


Student Name: _____

Task Performance Date(s): _____

VTT-5009 Wood Sculpture 	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 wood pieces						
Use pincer grasp to grip wood pieces						
Uses pattern to follow directions in a sequential order						
Uses hand-eye coordination and wrist movement to place wood pieces onto a post						
Recognizes when a wood piece is placed incorrectly						
Uses dexterity of fingers to place washer on rod.						
Uses appropriate strength when tightening wing nut.						
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:

Student Name: _____

VTT-5009 Wood Sculpture 	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 wrist movement to twist off and loosen wing nut						
Uses pincer grasp to grip washer and remove it						
Uses pincer grasp to grip wood pieces						
Uses hand-eye coordination and wrist movement to remove wood pieces from a post						
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 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
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Anecdotal Notes:
