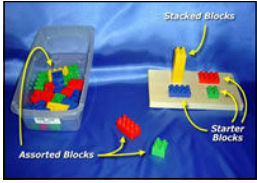


Student Name: \_\_\_\_\_

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

| <p>STK-102 Plastic Blocks</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 two task components from each other   |   |  |   |  |   |   |
| Distinguishes between different sizes of the blocks   |   |  |   |  |   |   |
| Uses pincer grasp to grip blocks  |   |  |   |  |   |   |
| Uses palmer grasp to grip blocks  |   |  |   |  |   |   |
| Interlocks blocks to create a sturdy stack  |   |  |   |  |   |   |
| Groups one size on each block (disregarding color)  |   |  |   |  |   |   |
| Grips and releases blocks 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:

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

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

| <p>STK-103 Wood Shapes</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 two task components from each other  |   |  |   |  |   |   |
| Recognizes common attributes-specifically shape-to group items   |   |  |   |  |   |   |
| 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 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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Student Name: \_\_\_\_\_

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

| <p>STK-104 Wood Wheels</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 two task components from each other  |   |  |   |  |   |   |
| Uses pincer grasp to grip wheels   |   |  |   |  |   |   |
| Uses palmer grasp to grip wheels   |   |  |   |  |   |   |
| Uses hand-eye coordination and finger dexterity to place a post through a hole in the wheel                  |   |  |   |  |   |   |
| Uses one-to-one correspondence when counting to five   |   |  |   |  |   |   |
| 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:

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

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

| STK-401 CD Stackers<br> | Skilled Displayed<br><b>Independently</b> | Skill Displayed<br><b>Consistently</b><br>with Verbal or<br>Visual Prompts | Skill Displayed<br><b>Consistently</b><br>with physical<br>guidance | Skill Displayed<br><b>Inconsistently</b><br>with Verbal or<br>Visual Prompts | Skill Displayed<br><b>Inconsistently</b><br>with physical<br>guidance | Skill <b>Not</b><br><b>Displayed</b><br>despite prompts<br>and guidance |
|--|---|--|---|--|---|---|
| Distinguishes the two task components from each other  |   |  |   |  |   |   |
| Recognizes CD attributes-specifically color-to group items   |   |  |   |  |   |   |
| Uses pincer grasp to grip CDs  |   |  |   |  |   |   |
| Uses palmer grasp to grip CDs  |   |  |   |  |   |   |
| Uses hand-eye coordination and wrist movement to place CD onto spindle                                   |   |  |   |  |   |   |
| Groups one color on each spindle   |   |  |   |  |   |   |
| 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:

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

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

| STK-201 Rubber Washers<br> | Skilled Displayed<br><b>Independently</b> | Skill Displayed<br><b>Consistently</b><br>with Verbal or<br>Visual Prompts | Skill Displayed<br><b>Consistently</b><br>with physical<br>guidance | Skill Displayed<br><b>Inconsistently</b><br>with Verbal or<br>Visual Prompts | Skill Displayed<br><b>Inconsistently</b><br>with physical<br>guidance | Skill <b>Not</b><br><b>Displayed</b><br>despite prompts<br>and guidance |
|---|---|--|---|--|---|---|
| Distinguishes the two task components from each other   |   |  |   |  |   |   |
| Recognizes washer attributes- specifically color-to group items   |   |  |   |  |   |   |
| Uses pincer grasp to grip washers   |   |  |   |  |   |   |
| Uses palmer grasp to grip washers   |   |  |   |  |   |   |
| Uses hand-eye coordination and wrist movement to place washer onto post                                     |   |  |   |  |   |   |
| Groups one color on each post   |   |  |   |  |   |   |
| 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:

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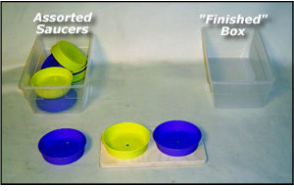
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Student Name: \_\_\_\_\_

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

| <p>STK-204 Plastic Saucers</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 two task components from each other  |   |  |   |  |   |   |
| Distinguishes between different colors of the saucers  |   |  |   |  |   |   |
| Uses pincer grasp to grip saucers  |   |  |   |  |   |   |
| Uses palmer grasp to grip saucers  |   |  |   |  |   |   |
| Interlocks saucers to create a sturdy stack  |   |  |   |  |   |   |
| Groups one color on each saucer  |   |  |   |  |   |   |
| Grips and releases saucers 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:

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

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

| <p>STK-301 Colored Rings</p>  | <p>Skill 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 two task components from each other  |   |  |   |  |   |   |
| Recognizes ring attributes-specifically color-to group items   |   |  |   |  |   |   |
| Uses pincer grasp to grip rings  |   |  |   |  |   |   |
| Uses palmer grasp to grip rings  |   |  |   |  |   |   |
| Uses hand-eye coordination and wrist movement to place ring onto post  |   |  |   |  |   |   |
| Groups one color on each post  |   |  |   |  |   |   |
| 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:

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

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

| <p>STK-403 Traffic Cones</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 two task components from each other  |   |  |   |  |   |   |
| Recognizes common attributes to group items, specifically by color   |   |  |   |  |   |   |
| Uses pincer grasp to grip cones  |   |  |   |  |   |   |
| Uses palmer grasp to grip cones  |   |  |   |  |   |   |
| Interlocks cones to create a sturdy stack  |   |  |   |  |   |   |
| Grips and releases cones 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:

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