Student Name:						
Task Performance Date(s):						
ASM-101 Flashlights						
	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 five task components from each other						
Uses assembly task card to follow directions in a sequential order						
Recognizes component details necessary to complete task						
Grips and releases flashlight and components intentionally						
Uses wrist movement to twist on lens and end caps						
Uses appropriate palm strength when assembling the 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 of the flashlight						
Was willingWas willing	er and we ng to atte ng to atte	lescription orked hard tempt the tage empt the tage or unwilling	sk but need sk but need	ded verbal ded physic	al guidanc	e

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Student Name:	
Task Performance Date(s):	

ASM-101 Flashlights						
	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 five task components from each other						
Uses task card to follow dis-assembly instructions in a sequential order						
Recognizes component details necessary to complete task						
Grips and releases flashlight and components intentionally						
Uses wrist movement to twist off flashlight lens and end cap						
Uses appropriate palm strength when dis-assembling the task						
Uses both hands simultaneously to dis-assemble the task						
Transfers items to new locations						
Uses sensory input to maintain appropriate proprioceptive feedback						
Self checks personal progress during dis-assembly of flashlights						

Was eager	and	worked	hard	to	comple	te	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):					_	
ASM-105 Plastic Pipes PVC Pieces 6 Patterns Assembled Items Task in Progress	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 auidance
Distinguishes the four 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:						Sec	ondary Rubi
Task Performance Date(s):					_ '		
ASM-105 Plastic Pipes Assembled PVC Sorted PVC	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 rom each other							
Jses appropriate palm strength when disassembling task							
Recognizes common attributes to sort tems							
Grips and releases pipes intentionally							
Jses 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 an illing to illing to	te description d worked hattempt the attempt the attempt universal services are services.	ard to con e task but e task but	needed needed	verbal physic	al g	
Anecdotal Notes:							

Student Name:					_	
Task Performance Date(s):					_	
ASM-108 Plastic Shape Chains Chain Patterns Completed Patterns Chain Places Task In Progress	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 different colors when creating a chain						
Distinguishes different shapes when creating a chain						
Uses assembly Jig to follow directions in a sequential order						
Uses hand and palm strength to snap chain pieces together						
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:	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):	 			
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ASM-109 Wood Carts Toy Car Pieces Completed Assemblies Task in Progress	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 to thread a wheel onto an axel						
Uses fingers and wrists to thread a nut on to a bolt						
Uses assembly Jig to follow directions in a sequential order						
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

Student Work Habits - Check	k 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:	Anecdotal Notes:						

Student Name:					Sec	ondary Rubr
Task Performance Date(s):						
ASM-109 Wood Carts Assembled Carts Cart 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 and guidance
istinguishes the four task components om each other						
ses wrist movement to remove a nut rom a bolt						
ses dexterity of fingers disassemble cart						
ecognizes common attributes to sort						
Grips and releases components intentionally						
lses both hands simultaneously to isassemble the task						
ransfers items to new locations						
ses sensory input to maintain appropriate roprioceptive feedback						
elf checks personal progress during task						
□ Was wil □ Was wil	ger and ling to ling to	e description worked har attempt the attempt the ative or unw	d to com task but task but	needed v	erbal cue hysical g	
Anecdotal Notes:						

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 	
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Student Name: Task Performance Date(s):					_	
ASM-207 Toothpicks and Holders Containers & Assembled Toothpicks Assembled Toothpicks	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 visual perception and fine motor skills to fill the jars with toothpicks						
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 assembly task						
Student Work Habits - Check the approp During the task the student:	and wor to atter to atter	rked hard to mpt the tas 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-209 Plastic Block Animals Lego Pieces Assembled Objects Jig	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 two task components from each other						
Distinguishes between different colors of the blocks						
Distinguishes between different sizes of blocks						
Uses assembly Jig to follow directions in a sequential order						
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: Was eager and was willing Was willing Was uncoop Anecdotal Notes:	and wo to atte to atte	rked hard to mpt the tas mpt the tas	k but need k but need	ded verba	al cues ical guida	nce

Student Name:					_	
Task Performance Date(s):					_	
ASM-210 Multi-Screwdriver Screwdriver Assembled Screwdrivers 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 and guidance
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 approp During the task the student: Was eager Was willing Was willing Was uncoop Anecdotal Notes:	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:						18184512
Task Performance Date(s):	Seconda	ry Rubric				
ASM-210 Multi-Screwdriver Assembled Screwdriver Bodies 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 and guidance
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 approp During the task the student: Was eager Was willing Was willing Was uncoop Anecdotal Notes:	and wor to atter to atte	rked hard to mpt the tas mpt the tas	k but need k but need	ded verba ded physi	al cues cal guida	nce

Task Performance Date(s):					_	
ASM-305 Nested Jars Assented Jars & Lids Assented Jars & Lids	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 two task components from each other						
Recognizes the three different sizes of jars						
Assembles jars inside each other in size order						
Uses wrist movement to twist on jar lids						
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						

Was	eager	and	worke	d h	ard	to	comp	lete t	the	tasl	<

	 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):						
ASM-305 Nested Jars Assembled Jars & Lids Dis-assembled Jars & Lids	Skill Displayed Inconsistently with physical guidance	Skill Not Displayed despite prompts and guidance				
Distinguishes the two task components from each other						
Recognizes the three different sizes of jars						
Twists the lid the correct direction to loosen it						
Uses wrist movement to twist off jar lids						
Disassembles jars from each other in size order						
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 willingWas willing	and wor to atter to atte	escription rked hard to mpt the tas mpt the tas or unwillin	k but nee k but nee	ded verba ded phys	al cues ical guida	nce

Student Name:					_	
Task Performance Date(s):					_	
ASM-306 Series & Parallel Circuits Assorted Components Circuit Plagram	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 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):					_	
ASM-307 Gears Assorted Gear Pieces "Finished" 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 two task components from each other						
Distinguishes between different colors of the gears						
Distinguishes between different parts needed to make gears work						
Uses Assembly Jig to follow directions in a sequential order						
Grips and releases blocks intentionally						
Uses appropriate palm strength when assembling gears onto the board						
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						

Was eager and worked hard to complete the	task
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		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:	Ц	was uncooperative or unwining to attempt the task

Student Name:	
Task Performance Date(s):	

ASM-409 Plastic Pipe with Adapters	σ.					
	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 task components from each other						
Uses pincer grasp to grip pipe						
Recognizes differences between similar objects –specifically diameter of pipe						
Recognizes components that go "in" and components that go "on" when assembling pipes and adapters						
Uses finger dexterity to thread pipe through wood jig						
Uses problem solving skills to choose the correct pipe adapter to extend the pipe to fit through the hole in the wood jig.						
Uses finger, thumb, and palm strength to snap adapters onto the end of the pipe						
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						

During the task the studen	li:
	Was eager and worked hard to complete the task
ם	Was willing to attempt the task but needed verbal cues
ם	 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-410 Rainbow 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 two task components from each other						
Recognizes the ribbon colors by name						
Uses pincer grasp to grip components						
Uses palmer grasp to grip components						
Uses pattern to attach ribbon in a sequential order						
Uses hand-eye coordination and finger dexterity to tie ribbon in a slip knot through the ring						
Recognizes when ribbon is tied incorrectly						
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						

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

Student Name:	
Task Performance Date(s):	

ASM-411 Tangrams	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 task components from each other						
Uses pincer grasp to grip magnets						
Uses palmer grasp to grip magnets						
Uses pattern to follow directions in a sequential order						
Uses hand-eye coordination, finger dexterity, and palm strength to move magnets on metal base						
Recognizes when a magnet is placed incorrectly						
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						

5	 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 guidanc Was uncooperative or unwilling to attempt the task 	e
Anecdotal Notes:		