Student Name:	
Task Performance Date(s):	

VTT-3003 Pencils and Erasers	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 color-to group items into pairs						
Identifies colors by name						
Matches pencil and eraser by color						
Uses pincer grasp to grip pencils and erasers						
Uses palmer grasp to grip pencils and erasers						
Uses hand strength to push eraser onto the matching pencil						
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						

<u>Student Work Habits</u> - 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:	Secondary Rut
Task Performance Date(s):	

VTT-3003 Pencils and Erasers	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						
Identifies each color by name						
Uses pincer grasp to grip pencil and eraser						
Uses palmer grasp to grip pencil and eraser						
Uses wrist movement to remove the eraser from the pencil						
Recognizes common attributes to sort items						
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						

<u>Student Work Habits</u> - Check the appropriate description During the task the student:

Was eager and	d worked hard	to complete	the task
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- 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:			