


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

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

<p>JTT-411 Complex Electrical Box</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						
Uses pattern card to follow directions to assemble electrical box in a sequential order						
Recognizes component details when choosing component to assemble next						
Grips and releases components intentionally						
Uses wrist movement to twist on components						
Uses finger dexterity when placing small components on the electrical box						
Uses appropriate palm strength when assembling the task						
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 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

Anecdotal Notes:

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

Secondary

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

JTT-411 Complex Electrical Box 	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 two task components from each other						
Uses pattern card to follow directions to disassemble electrical box in a sequential order						
Recognizes component details when disassembling and matching components						
Grips and releases components intentionally						
Uses wrist movement to twist off components						
Uses finger dexterity when removing small components						
Uses appropriate palm strength when disassembling the task						
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 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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