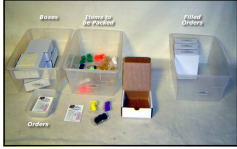


Student Name: \_\_\_\_\_

Task Performance Date(s): \_\_\_\_\_

<p>TTS 1003a Fill Orders/Receive Merchandise (Step 1)</p> 	<p>Skilled Displayed <b>Independently</b></p>	<p>Skill Displayed <b>Consistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Consistently</b> with physical guidance</p>	<p>Skill Displayed <b>Inconsistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Inconsistently</b> with physical guidance</p>	<p>Skill <b>Not</b> <b>Displayed</b> despite prompts and guidance</p>
Distinguishes the task components from each other						
Recognizes the pasta types by name						
Recognizes pom pom colors by name						
Recognizes words to fill orders from order cards						
Recognizes numbers to fill orders on order cards						
Uses one-to-one correspondence when counting items						
Used hand strength and coordination when closing the 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 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:

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Student Name: \_\_\_\_\_

Task Performance Date(s): \_\_\_\_\_

<p>TTS 1003a Fill Orders/Receive Merchandise (Step 2)</p> 	<p>Skilled Displayed <b>Independently</b></p>	<p>Skill Displayed <b>Consistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Consistently</b> with physical guidance</p>	<p>Skill Displayed <b>Inconsistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Inconsistently</b> with physical guidance</p>	<p>Skill <b>Not</b> <b>Displayed</b> despite prompts and guidance</p>
Distinguishes the four task components from each other						
Recognizes the pasta types by name						
Recognizes pom pom colors by name						
Recognizes the items and order codes on packing list						
Recognizes numbers to check order to packing list						
Uses one-to-one correspondence when counting items						
Discerns that order is "complete" or "not complete" appropriately						
Used hand strength and coordination when opening and closing the 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 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:

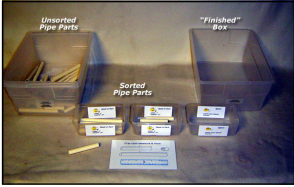
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Student Name: \_\_\_\_\_

Task Performance Date(s): \_\_\_\_\_

TTS 1003b Measure and Pack (Step 1) 	Skilled Displayed <b>Independently</b>	Skill Displayed <b>Consistently</b> with Verbal or Visual Prompts	Skill Displayed <b>Consistently</b> with physical guidance	Skill Displayed <b>Inconsistently</b> with Verbal or Visual Prompts	Skill Displayed <b>Inconsistently</b> with physical guidance	Skill <b>Not</b> <b>Displayed</b> despite prompts and guidance
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						
Recognizes when a pipe does not match the designated lengths						
Puts non-matching pipes in "rejects" container						
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						

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:

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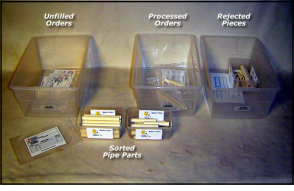
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Student Name: \_\_\_\_\_

Task Performance Date(s): \_\_\_\_\_

<p>TTS 1003b Measure and Pack (Step 2)</p> 	<p>Skilled Displayed <b>Independently</b></p>	<p>Skill Displayed <b>Consistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Consistently</b> with physical guidance</p>	<p>Skill Displayed <b>Inconsistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Inconsistently</b> with physical guidance</p>	<p>Skill <b>Not</b> <b>Displayed</b> despite prompts and guidance</p>
Distinguishes the four task components from each other						
Uses order card to select appropriate pipe lengths						
Recognizes when order is fulfilled and items are ready to be packaged						
Recognizes when order is not complete						
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						
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:

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Student Name: \_\_\_\_\_

Task Performance Date(s): \_\_\_\_\_

<p>TTS 1003c Plastic Pipe</p> 	<p>Skilled Displayed <b>Independently</b></p>	<p>Skill Displayed <b>Consistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Consistently</b> with physical guidance</p>	<p>Skill Displayed <b>Inconsistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Inconsistently</b> with physical guidance</p>	<p>Skill <b>Not</b> <b>Displayed</b> despite prompts and guidance</p>
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						
Recognizes when order is fulfilled and items are ready to be packaged						
Recognizes when order is not complete						
Uses dexterity of fingers and hand strength when closing bag						
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:

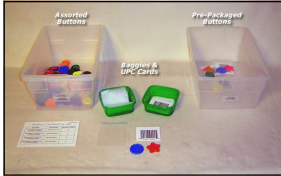
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Student Name: \_\_\_\_\_

Task Performance Date(s): \_\_\_\_\_

<p>TTS 1003d Button Packaging (Step 1)</p> 	<p>Skilled Displayed <b>Independently</b></p>	<p>Skill Displayed <b>Consistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Consistently</b> with physical guidance</p>	<p>Skill Displayed <b>Inconsistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Inconsistently</b> with physical guidance</p>	<p>Skill <b>Not</b> <b>Displayed</b> despite prompts and</p>
Distinguishes task components from each other						
Recognizes the different shapes of the buttons by name						
Recognizes the different colors of the buttons by name						
Groups buttons with the same shape and same color						
Groups buttons with the same shape and different color						
Groups buttons with the different shape and same color						
Groups buttons with the different shape and different color						
Uses packaging guide to place correct UPC code in bags with grouped buttons						
Uses hand strength to close bag						
Grips and releases components intentionally						
Uses both hands simultaneously to assemble the task						
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:

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Student Name: \_\_\_\_\_

Task Performance Date(s): \_\_\_\_\_

TTS 1003d Button Packaging (Step 2) 	Skilled Displayed <b>Independently</b>	Skill Displayed <b>Consistently</b> with Verbal or Visual Prompts	Skill Displayed <b>Consistently</b> with physical guidance	Skill Displayed <b>Inconsistently</b> with Verbal or Visual Prompts	Skill Displayed <b>Inconsistently</b> with physical guidance	Skill <b>Not</b> <b>Displayed</b> despite prompts and
Distinguishes task components from each other						
Recognizes the different shapes of the buttons by name						
Recognizes the different colors of the buttons by name						
Recognizes UPC codes as being different from one another						
Uses order form to package buttons using UPC codes						
Recognizes when order is fulfilled and items are ready to be packaged						
Recognizes when order is not complete						
Uses one-to-one correspondence when counting items						
Uses hand strength to close bag						
Grips and releases components intentionally						
Uses both hands simultaneously to assemble the task						
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:

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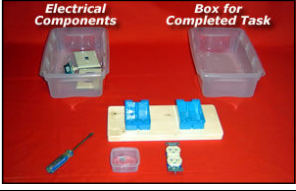
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Student Name: \_\_\_\_\_

Task Performance Date(s): \_\_\_\_\_

<p>TTS 1003e Electrical Boxes</p> 	<p>Skilled Displayed <b>Independently</b></p>	<p>Skill Displayed <b>Consistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Consistently</b> with physical guidance</p>	<p>Skill Displayed <b>Inconsistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Inconsistently</b> with physical guidance</p>	<p>Skill <b>Not</b> <b>Displayed</b> despite prompts and guidance</p>
Distinguishes the six task components from each other						
Distinguishes between outlets and light switch						
Uses finger dexterity to align the holes on the components in order to place the screws						
Uses wrist movement to thread the screws into the holes						
Recognizes the correct face plate to use to use for each component						
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 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:

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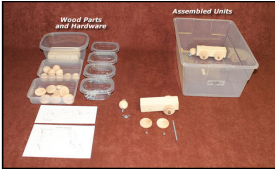


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Student Name: \_\_\_\_\_

Task Performance Date(s): \_\_\_\_\_

TTS 1003f Wood Carts/Balls and Bolts 	Skilled Displayed <b>Independently</b>	Skill Displayed <b>Consistently</b> with Verbal or Visual Prompts	Skill Displayed <b>Consistently</b> with physical guidance	Skill Displayed <b>Inconsistently</b> with Verbal or Visual Prompts	Skill Displayed <b>Inconsistently</b> with physical guidance	Skill <b>Not</b> <b>Displayed</b> despite prompts and guidance
Distinguishes the task components from each other						
Uses dexterity of fingers to thread a wheel onto an axel						
Uses fingers and wrists to thread a nut on to a bolt						
Uses assembly Jig to follow directions in a sequential order						
Uses hand-eye coordination to thread a wooden ball onto a bolt						
Uses dexterity of fingers to place nut onto bolt						
Uses wrist movement to twist and tighten the nut onto the bolt						
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 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:

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Student Name: \_\_\_\_\_

Secondary Rubric

Task Performance Date(s): \_\_\_\_\_

<p>TTS 1003f Wood Carts/Balls and Bolts</p> 	<p>Skilled Displayed <b>Independently</b></p>	<p>Skill Displayed <b>Consistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Consistently</b> with physical guidance</p>	<p>Skill Displayed <b>Inconsistently</b> with Verbal or Visual Prompts</p>	<p>Skill Displayed <b>Inconsistently</b> with physical guidance</p>	<p>Skill <b>Not</b> <b>Displayed</b> despite prompts and guidance</p>
Distinguishes the task components from each other						
Uses wrist movement to twist off and loosen the nuts from the bolts						
Uses dexterity of fingers to remove wheels from axels						
Uses hand-eye coordination to remove wooden balls from a bolts						
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 guidance
- Was uncooperative or unwilling to attempt the task

Anecdotal Notes:

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