

Student Name: _____

Task Performance Date(s): _____

<p style="text-align: center;">SRT-311 Spoke Wheels</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 two task components from each other						
Identifies colors by name						
Uses pincer grasp to grip wheels						
Uses palmer grasp to grip wheels						
Recognizes common attributes-specifically color-to group items						
Uses hand-eye coordination, finger dexterity, and wrist movement to place wheels into a divided box						
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:
