

Student Name: _____

Task Performance Date(s): _____

<p>TTS 1002d Stuff Envelopes and Mail Sort</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						
Distinguishes between a return address and a mailing address						
Recognizes location of a return address and a mailing address on an envelope						
Identifies the zip code on an address						
Recognizes numbers 0-9 in a zip code						
Locates the senders zip code on the brochure						
Inserts the brochure in the matching envelope according to sender's zip code						
Matches stuffed envelope zip code to mail sort zip code						
Grips and releases components intentionally						
Uses both hands simultaneously to assemble the task						
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: _____

Secondary Rubric

Task Performance Date(s): _____

TTS 1002d Stuff Envelopes and Mail 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 three task components from each other						
Uses finger dexterity to remove the brochure from the envelope						
Recognizes common attributes to sort items						
Grips and releases components intentionally						
Uses both hands simultaneously to disassemble the task						
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:
