Student Name:	
Task Performance Date(s):	

ACM 202 B					l	1
ASM-203 Puzzle	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 pieces						
Uses shape of pieces as an indicator when choosing piece placement						
Uses square count as an indicator when choosing piece placement.						
Recognizes when pieces do not fit appropriately						
Uses picture jig to assist in completing puzzle						
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	on
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 guidar 	nce
Anecdotal Notes:	 Was uncooperative or unwilling to attempt the task 	
TIICCUOLUI NULCS.		

Task Performance Date(s):					_	
ASM-303 Plastic Pipe Puzzle Components Pattern	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 quidance
Distinguishes the five task components from each other						
Uses Assembly Jig to follow directions in a sequential order						
Recognizes components that go "in" and components that go "on" when assembling pipe patterns						
Grips and releases pipes intentionally						
Uses appropriate palm strength when assembling task						
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 approp During the task the student:	and wo to atte to atte	rked hard to mpt the tas mpt the tas	k but nee k but nee	ded verba ded phys	al cues ical guida	nce

Student Name: Task Performance Date(s): ASM-303 Plastic Pipe Puzzle					Secondary	Rubric
ASM-303 Plastic Pipe Puzzle						
					_	
Sorted Components	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
Distinguishes the five task components from each other						
Uses appropriate palm strength when disassembling task						
Recognizes common attributes to sort items						
Grips and releases pipes 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 task the student: Use Was eager Was willing Was willing Was uncoo	and wo to atte to atte	rked hard to mpt the tas	k but nee k but nee	ded verba ded phys	al cues ical guida	nce
Anecdotal Notes:						

Student Name: Task Performance Date(s):					_	
ASM-310 Electronic Sounds Electronic Completed Project	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 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						
Student Work Habits - Check the approp During the task the student: Use Was eager Was willing Was willing Was uncoop	and woi to attei to attei	rked hard to mpt the tas mpt the tas	k but neek but nee	ded verba ded phys	al cues ical guida	nce
Anecdotal Notes:						

Student Name:						
Task Performance Date(s):						
ASM-407 Pipes and Caps	ъ.			_		
	d Displaye pendentl y	Displayed istently Verbal or I Prompts	Displayed istently ohysical nce	Displayed nsistently Verbal or I Prompts	Displayed nsistently ohysical nce	Not

ASM-407 Pipes and Caps	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 pattern to follow directions in a sequential order						
Uses pincer grasp to grip components						
Uses palmer grasp to grip components						
Recognizes components that go "in" and components that go "on" when assembling pipes and caps						
Uses hand-eye coordination and finger dexterity to place caps on the pipe						
Uses finger, thumb, and palm strength to snap cap onto the end of the pipe						
Uses both hands simultaneously to assemble the task						
Grips and releases components intentionally						
Transfers items to new locations						
Uses sensory input to maintain appropriate proprioceptive feedback						
Self checks personal progress during task						

<u>Student Work Habits</u> - 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:	Seco	Secondary				
Task Performance Date(s):						
ASM-407 Pipes and Caps	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 components						
Uses palmer grasp to grip components						
Uses finger, thumb, and palm strength to remove cap from the end of the pipe						
Recognizes common attributes to sort items						
Uses both hands simultaneously to disassemble the task						
Grips and releases components intentionally						
Transfers items to new locations						
Uses sensory input to maintain appropriate proprioceptive feedback						
Self checks personal progress during task						
□ Was willir □ Was willir □ Was unco	er and we ng to att ng to att	lescription orked hard tempt the tase empt the tase empt the tase	sk but need sk but need	ded verbal ded physic	al guidanc	e
Anecdotal Notes:						

Student Name:					_	
Task Performance Date(s):					_	
JTT-201 Sugar Caddies Assorted Sweeteners Assembled Caddies Caddies	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 the three different types of sugar						
Uses one-to-one correspondence when counting items						
Transfers items to new locations						
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 approp During the task the student: Was eager was willing Was willing Was uncoop	and wor to atter to atter	rked hard to mpt the tas mpt the tas	k but nee k but nee	ded verba ded physi	al cues ical guida	nce
Anecdotal Notes:						

Student Name:	
Task Performance Date(s):	

JTT-203 Shirts Assorted Shirts Packaged Shirts Box Box	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 the Folding Jig to follow directions in a sequential order						
Uses dexterity of fingers and wrist movement when folding shirts						
Retains folding sequence from one attempt to another						
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						

<u>Student Work Habits</u> - 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 guid

	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):	

JTT-406 Shoes in Boxes	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 shoes						
Uses palmer grasp to grip boxes						
Recognizes common attributes to group items into pairs						
Uses finger dexterity and palm strength when placing a lid on boxes						
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						

<u>Student</u>	<u>t Wor</u>	<u>rk Ha</u>	<u>ıbits</u> -	Check	the	appropr	iate d	descrip	tion
During '	the t	ask t	he st	udent:					

		it the appropriate description
During the task the sti	udent:	
		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:	Primary Rubric
Task Performance Date(s):	

PKG-101 Vanity 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 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						

During the task the student	k the appropriate description : 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:	

Second	lary	Diik	ric
Second	ıaı y	nuı	או וע

Student Name:	
T D (
Task Performance Date(s):	

PKG-101 Vanity 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 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						

<u>Student Work Habits</u> - Check the appropriate description During the task the student:

□ V	Vas eager	and	worked	l hard	to	comp	lete	the	tasl	<
-----	-----------	-----	--------	--------	----	------	------	-----	------	---

- 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-104 Hair Accessories Pouches & Hair Accessories Prockaged Accessories	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 "matching pairs" by comparing component attributes						
Understands "one of each pair" concept when packaging multiple items						
Uses dexterity of fingers and hand strength when zipping up 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 approp During the task the student: Use Was eager of Was willing Was willing Was uncoop	and woi to attei to attei	rked hard to mpt the tas mpt the tas	k but nee k but nee	ded verba ded physi	al cues ical guida	nce
Anecdotal Notes:						
						

Student Name:					Sec	ondary Rubric
Task Performance Date(s):						
PKG-104 Hair Accessories Packaged Items Sorted Accessories	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 unzipping 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						
□ Was w □ Was w	ager and illing to illing to	d worked ha attempt th attempt th	ard to con e task but e task but	nplete the ta needed ver needed phy attempt the	bal cu sical <u>c</u>	
Anecdotal Notes:						

Student Name:					_	
Task Performance Date(s):					_	
PKG-107 Bungi Cords Packaged Cords Assorted Bungi Cords Baggies	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						
Understands "one of each" concept when packaging multiple items						
Uses dexterity of fingers when placing items in a small bag						
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						
 Was willing 	and wo to atte to atte	rked hard to mpt the tas	sk but nee sk but nee	ded verba ded phys	al cues ical guida	nce
Anecdotal Notes:						

Skill Displayed Inconsistently with Verbal or Visual Prompts Skill Displayed	Anconsistently with physical guidance Skill Not Displayed despite prompts and guidance
Skill Displayed Inconsistently with Verbal or Visual Prompts Skill Displayed	with physical guidance Skill Not Displayed despite prompts and guidance
	
ut needed verb ut needed phy	bal cues sical guidance
	omplete the tag ut needed veri ut needed phy o attempt the t

Student Name: Task Performance Date(s):					_	
PKG-113 Rings and Boxes Boxes Packaged Rings Rings	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 one-to-one correspondence when counting items						
Distinguishes small boxes from larger boxes						
Uses appropriate hand strength when closing 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 packaging task						

Student Work Habits - Check the appropriate description

During the task the student:

Was eager and worked hard to complete the task

	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 uncongrative or unwilling to attempt the task

	Was uncooperative or unwilling to attempt the task
Anecdotal Notes:	

Student Name:					_	
Task Performance Date(s):					_	
PKG-211 Foam Shapes Assorted Foam Shapes Foam Shapes	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 quidance
Distinguishes the three task components from each other						
Recognizes and identifies foam shapes by their shape name						
Recognizes and identifies foam shapes by their color name						
Uses dexterity of fingers to place shapes into small compartments						
Sorts foam shapes by color						
Sorts foam shapes by shape						
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						

During the task the student:

Ш	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:

Task Performance Date(s):						
rusk refrontiunce buce(s).					_	
PKG-212 Plastic Pipe PVC Parts R Baggles Counting Jigs	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
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						
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						

<u>Student Work Habits</u> - Check the appropriate description During the task the student:

Self checks personal progress during packaging task

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):						Secondary Rubric		
PKG-212 Plastic Pipe Packaged Counting Jigs & Baggles Response of the Pvc Parts Sorted Pvc Parts	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 quidance		
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								
Uses dexterity of fingers and hand strength when opening the bag								
Uses hand and thumb strength to snap off pipe caps								
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 approp During the task the student: Was eager Was willing Was willing Was uncoop	and wo to atte to atte	rked hard to mpt the tas mpt the tas	sk but nee sk but nee	ded verba ded physi	l cues cal guida	nce		
Anecdotal Notes:								