

Student Name: _____

Task Performance Date(s): _____

| <p style="text-align: center;">ASM-206 Foam Curlers</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 the two different colors of curlers | | | | | | |
| Recognizes the two different sizes of curlers | | | | | | |
| Distinguishes size and color when finding a matching pair to assemble | | | | | | |
| Uses finger dexterity to thread the curler frame into the foam | | | | | | |
| 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 | | | | | | |
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Student Work Habits - Check the appropriate description

During the task the student:

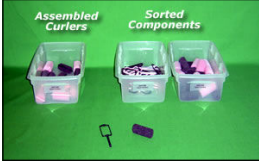
- Was eager and worked hard to complete the task
- Was willing to attempt the task but needed verbal cues
- Was willing to attempt the task but needed physical guidance
- Was uncooperative or unwilling to attempt the task

Anecdotal Notes:

Student Name: _____

Secondary Rubric

Task Performance Date(s): _____

| <p style="text-align: center;">ASM-206 Foam Curlers</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 two task components from each other | | | | | | |
| Recognizes the two different colors of curlers | | | | | | |
| Recognizes the two different sizes of curlers | | | | | | |
| Uses finger dexterity to remove the curler frame from the foam | | | | | | |
| 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 | | | | | | |
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Student Work Habits - Check the appropriate description

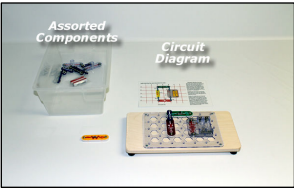
During the task the student:

- 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>ASM-306 Series & Parallel Circuits</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 electronic parts as different components | | | | | | |
| Uses assembly Jig to follow directions in a sequential order | | | | | | |
| Uses hand and palm strength to snap circuit pieces onto circuit board | | | | | | |
| Places circuit pieces in their correct position | | | | | | |
| 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 | | | | | | |
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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): _____

| ASM-405 Dental Care Kits  | 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 four task components from each other | | | | | | |
| Understands "one of each" concept when packaging multiple items | | | | | | |
| 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 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
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Anecdotal Notes:

Student Name: _____

Secondary

Task Performance Date(s): _____

| ASM-405 Dental Care Kits  | 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 four task components from each other | | | | | | |
| Uses dexterity of fingers and hand strength when opening bag | | | | | | |
| 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 | | | | | | |
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Student Work Habits - Check the appropriate description


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Anecdotal Notes:

Student Name: _____

Task Performance Date(s): _____

| ASM-406 Axle and Wheels  | 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 | | | | | | |
| Distinguishes between different colors of the wheels | | | | | | |
| Uses pattern to follow directions in a sequential order | | | | | | |
| Uses pincer grasp to grip components | | | | | | |
| Uses palmer grasp to grip components | | | | | | |
| Uses hand-eye coordination and finger dexterity to place a wheel onto an axle. | | | | | | |
| Uses hand-eye coordination and finger dexterity to place axle through hole. | | | | | | |
| Uses both hands simultaneously to assemble the task | | | | | | |
| Uses finger, thumb, and palm strength to snap cap onto the end of the pipe | | | | | | |
| Grips and releases components intentionally | | | | | | |
| 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
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Anecdotal Notes:

Student Name: _____

Secondary

Task Performance Date(s): _____

| ASM-406 Axle and Wheels  | 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 | | | | | | |
| Disassembles wheel and axle in a sequential order | | | | | | |
| Uses pincer grasp to grip components | | | | | | |
| Uses palmer grasp to grip components | | | | | | |
| Uses hand-eye coordination and finger dexterity to removing wheels from the axle. | | | | | | |
| Uses hand-eye coordination and finger dexterity to remove axle from hole. | | | | | | |
| Recognizes common attributes to sort items | | | | | | |
| Uses both hands simultaneously to disassemble the task | | | | | | |
| Uses finger, thumb, and palm strength to remove cap from the end of the pipe | | | | | | |
| Grips and releases components intentionally | | | | | | |
| 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

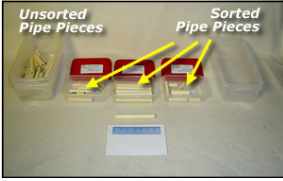
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Anecdotal Notes:

Student Name: _____

Task Performance Date(s): _____

| JTT-306 Measure and Pack Plastic Pipe  | 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 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 | | | | | | |
| Uses order card to select appropriate pipe lengths | | | | | | |
| 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 | | | | | | |
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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
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Anecdotal Notes:

Student Name: _____

Task Performance Date(s): _____

| <p>JTT-403 Condiment Jars</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 four task components from each other | | | | | | |
| Names the three colors of the jars | | | | | | |
| Understands "one of each" concept when packaging multiple items | | | | | | |
| 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 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
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- Was willing to attempt the task but needed physical guidance
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Anecdotal Notes:

Student Name: _____

Secondary

Task Performance Date(s): _____

| JTT-403 Condiment Jars  | 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 four task components from each other | | | | | | |
| Uses dexterity of fingers and hand strength when opening bag | | | | | | |
| 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 | | | | | | |
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| <p style="text-align: center;">PKG-106 Beans</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 four task components from each other | | | | | | |
| Uses hand strength to scoop the beans into the measuring cup | | | | | | |
| Uses visual perception and fine motor skills to pour the beans into the jars using the measuring cup | | | | | | |
| Use dexterity of fingers, strength of palms and wrist movement to twist on jar lid | | | | | | |
| 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:

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|---|---|--|---|--|---|---|
| Distinguishes the two task components from each other | | | | | | |
| Recognizes pictures that match indicating that a CD belongs in a case. | | | | | | |
| Uses dexterity of fingers and hand strength when snapping CDs into their 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 | | | | | | |
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Student Work Habits - Check the appropriate description

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Secondary Rubric

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|---|---|--|---|--|---|---|
| Distinguishes the two task components from each other | | | | | | |
| Uses dexterity of fingers and hand strength when unsnapping CDs from their cases | | | | | | |
| 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 | | | | | | |
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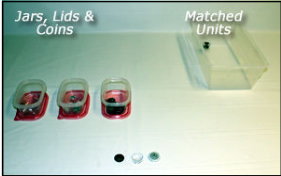
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Task Performance Date(s): _____

| PKG-207 Heads or Tails?  | 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 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 | | | | | | |
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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
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Anecdotal Notes:

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Secondary Rubric

Task Performance Date(s): _____

| PKG-207 Heads or Tails?  | 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 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 | | | | | | |
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Student Work Habits - Check the appropriate description

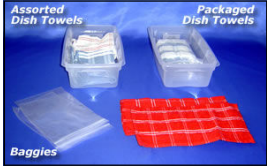
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Student Name: _____

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
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Student Name: _____

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| PKG-311 Peppermint Buttons  | 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 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 | | | | | | |
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Student Work Habits - Check the appropriate description

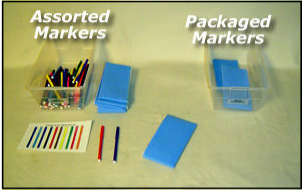
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|---|---|--|---|--|---|---|
| Distinguishes the three task components from each other | | | | | | |
| Uses a Packaging Jig to match markers to their picture | | | | | | |
| Recognizes when one of each item is represented on the jig and items are ready to be packaged | | | | | | |
| Transfers items to new locations | | | | | | |
| Uses dexterity of fingers and hand strength when closing the 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 | | | | | | |
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Student Work Habits - Check the appropriate description


During the task the student:

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|---|---|--|---|--|---|---|
| Distinguishes the four task components from each other | | | | | | |
| Understands "one of each" concept when packaging multiple items | | | | | | |
| 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 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): _____

| PKG-402 Highlighter Sets  | 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 common attributes- specifically color of highlighter | | | | | | |
| Names the highlighter colors | | | | | | |
| Understands "one of each" concept when packaging multiple items | | | | | | |
| Uses pincer grasp to grip highlighters and bags | | | | | | |
| Uses palmer grasp to grip highlighters and bags | | | | | | |
| 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 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:
