


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

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

TTS 1004a Folding Towels and Dish Cloths 	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 the Folding Jig to follow directions in a sequential order						
Uses dexterity of fingers and wrist movement when folding towels and dish cloths						
Retains folding sequence from one attempt to another						
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 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 1004b Sew Button</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 five task components from each other						
Matches buttons to thread regardless of shade differences						
Uses finger dexterity to thread the plastic needle						
Uses wrist movement, dexterity, and visual perception to sew button onto the cloth						
Transfers items to new locations						
Retains sewing sequence from one attempt to another						
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 task						

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

- Was eager and worked hard to complete the task
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- Was willing to attempt the task but needed physical guidance
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Anecdotal Notes:

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

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

<p>TTS 1004c Wallet Assembly</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 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						

Student Work Habits - Check the appropriate description

During the task the student:

- Was eager and worked hard to complete the task
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- 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 style="text-align: center;">TTS 1004c Wallet Assembly</p> 	<p style="text-align: center;">Skilled Displayed <b>Independently</b></p>	<p style="text-align: center;">Skill Displayed <b>Consistently</b> with Verbal or Visual Prompts</p>	<p style="text-align: center;">Skill Displayed <b>Consistently</b> with physical guidance</p>	<p style="text-align: center;">Skill Displayed <b>Inconsistently</b> with Verbal or Visual Prompts</p>	<p style="text-align: center;">Skill Displayed <b>Inconsistently</b> with physical guidance</p>	<p style="text-align: center;">Skill <b>Not</b> <b>Displayed</b> despite prompts and guidance</p>
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 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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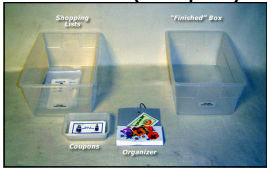
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Student Name: \_\_\_\_\_

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

TTS 1004d Coupon Organizer and Meal Planner (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 task components from each other						
Recognizes different food/product sections of the coupon organizer						
Uses picture cues match coupons to appropriate section of organizer						
Uses print concepts match coupons to appropriate section of organizer						
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 1004d Coupon Organizer and Meal Planner (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 guidance
Distinguishes the task components from each other						
Recognizes different food/product sections of the coupon organizer						
Uses print concepts match coupons to shopping list						
Locates correct section of the coupon organizer when looking for a coupon						
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
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- Was willing to attempt the task but needed physical guidance
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Anecdotal Notes:

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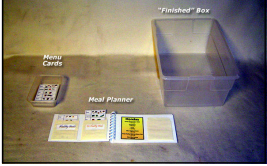
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Student Name: \_\_\_\_\_

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

TTS 1004d Coupon Organizer and Meal Planner (Step 3) 	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 print concepts to identify different days of the week by name						
Understands the meaning of the term "serving"						
Understands the meaning of the term "unhealthy"						
Identifies numbers on meal menus						
Uses one-to-one correspondence when counting servings						
Uses dexterity of fingers and hand strength when placing cards in pockets						
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
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Anecdotal Notes:

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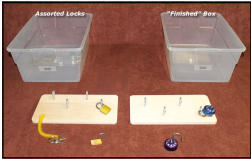
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Student Name: \_\_\_\_\_

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

<p>TTS 1004e Padlocks and Combination Locks</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 between a padlock and a combination lock						
Locates combination to use for each combination lock (on lock itself or included card)						
Rotates the dial the correction direction to locate numbers						
Uses finger dexterity and strength to turn dials on locks						
Uses precision to line up numbers on lock correctly						
Uses print concepts to recognize numbers						
Uses palm strength to press in and open lock						
Recognizes differences in padlocks and keys						
Uses hand-eye coordination and finger dexterity to insert keys into locks						
Uses wrist movement to turn keys to attempt to unlock locks						
Grips and releases components intentionally						
Uses both hands simultaneously to complete 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: \_\_\_\_\_

Secondary Rubric

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

TTS 1004e Padlocks and Combination Locks 	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 between a padlock and a combination lock						
Locates combination to use for each combination lock (on lock itself or included card)						
Rotates the dial the correction direction to locate numbers						
Uses finger dexterity and strength to turn dials on locks						
Uses precision to line up numbers on lock correctly						
Uses print concepts to recognize numbers						
Uses palm strength to press in and open lock						
Recognizes differences in padlocks and keys						
Uses hand-eye coordination and finger dexterity to insert keys into locks						
Uses wrist movement to turn keys to attempt to unlock locks						
Grips and releases components intentionally						
Uses both hands simultaneously to complete 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
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- Was uncooperative or unwilling to attempt the task

Anecdotal Notes:

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

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

<p>TTS 1004f Fine Motor Practice</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>
<p>Identifies each vest as buckle, snap, button, zip, lace, or tie</p>						
<p>Uses pincer grasp when handling connecting components – ex. lace, zipper, etc.</p>						
<p>Uses finger dexterity and hand-eye coordination when components are placed their appropriate spot – ex. Buttons in holes, laces in holes, etc.</p>						
<p>Travels in a linear sequence when buttoning, snapping, and lacing</p>						
<p>Uses both hands simultaneously to complete the task</p>						
<p>Uses sensory input to maintain appropriate proprioceptive feedback</p>						
<p>Self checks personal progress during task</p>						
<p>Closes and opens Snap vest successfully</p>						
<p>Closes and opens Buckle vest successfully</p>						
<p>Closes and opens Button vest successfully</p>						
<p>Closes and opens Zipper vest successfully</p>						
<p>Closes and opens Lace vest successfully</p>						
<p>Closes and opens Tying vest successfully</p>						

Student Work Habits - Check the appropriate description

During the task the student:

- Was eager and worked hard to complete the task
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- Was willing to attempt the task but needed physical guidance
- Was uncooperative or unwilling to attempt the task

Anecdotal Notes:

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