Student Name:					_	
Task Performance Date(s):						
FMT-401 Twist Ties	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 <b>Not Displayed</b> despite prompts and guidance
Distinguishes the two task components from each other	Skil	Skil Cor with	Skil Cor with	Skil Inc wit	Skil Inc with	Skil <b>Dis</b> des and
Uses dexterity of fingers to place twist tie onto post						
Uses wrist movement to twist and tighten the twist tie onto the post						
Grips and releases components intentionally						
Uses appropriate strength when tightening twist tie						
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 tack the st	udenti		

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):	

FMT-404 Fruit Cups	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 <b>Not Displayed</b> despite prompts  and guidance
Distinguishes the three task components from each other						
Uses hand-eye coordination pick up the fruit pieces one at a time						
Uses pincher grasp to manipulate and use tongs properly						
Uses finger dexterity and stamina to relocate all items using tongs						
Grips and releases components intentionally						
Uses both hands simultaneously to complete 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:	

Student Name:	
Task Performance Date(s):	

MAT-206 Wood Shapes  Assorted Wood Shapes  Wooden Jig w/Posts	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 <b>Not</b> Displayed  despite prompts  and guidance
Distinguishes the two task components from each other						
Recognizes common attributes-specifically color and shape-to group items into pairs						
Uses pincer grasp to grip shapes						
Uses palmer grasp to grip shapes						
Uses hand-eye coordination and finger dexterity to place a post through a hole in the shape						
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						

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 unconnerative or unwilling to attempt the task

Anecdotal Notes:		

Student Name:					_	
Task Performance Date(s):					_	
MAT-207 Pot Holders  Sorted Milts Pot Holders Pot Holders	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 <b>Not Displayed</b> despite prompts and guidance
Distinguishes the three task components from each other						
Recognizes common attributes-specifically color and pattern-to group items into pairs						
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						
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 need k but need	ded verba ded physi	al cues cal guida:	nce
Anecdotal Notes:						

Student Name:  Task Performance Date(s):					_	Secondary I	Rubrio
MAT-207 Pot Holders  Matched Mits Sorted Mitts Pot Holders  Pot Holders Sorted Mitts Pot Holders	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 finger, thumb, and palm strength when opening a Ziploc bag							
Recognizes common attributes to sort items							
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							
	iger and	te description  d worked hat attempt the	ard to com	•		cues	

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):	

MAT-307 Rings	р <b>&gt;</b>			>		v
Assorted 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 <b>Not Displayed</b> despite prompts and guidance
Distinguishes the two task components from each other						
Recognizes common attributes-specifically color-to group items into threes						
Uses pincer grasp to grip rings						
Uses palmer grasp to grip rings						
Uses finger dexterity and hand-eye coordination to place rings into small compartments						
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 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):					_	
PIO-206 Dominoes, Marbles, and Cards  Dominos, Marbles, Slots for Objects  R Cards	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 <b>Not Displayed</b> despite prompts and guidance
Distinguishes the four task components from each other						
Uses pincer grasp to grip items						
Uses palmer grasp to grip the items						
Differentiates item characteristics to identify it as a domino, marble, or a card						
Uses size and shape of item to determine the correct hole to place the item						
Uses hand-eye coordination to manipulate item into the correct hole						
Uses both hands simultaneously to complete the task						
Transfers items to new locations						
Uses sensory input to maintain appropriate proprioceptive feedback						
Self checks personal progress during task						
Grips and releases components intentionally						
Student Work Habits - Check the approp During the task the student:  Was eager  Was willing  Was willing  Was uncool	and wo to atte to atte	rked hard to mpt the tas mpt the tas	k but nee k but nee	ded verba ded physi	al cues ical guida	nce

Task Performance Date(s):					_	
PIO-207 Coin Sort	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 <b>Not Displayed</b> despite prompts and guidance
Distinguishes the five task components from each other						
Uses pincer grasp to grip coins						
Uses palmer grasp to grip coins						
Differentiates item characteristics to identify each coin by name						
Matches coin to lid label to determine the correct hole to place the coin						
Uses hand-eye coordination to manipulate coin into the correct hole						
Uses both hands simultaneously to complete the task						
Transfers items to new locations						
Uses sensory input to maintain appropriate proprioceptive feedback						
Self checks personal progress during task						
Grips and releases components intentionally						
Student Work Habits - Check the approp During the task the student:	and wo to atte to atte	rked hard t mpt the tas mpt the tas	sk but nee sk but nee	ded verba ded phys	al cues ical guida	nce

Anecdotal Notes:

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Student Name:	
Student Name.	

Task Performance Date(s):	

PIO-301 Bugs and Bug Jars						
	Skilled Displayed Independently	Skill Displayed <b>Consistently</b> 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 <b>Not Displayed</b> despite prompts  and guidance
Distinguishes the two task components from each other						
Uses pincer grasp to grip the bugs and jars						
Uses palmer grasp to grip the bugs and jars						
Grips and releases components intentionally						
Uses wrist movement to twist on jar lid						
Uses hand-eye coordination to place bug into the small jar						
Uses both hands simultaneously to complete 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	comp	lete	the	tas	k
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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:			

Student Name:	Secondary Rus
Task Performance Date(s):	

PIO-301 Bugs and Bug 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 <b>Not Displayed</b> despite prompts  and guidance
Distinguishes the task components from each other						
Uses pincer grasp to grip objects						
Uses palmer grasp to grip objects						
Differentiates item characteristics to sort objects						
Manipulates objects to place them in appropriate containers						
Uses appropriate hand-eye coordination to remove lids from boxes						
Uses both hands simultaneously to complete the task						
Uses sensory input to maintain appropriate proprioceptive feedback						
Self checks personal progress during task						
Grips and releases components intentionally						

	Was eager	and work	ed hard t	to comple	ete the ta	SK
--	-----------	----------	-----------	-----------	------------	----

- 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):					_	
PIO-307 Clothespins and Rings	Skilled Displayed <b>Independently</b>	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 <b>Not Displayed</b> despite prompts and guidance
Distinguishes the two task components from each other						
Uses pincer grasp to grip the clothespins and rings						
Uses palmer grasp to grip the clothespins and rings						
Grips and releases components intentionally						
Uses hand-eye coordination to thread ring onto the clothespin						
Uses both hands simultaneously to complete 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:	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 cal guida	nce
Anecdotal Notes:						

Rerformance Date(s):						
PIO-307 Clothespins and 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
Distinguishes the two task components from each other						
Uses pincer grasp to grip the clothespins and rings						
Uses palmer grasp to grip the clothespins and rings						
Grips and releases components intentionally						
Uses hand-eye coordination to remove ring from the clothespin						
Uses both hands simultaneously to complete 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:	and wo to atte to atte	rked hard t mpt the tas mpt the tas	sk but nee sk but nee	ded verba ded phys	al cues ical guida	nce

Student Name:	
Task Performance Date(s):	

PIO-405 Plastic Links	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 <b>Not Displayed</b> despite prompts  and guidance
Distinguishes the two task components from each other						
Uses pincer grasp to grip links						
Uses palmer grasp to grip the links						
Identifies colors by word or by graphic						
Uses color of link to determine the correct slot to place the disc						
Uses hand-eye coordination to manipulate link into the correct slot						
Uses both hands simultaneously to complete the task						
Transfers items to new locations						
Uses sensory input to maintain appropriate proprioceptive feedback						
Self checks personal progress during task						
Grips and releases components intentionally						

Student Work Habits - Check the appropriate description

Student Work Habits -	CHEC	the appropriate description
During the task the stu	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:	-
ask Performance Date(s):	

SRT-110 Seed Packages	ра <b>&gt;</b>			>	>	ίλ
Sorted Seed Packets  Assorted Seed Packets	Skilled Displayed Independently	Skill Displayed <b>Consistently</b> 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 <b>Not Displayed</b> despite prompts and guidance
Distinguishes the task components from each other						
Uses pincer grasp to grip seed packages						
Uses palmer grasp to grip seed packages						
Recognizes common attributes to group like-items						
Uses hand-eye coordination, finger dexterity, and wrist movement to place seed packages into a slotted divider						
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						

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
Anecdotal Notes:	Was uncooperative or unwilling to attempt the task

Student Name:	
Task Performance Date(s):	

STK-402 Backscratchers	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 <b>Not Displayed</b> despite prompts and guidance
Distinguishes the two task components from each other						
Uses pincer grasp to grip backscratchers						
Recognizes four compartments for stacking backscratchers						
Uses hand-eye coordination, finger dexterity, and wrist movement to place backscratchers into a small compartment						
Uses finger dexterity to stack backscratchers on top of one another						
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						

	<ul> <li>Was eager and worked hard to complete the task</li> <li>Was willing to attempt the task but needed verbal cues</li> <li>Was willing to attempt the task but needed physical guidance</li> <li>Was uncooperative or unwilling to attempt the task</li> </ul>	
Anecdotal Notes:		