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

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<tbody>
<tr>
<td>Rarely Demonstrates Requires direct instruction, a high level of cueing, modeling, and/or hand-over-hand support.</td>
<td>Developing skill with support: Needs direct instruction and a moderate level of cueing to generalize to other school settings</td>
<td>Skill is inconsistent or emerging with some increased independence Still requires preset or coaching to generalize.</td>
<td>Consistently Demonstrates Skill is comparable to general population</td>
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## 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
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<tr>
<td>Cuts 5 inch paper in half</td>
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<tr>
<td>Holds scissors appropriately</td>
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<tr>
<td>Draws and circle and a face</td>
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<tr>
<td>Draws a person with 2-4 body parts</td>
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<td>Begins to copy simple capital letters</td>
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<td>Tries to write first name</td>
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**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