Bethlehem Central School District Preschool (4 year old) Fine Motor (OT) Rubric

	1 Rarely Demonstrates Requires direct instruction, a high level of cueing, modeling, and/or hand-over-hand support.	2 Developing skill with support: Needs direct instruction and a moderate level of cueing to generalize to other school settings	3 Skill is inconsistent or emerging with some increased independence Still requires presets or coaching to generalize.	4 Consistently Demonstrates Skill is comparable to general population
Visual Motor ❑ Builds a block tower of 9+ blocks ❑ Strings smaller beads ❑ Sorts by color, shape, size ❑ Imitates motor movements and body positions ❑ Tracks with eyes dissociated from head ❑ Places six pegs in a peg board ❑ Identifies directionality concepts of on, under, behind, and beside in relation to body				
Bilateral Coordination ❑ Has established hand dominance ❑ Does not switch hands in the middle of an activity ❑ Crosses midline ❑ Can use both hands simultaneously for the same task (use a rolling pin with both hands) ❑ Can use both hands simultaneously for different tasks in a lead-assist manner (e.g. stabilizing paper and drawing)				
Dexterity/In-hand manipulation ❑ Turns pages of a book one at a time ❑ Manipulate small objects – translates 3-4 objects from palm to fingertip ❑ Refined pincer grasp ❑ Rolls, pounds, squeezes, and pulls clay ❑ Drives nails and pegs ❑ Strings small beads ❑ Puts tiny objects into a small container ❑ Unscrews and screws 3" lid ❑ Winds up toys				
Grasp/Handwriting/Cutting ❑ Uses tripod pencil grasp ❑ Demonstrates open web space in tripod pencil grasp ❑ Copies vertical, horizontal, circular, square, cross strokes ❑ Writes/draws with some wrist movement				

❑ Cuts 5 inch paper in half ❑ Holds scissors appropriately ❑ Draws and circle and a face ❑ Draws a person with 2-4 body parts ❑ Begins to copy simple capital letters ❑ Tries to write first name				
Proprioception/Motor Planning ❑ Can complete a 3-step obstacle course in imitation ❑ Imitates arm and hand positions ❑ Attempts and develops a plan for approaching new movement tasks ❑ Organizes body in space to meet movement needs ❑ Navigates personal space while walking without bumping into objects or people				
Sensory Processing ❑ Demonstrates tolerance to a variety of textures, sounds, sights, tastes, and visual stimuli ❑ Responds appropriately to touch ❑ Responds appropriately to sound ❑ Responds appropriately to visual stimuli ❑ Responds appropriately to movement ❑ Uses appropriate play activities (no self-stimulatory noises and movements, excessive mouthing, self-injurious behavior) ❑ Identifies objects by feeling only ❑ Tactile discrimination (finds toys hidden in a bin of beans/rice) ❑ Seeks and accepts comfort from an adult ❑ Works with various textures (glue, sand, paper, water, paint) without distress				