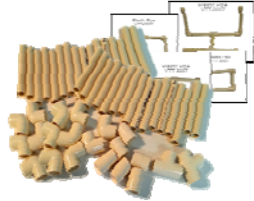


Student Name: \_\_\_\_\_

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

<p>VTT-3007 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 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 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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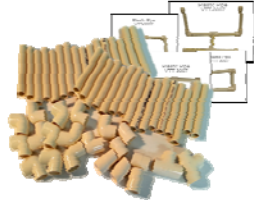
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Student Name: \_\_\_\_\_

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

<p style="text-align: center;">VTT-3007 Plastic Pipe</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 four 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 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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