


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

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

VTT-2001 Triangle and Square 	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 three task components from each other						
Uses dexterity of fingers to insert bolts into small holes						
Uses wrist movement to thread a nut onto a bolt and tighten it						
Grips and releases components 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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Student Name: \_\_\_\_\_

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

VTT-2001 Triangle and Square 	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 three task components from each other						
Uses wrist movement to remove a nut from a bolt						
Twists the nut the correct direction to loosen it						
Uses dexterity of fingers to remove bolts from small holes						
Uses appropriate palm strength when disassembling task						
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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Student Name: \_\_\_\_\_

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

<p>VTT-2002 Multi-Screwdriver</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 major task components from each other						
Uses Assembly Jig to follow directions in a sequential order						
Recognizes component details necessary to complete task						
Grips and releases components intentionally						
Uses wrist movement to twist on screwdriver end						
Uses appropriate palm strength when assembling the task						
Uses finger dexterity when places small parts into holes						
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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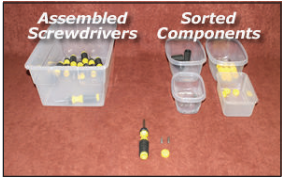


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Student Name: \_\_\_\_\_

**Secondary Rubric**

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

<p style="text-align: center;">VTT-2002 Multi-Screwdriver</p> 	<p style="text-align: center;"><b>Skilled Displayed Independently</b></p>	<p style="text-align: center;"><b>Skill Displayed Consistently</b> with Verbal or Visual Prompts</p>	<p style="text-align: center;"><b>Skill Displayed Consistently</b> with physical guidance</p>	<p style="text-align: center;"><b>Skill Displayed Inconsistently</b> with Verbal or Visual Prompts</p>	<p style="text-align: center;"><b>Skill Displayed Inconsistently</b> with physical guidance</p>	<p style="text-align: center;"><b>Skill Not Displayed</b> despite prompts and guidance</p>
Distinguishes the four major task components from each other						
Uses finger dexterity when removing small parts from holes						
Uses wrist movement to twist off screwdriver end						
Uses appropriate palm strength when disassembling the task						
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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Student Name: \_\_\_\_\_

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

<p>VTT-2003 Heads or Tails?</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 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						

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>VTT-2003 Heads or Tails?</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 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						

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>VTT- 2004 Daily Planner</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 dexterity and strength of fingers to insert planner components into planner case						
Uses hand strength to stretch a rubber band planner						
Uses the Assembly Jig to place components in their correct spots						
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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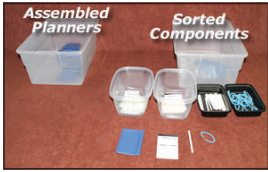


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Student Name: \_\_\_\_\_

Secondary Rubric

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

<p style="text-align: center;">VTT- 2004 Daily Planner</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 five task components from each other						
Uses hand strength to stretch a rubber band to remove it from the planner						
Uses dexterity and strength of fingers to remove planner components from planner case						
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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Student Name: \_\_\_\_\_

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

<p>VTT-2005 Colored Plastic Ware</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 two task components from each other						
Identifies colors of plastic ware by name						
Identifies plastic ware piece by name						
Uses pincer grasp to grip plastic ware						
Uses palmer grasp to grip plastic ware						
Recognizes common attributes-specifically color/kind-to group items						
Grips and releases components intentionally						
Uses both hands simultaneously to sort 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>VTT-2006 Shower Sets</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						
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:

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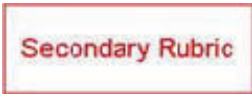


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Student Name: \_\_\_\_\_



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

<p>VTT-2006 Shower Sets</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 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						

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): \_\_\_\_\_

VTT-2007 Fast Food Hospitality Kits 	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 seven 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:

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

Secondary Rubric

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

VTT-2007 Fast Food Hospitality Kits 	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 seven 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						

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>VTT-2008 Colored Markers</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						
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						

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>VTT-2009 Sew Travel Kits</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						
Uses a Packaging Jig to match sewing items 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 container						
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: \_\_\_\_\_

Secondary Rubric

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

<p style="text-align: center;">VTT-2009 Sew Travel Kits</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 six task components from each other						
Uses dexterity of fingers and hand strength when opening the container						
Recognizes common attributes to sort items						
Transfers items to new locations						
Grips and releases components intentionally						
Uses both hands simultaneously to disassemble 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
- 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>VTT-2010 First Aid Kits</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						
Uses a Packaging Jig to match first aid components 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 container						
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: \_\_\_\_\_

Secondary Rubric

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

<p style="text-align: center;">VTT-2010 First Aid Kits</p> 	<p style="text-align: center;"><b>Skilled Displayed Independently</b></p>	<p style="text-align: center;"><b>Skill Displayed Consistently with Verbal or Visual Prompts</b></p>	<p style="text-align: center;"><b>Skill Displayed Consistently with physical guidance</b></p>	<p style="text-align: center;"><b>Skill Displayed Inconsistently with Verbal or Visual Prompts</b></p>	<p style="text-align: center;"><b>Skill Displayed Inconsistently with physical guidance</b></p>	<p style="text-align: center;"><b>Skill Not Displayed despite prompts and guidance</b></p>
Distinguishes the six task components from each other						
Uses dexterity of fingers and hand strength when opening the container						
Recognizes common attributes to sort items						
Transfers items to new locations						
Grips and releases components intentionally						
Uses both hands simultaneously to disassemble 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
- 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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