both hands simultaneously to assemble the task						

Student Work Habits - Check the appropriate description During the task the student:

Transfers items to new locations

Uses sensory input to maintain appropriate proprioceptive feedback

Self checks personal progress during assembly 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:	Secondary Rubric
Task Performance Date(s):	

ASM-107 Measuring Spoons Assembled Measuring Spoons Sorted Measuring Spoons Rings	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 the four size differences of measuring spoons						
Uses finger and palm strength to open ring						
Uses dexterity of fingers to remove spoons from small ring						
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						

<u>Student Work Habits</u> - Check the appropriate description During the task the student:

During the task the stud	ent:	
		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):					_	
PKG-112 Marbles Empty Boxes Packaged Marbles Marbles Counting Jig	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 dexterity of fingers to place marbles into small compartments						
Uses one-to-one correspondence when counting items						
Uses appropriate hand strength when closing box						
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						
Student Work Habits - Check the appropriate description During the task the student:						

Anecdotal Notes:			

Student Name:	
Task Performance Date(s):	

COM-508 Money	Φ.			_	_	10
108	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						
Identifies coins by their name						
Identifies paper money by denomination						
Uses print concepts to sort coins and paper money by denomination to match amount on each card						
Counts 1-10 using one-to-one correspondence						
Uses pincer grasp to grip coins						
Uses palmer grasp to grip coins						
Uses hand strength to close bag						
Grips and releases components intentionally						
Uses both hands simultaneously to sort 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:

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):	

COM-508 Money	p >				_	W
10s	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						
Identifies coins by their name						
Identifies paper money by denomination						
Recognizes common attributes to sort items						
Uses hand strength to open bag						
Grips and releases components intentionally						
Uses both hands simultaneously to sort 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:

${\scriptscriptstyle \square}$ Was eager and worked hard to complete the	tasl	k
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- 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

Ш	was uncooperative or	unwining	to attempt	tile task

Anecdotal Notes:			

Student Name:					_	
Task Performance Date(s):					_	
PKG-207 Heads or Tails? Jars, Lids & Matched Units Output District Colors District Colo	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 and identifies coins by their name						
Recognizes and identifies heads and tails sides of coins						
Uses dexterity of fingers to place coins into small compartments						
Uses one-to-one correspondence when counting items						
Uses appropriate hand strength and wrist movement when closing jars						
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						

<u>Student Work Habits</u> - Check During the task the student:	the appropriate description
	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):					Secondary Rubric	
PKG-207 Heads or Tails? Completed Units Sorted Jars, Lids, & Coins	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 four task components from each other						
Recognizes and identifies coins by their name						
Recognizes and identifies heads and tails sides of coins						
Uses appropriate hand strength and wrist movement when opening jars						
Uses dexterity of fingers to remove coins from small compartments						
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 appropropropropropropropropropropropropro	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):					_	
JTT-304 Wallet Assembly Wallet Components Assembled Wallets	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 seven task components from each other						
Uses print concepts to sort medical cards, ID cards and information cards into matching sets Identifies coins by their name						
Identifies paper money by denomination						
Uses wallet assembly guide to assemble wallets appropriately						
Counts 1-10 using one-to-one correspondence						
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						
□ Was willing □ Was uncoo	and wo to atte to atte		sk but need sk but need	ded verba ded physi	al cues ical guida	nce
Anecdotal Notes:						

Student Name:					Secondary Rubric		
Task Performance Date(s):					_		
JTT-304 Wallet Assembly Assembled Components 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 quidance	
Distinguishes the seven task components from each other							
Identifies coins by their name							
Identifies paper money by denomination							
Recognizes common attributes to sort items							
Uses print concepts to sort medical cards, ID cards and information cards							
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:	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):	

MAT-310 3D Shapes Assorted Geometric Sorted Geometric Shapes	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 shape attributes-specifically faces/vertices/edges						
Identifies 3D shapes by their name						
Uses print concepts to read the container labels						
Uses finger dexterity when placing 3D shapes into small containers						
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						

 $\underline{\text{Student Work Habits}}$ - 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:			