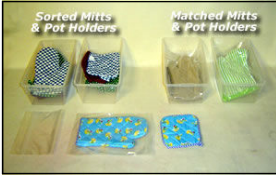


Student Name: _____

Task Performance Date(s): _____

| <p>MAT-207 Pot Holders</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 | | | | | | |
| Recognizes common attributes-specifically color and pattern-to group items into pairs | | | | | | |
| Uses finger, thumb, and palm strength when closing a Ziploc 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 | | | | | | |
| Self checks personal progress during packaging task | | | | | | |
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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 style="text-align: center;">MAT-207 Pot Holders</p>  | 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 finger, thumb, and palm strength when opening a Ziploc bag | | | | | | |
| Recognizes common attributes to sort items | | | | | | |
| 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 | | | | | | |
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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): _____

| STK-406 Ribbon Spools  | 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 | | | | | | |
| Recognizes common attributes- specifically solid or patterned ribbon | | | | | | |
| Identifies spool colors by their name | | | | | | |
| Uses picture clues on pattern to match spools to pattern | | | | | | |
| Uses hand-eye coordination and finger dexterity to place a post through a hole in the spool | | | | | | |
| Uses one-to-one correspondence when counting to three | | | | | | |
| 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 | | | | | | |
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Student Work Habits - Check the appropriate description

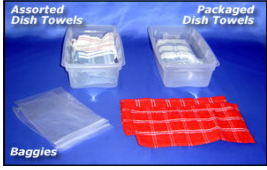
During the task the student:

- 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): _____

| PKG-209 Dish Clothes  | 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 matching pairs of dish clothes | | | | | | |
| Uses finger, thumb, and palm strength when closing a Ziploc 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 | | | | | | |
| Self checks personal progress during packaging task | | | | | | |
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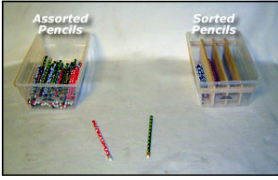
Student Work Habits - Check the appropriate description
 During the task the student:

- 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>SRT-301 Fancy Pencils</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 | | | | | | |
| Uses pincer grasp to grip pencils | | | | | | |
| Uses palmer grasp to grip pencils | | | | | | |
| Recognizes common attributes-specifically color/pattern-to group items | | | | | | |
| Uses hand-eye coordination, finger dexterity, and wrist movement to place pencils into a slotted divider | | | | | | |
| 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 | | | | | | |
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Student Work Habits - Check the appropriate description

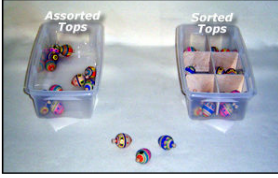
During the task the student:

- 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>SRT-304 Topsy Turvy</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 | | | | | | |
| Uses pincer grasp to grip tops | | | | | | |
| Uses palmer grasp to grip tops | | | | | | |
| Recognizes common attributes-specifically color/pattern-to group items | | | | | | |
| Uses hand-eye coordination, finger dexterity, and wrist movement to place tops into a slotted divider | | | | | | |
| 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 | | | | | | |
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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): _____

| PIO-409 Gingerbread Men  | 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 gingerbread | | | | | | |
| Uses palmer grasp to grip gingerbread men | | | | | | |
| Recognizes common attributes- specifically color/pattern-to group like-items | | | | | | |
| Uses hand-eye coordination to transfer gingerbread men to a small container | | | | | | |
| 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 | | | | | | |
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Student Work Habits - Check the appropriate description

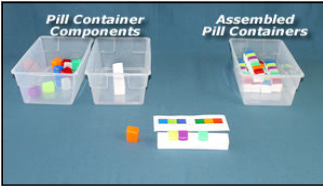
During the task the student:

- 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): _____

|  | 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 the containers | | | | | | |
| Uses palmer grasp to grip the containers | | | | | | |
| Use visual discrimination skills and print concepts to distinguish colors | | | | | | |
| Orders the pill containers in the correct order by color | | | | | | |
| Use dexterity of fingers and wrist movement to guide the container into a slot | | | | | | |
| Grips and releases components intentionally | | | | | | |
| 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 assembly task | | | | | | |
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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>SRT-106 Peppermint Buttons</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 | | | | | | |
| Recognizes and identifies button colors by name | | | | | | |
| Recognizes and identifies three different button sizes | | | | | | |
| Uses dexterity of fingers to place buttons into small compartments | | | | | | |
| Sorts buttons by color | | | | | | |
| Sorts buttons by size | | | | | | |
| Uses appropriate hand strength when closing cases | | | | | | |
| 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:

- 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): _____

| PIO-402 Wood Spools  | 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 and identifies different colors of spools by name | | | | | | |
| Uses color cues to match spools in trays to the pattern | | | | | | |
| Uses finger dexterity and hand-eye coordination to place spools into small compartments | | | | | | |
| 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 | | | | | | |
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Student Work Habits - Check the appropriate description

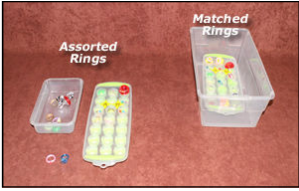
During the task the student:

- 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;">MAT-307 Rings</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 | | | | | | |
| Recognizes common attributes-specifically color-to group items into threes | | | | | | |
| Uses pincer grasp to grip rings | | | | | | |
| Uses palmer grasp to grip rings | | | | | | |
| Uses finger dexterity and hand-eye coordination to place rings into small compartments | | | | | | |
| 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 | | | | | | |
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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:
