

Student Name: _____

Task Performance Date(s): _____

 <p>PIO-107 Colored Discs</p>	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 pincer grasp to grip discs						
Uses palmer grasp to grip the discs						
Identifies colors by name						
Uses color of disc to determine the correct hole to place the disc						
Uses hand-eye coordination to manipulate disc 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 appropriate description

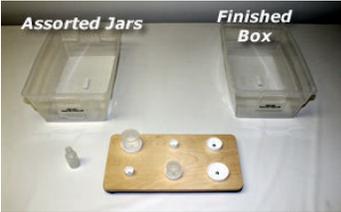
During the task the student:

- 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): _____

PIO-202 Twist-On/Twist-Off 	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 common attributes-specifically lid size to group items into pairs						
Uses pincer grasp to grip jars						
Uses palmer grasp to grip jars						
Locates the correct end of the jar to place on the lid						
Uses hand-eye coordination and hand strength to place the jar on the correct lid						
Uses wrist movement to twist jar onto lid						
Grips and releases components intentionally						
Twists jars in the correct direction to tighten						
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:

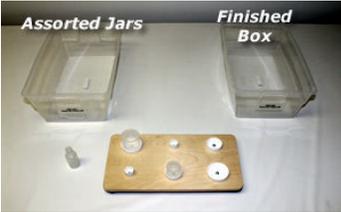
- Was eager and worked hard to complete the task
- Was willing to attempt the task but needed verbal cues
- Was willing to attempt the task but needed physical guidance
- Was uncooperative or unwilling to attempt the task

Anecdotal Notes:

Student Name: _____

Secondary Rubric

Task Performance Date(s): _____

PIO-202 Twist-On/Twist-Off 	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 common attributes-specifically lid size to group items into pairs						
Uses pincer grasp to grip jars						
Uses palmer grasp to grip jars						
Uses hand-eye coordination and hand strength to remove the jar from the lid						
Uses wrist movement to twist jar off of lid						
Grips and releases components intentionally						
Twists jars in the correct direction to loosen						
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): _____

<p style="text-align: center;">PIO-207 Coin Sort</p> 	<p style="text-align: center;">Skilled Displayed Independently</p>	<p style="text-align: center;">Skill Displayed Consistently with Verbal or Visual Prompts</p>	<p style="text-align: center;">Skill Displayed Consistently with physical guidance</p>	<p style="text-align: center;">Skill Displayed Inconsistently with Verbal or Visual Prompts</p>	<p style="text-align: center;">Skill Displayed Inconsistently with physical guidance</p>	<p style="text-align: center;">Skill Not Displayed despite prompts and guidance</p>
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 appropriate description

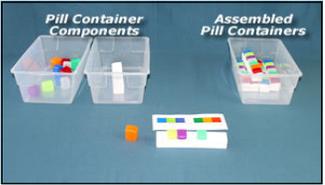
During the task the student:

- 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): _____

	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 pincer grasp to grip the containers						
Uses palmer grasp to grip the containers						
Use visual discrimination skills and print concepts to distinguish colors						
Orders the pill containers in the correct order by color						
Use dexterity of fingers and wrist movement to guide the container into a slot						
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 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:

Student Name: _____

Task Performance Date(s): _____

PIO-304 Frogs and Lizards 	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 pincer grasp to grip the animals						
Uses palmer grasp to grip the animals						
Grips and releases components intentionally						
Differentiates animal characteristics to determine animal is a frog or a lizard						
Uses hand-eye coordination to manipulate animal 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						

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): _____

 PIO-406 Horizontal Bolts	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 (nuts and bolts)						
Uses pincer grasp to grip hardware						
Recognizes common attributes- specifically size of bolts						
Recognizes common attributes- specifically size of wing nuts						
Uses problem solving with common attributes to match correct wing nut to bolt by size						
Uses problem solving with common attributes to match correct bolt to the correct hole on wood jig						
Uses dexterity of fingers to place bolt horizontally through hole on wood jig						
Uses dexterity of fingers to place nuts onto bolts						
Uses wrist movement to thread a nut onto a bolt and tighten it						
Uses appropriate palm strength when tightening nut						
Grips and releases components intentionally						
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: _____

Secondary

Task Performance Date(s): _____

PIO-406 Horizontal Bolts 	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 (nuts and bolts)						
Uses pincer grasp to grip hardware						
Uses wrist movement to twist off and loosen the nut from the bolt						
Grips and releases components intentionally						
Twists nut the correct direction to loosen nut						
Recognizes common attributes to sort items						
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:

Student Name: _____

Task Performance Date(s): _____

PIO-407 Rubber Band Shapes 	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 pattern card to recreate the shapes						
Uses finger dexterity to place the rubber band onto the small peg						
Uses hand strength to stretch the rubber band to appropriate pegs						
Uses both hands simultaneously to complete the task						
Grips and releases components intentionally						
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): _____

PIO-408 Mini Chicks 	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 pincer grasp to grip chicks						
Uses palmer grasp to grip chicks						
Uses color clues on pattern to match chicks to pattern						
Uses color words on pattern to match chicks to pattern						
Uses hand-eye coordination, finger dexterity, and wrist movement to place pieces into small compartments						
Grips and releases components intentionally						
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): _____

PIO-409 Gingerbread Men 	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 gingerbread						
Uses palmer grasp to grip gingerbread men						
Recognizes common attributes- specifically color/pattern-to group like-items						
Uses hand-eye coordination to transfer gingerbread men to a small container						
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:

Student Name: _____

Task Performance Date(s): _____

PIO-410 Carabineer 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 and identifies different colors of rings by name						
Uses pincer grasp to grip rings						
Uses palmer grasp to grip rings						
Uses color cues to match ring to the pattern						
Uses dexterity and strength of fingers to clip rings on to each other						
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 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:
