


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

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

| <p>PKG-212 Plastic Pipe</p>  | <p>Skilled Displayed<br/><b>Independently</b></p> | <p>Skill Displayed<br/><b>Consistently</b><br/>with Verbal or<br/>Visual Prompts</p> | <p>Skill Displayed<br/><b>Consistently</b><br/>with physical<br/>guidance</p> | <p>Skill Displayed<br/><b>Inconsistently</b><br/>with Verbal or<br/>Visual Prompts</p> | <p>Skill Displayed<br/><b>Inconsistently</b><br/>with physical<br/>guidance</p> | <p>Skill <b>Not</b><br/><b>Displayed</b><br/>despite prompts<br/>and guidance</p> |
|---|---|--|---|--|---|---|
| Distinguishes the three task components from each other   |   |  |   |  |   |   |
| Recognizes the size difference (in diameter) of the pipes   |   |  |   |  |   |   |
| Recognizes the size difference (in diameter) of the pipe caps   |   |  |   |  |   |   |
| Matches appropriate caps to pipes   |   |  |   |  |   |   |
| Uses hand and thumb strength to snap pipe caps on   |   |  |   |  |   |   |
| Uses dexterity of fingers to place pipes into matching holes by diameter                                      |   |  |   |  |   |   |
| 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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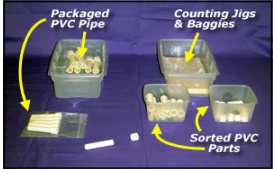


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Student Name: \_\_\_\_\_

Secondary Rubric

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

| <p style="text-align: center;">PKG-212 Plastic Pipe</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 three task components from each other   |   |  |   |  |   |  |
| Recognizes the size difference (in diameter) of the pipes   |   |  |   |  |   |  |
| Recognizes the size difference (in diameter) of the pipe caps   |   |  |   |  |   |  |
| Uses dexterity of fingers and hand strength when opening the bag  |   |  |   |  |   |  |
| Uses hand and thumb strength to snap off pipe caps  |   |  |   |  |   |  |
| 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
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Anecdotal Notes:

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