

## Work Site Rubric Sheet

<b>Name:</b>		<b>Date:</b>	
<b>Duties:</b>		<b>Job Site:</b>	

Activity	Minimal (1)	Basic (2)	Capable (3)	Independent (4)
<b>Materials/Supplies/Tools Obtained</b>	Student <b>seldom</b> is able to independently obtain materials/supplies/tools needed to perform given job task &/or requires <b>maximum</b> verbal or physical prompting &/or demonstration. (3+ prompts)	Student <b>sometimes</b> is able to obtain materials/supplies/tools needed to perform given job task &/or requires <b>moderate</b> verbal or physical prompting &/or demonstration. (2-3 prompts)	Student <b>frequently</b> is able to obtain materials/supplies/tools needed to perform given job task &/or requires <b>minimal</b> verbal or physical prompting &/or demonstration. (1 prompt)	Student <b>independently</b> is able to obtain materials/supplies/tools needed to perform given job task and takes the initiative to do so without complaint & requires <b>no</b> verbal or physical prompting &/or demonstration. (0 prompting)
<b>Materials/Supplies/Tools Returned</b>	Student <b>seldom</b> is able to independently return materials/supplies/tools used to perform given job task, refuses &/or requires <b>maximum</b> verbal or physical prompting &/or demonstration. (3+ prompts)	Student <b>sometimes</b> is able to return materials/supplies/tools used to perform given job task, &/or requires <b>moderate</b> verbal or physical prompting &/or demonstration. (2-3 prompts)	Student <b>frequently</b> is able to return materials/supplies/tools used to perform given job task, &/or requires <b>minimal</b> verbal or physical prompting &/or demonstration. (1 prompt)	Student is able to <b>independently</b> return materials/supplies/tools used to perform given job task and takes the initiative to do so &/or requires <b>no</b> verbal or physical prompting &/or demonstration. (0 prompting)

Activity	Minimal (1)	Basic (2)	Capable (3)	Independent (4)
<b>Introductions &amp; Greetings</b>	Student <b>seldom</b> introduces themselves or greets employers, co-workers or customers verbally or with “hi my name is” card appropriately (making eye contact, extending card &/or hand to shake hands, uses AM or PM verbiage), refuses &/or requires <b>maximum</b> verbal or physical prompting &/or demonstration. (3+ prompts)	Student <b>sometimes</b> introduces themselves or greets employers, co-workers or customers verbally or with “hi my name is” card appropriately (making eye contact, extending card &/or hand to shake hands, uses AM or PM verbiage), &/or requires <b>moderate</b> verbal or physical prompting &/or demonstration. (2-3 prompts)	Student <b>frequently</b> introduces themselves or greets employers, co-workers or customers verbally or with “hi my name is” card appropriately (making eye contact, extending card &/or hand to shake hands, uses AM or PM verbiage), &/or requires <b>minimal</b> verbal or physical prompting &/or demonstration. (1 prompt)	Student is able to <b>independently</b> introduce themselves or greets employers, co-workers or customers verbally or with “hi my name is” card appropriately (making eye contact, extending card &/or hand to shake hands, uses AM or PM verbiage), and takes the initiative to do so &/or requires <b>no</b> verbal or physical prompting &/or demonstration. (0 prompting)
<b>Final Check with Supervisor</b>	Student <b>seldom</b> is able to check out with supervisor, communicate job/task status independently, refuses &/or requires <b>maximum</b> verbal or physical prompting &/or demonstration. (3+ prompts)	Student <b>sometimes</b> is able to check out with supervisor, communicate job/task status &/or requires <b>moderate</b> verbal or physical prompting &/or demonstration. (2-3 prompts)	Student <b>frequently</b> is able to check out with supervisor, communicate job/task status &/or requires <b>minimal</b> verbal or physical prompting &/or demonstration. (1 prompt)	Student is able to <b>independently</b> check out with supervisor, communicate job/task status and takes the initiative to do so &/or requires <b>no</b> verbal or physical prompting &/or demonstration. (0 prompting)
<b>Leave Space the Way You Found It</b>	Student <b>seldom</b> is able to return their working space back to the way they found it, refuses &/or requires <b>maximum</b> verbal or physical prompting &/or demonstration. (3+ prompts)	Student <b>sometimes is able to</b> return their working space back to the way they found it &/or requires <b>moderate</b> verbal or physical prompting &/or demonstration. (2-3 prompts)	Student is able to <b>frequently</b> return their working space back to the way they found it &/or requires <b>minimal</b> verbal or physical prompting &/or demonstration. (1 prompt)	Student is able to <b>independently</b> return their working space back to the way they found it and takes the initiative to do so &/or requires <b>no</b> verbal or physical prompting &/or demonstration. (0 prompting)

Activity	Minimal (1)	Basic (2)	Capable (3)	Independent (4)
<b>Leave With What You Came With</b>	Student <b>seldom</b> leaves the work space with their personal property or refuses to go back and get their personal property brought to work (coat, hat, gloves, boots etc.) independently, refuses &/or requires <b>maximum</b> verbal or physical prompting &/or demonstration. (3+ prompts)	Student <b>sometimes</b> leaves the work space with their personal property or agrees to go back and get their personal property brought to work (coat, hat, gloves, boots etc.) and &/or requires <b>moderate</b> verbal or physical prompting &/or demonstration. (2-3 prompts)	Student <b>frequently</b> leaves the work space with their personal property and agrees to go back and get their personal property brought to work (coat, hat, gloves, boots etc.) and &/or requires <b>minimal</b> verbal or physical prompting &/or demonstration. (1 prompt)	Student <b>independently</b> leaves the work space with their personal property brought to work (coat, hat, gloves, boots etc.) and takes the initiative to do so &/or requires <b>no</b> verbal or physical prompting &/or demonstration. (0 prompting)
<b>On Task Behavior</b>	Student <b>frequently</b> daydreams, socializes, distracts others or stops working all together prior to finishing task &/or requires <b>maximum</b> verbal or physical prompting &/or demonstration. (3+ prompts)	Student <b>sometimes</b> daydreams, socializes, distracts others or stops working all together prior to finishing task &/or requires <b>moderate</b> verbal or physical prompting &/or demonstration. (2-3 prompts)	Student <b>seldom</b> daydreams, socializes, distracts others or stops working all together prior to finishing task &/or requires <b>minimal</b> verbal or physical prompting &/or demonstration. (1 prompt)	Student <b>independently</b> stays on task throughout entire time and takes the initiative to do so without complaint & requires <b>no</b> verbal or physical prompting &/or demonstration. (0 prompting)
<b>Follows Directions</b>	Student <b>seldom</b> follows directions given by adult, significantly complains about directions/tasks given, ignores adult's directions and/or refuses to follow directions &/or requires <b>maximum</b> verbal or physical prompting &/or demonstration. (3+ prompts)	Student <b>sometimes</b> follows directions given by adult, complains about directions/tasks given, ignores adult's directions and/or refuses to follow directions &/or requires <b>moderate</b> verbal or physical prompting &/or demonstration. (2-3 prompts)	Student <b>frequently</b> follows directions given by adult, does not complain about directions/tasks given, does not ignore adult's directions and/or does not refuse to follow directions, requires <b>minimal</b> verbal or physical prompting &/or demonstration. (1 prompt)	Student <b>independently</b> follows directions given by adult and takes the initiative to do so without complaint & requires <b>no</b> verbal or physical prompting &/or demonstration. (0 prompting)

Activity	Minimal (1)	Basic (2)	Capable (3)	Independent (4)
<b>Sequencing Tasks</b>	Student <b>seldom</b> keeps track of where they are working, does not follow a sequence, pattern or step-by-step direction (not otherwise due to direction following) &/or requires <b>maximum</b> verbal or physical prompting &/or demonstration. (3+ prompts)	Student <b>sometimes</b> loses track of where they are working, does not follow a sequence, pattern or step-by-step direction (not otherwise due to direction following) &/or requires <b>moderate</b> verbal or physical prompting &/or demonstration. (2-3 prompts)	Student <b>frequently</b> keeps track of where they are working, does not follow a sequence, pattern or step-by-step direction (not otherwise due to direction following) &/or requires <b>minimal</b> verbal or physical prompting &/or demonstration. (1 prompt)	Student <b>independently</b> sequences a given task in the correct order without question and takes the initiative to do so &/or requires <b>no</b> verbal or physical prompting &/or demonstration. (0 prompting)
<b>Problem Solving</b>	Student <b>seldom</b> is able to problem solve a given task (what to do next, correct a mistake or ask for help) &/or requires <b>maximum</b> verbal or physical prompting &/or demonstration. (3+ prompts)	Student is <b>sometimes</b> able to problem solve a given task (what to do next, correct a mistake or ask for help) &/or requires <b>moderate</b> verbal or physical prompting &/or demonstration. (2-3 prompts)	Student is <b>frequently</b> able to problem solve a given task (what to do next, correct a mistake or ask for help) &/or requires <b>minimal</b> verbal or physical prompting &/or demonstration. (1 prompt)	Student is <b>independently</b> able to problem solve through a given task/situation and takes the initiative to do so &/or requires <b>no</b> verbal or physical prompting &/or demonstration. (0 prompting)
<b>Focus &amp; Attention</b>	Student <b>seldom</b> appears to be aware of self, surroundings, direction, is confused, get's lost or is unable to find their place &/or requires <b>maximum</b> (3+) verbal or physical prompting &/or demonstration.	Student <b>sometimes</b> appears to be aware of self, surroundings, direction, is confused, get's lost or is unable to find their place &/or requires <b>moderate</b> verbal or physical prompting &/or demonstration. (2-3 prompts)	Student <b>frequently</b> appears to be focused and attentive to self, surroundings and direction, seldom gets lost or is unable to find their place &/or requires <b>minimal</b> verbal or physical prompting &/or demonstration. (1 prompt)	Student is <b>independent</b> in their focus and attention during a given task and takes the initiative to do so &/or requires <b>no</b> verbal or physical prompting &/or demonstration. (0 prompting)

Activity	Minimal (1)	Basic (2)	Capable (3)	Independent (4)
<b>Social Interactions</b>	Student <b>seldom</b> verbally or with body language interacts appropriately in public/private settings with adults/peers (excessive non related topics, personal space, talks to strangers) which results in decreased quality of task or work pace &/or requires <b>maximum</b> verbal or physical prompting &/or demonstration. (3+ prompts)	Student <b>sometimes</b> verbally or with body language interacts appropriately in public/private settings with adults/peers (excessive non related topics, personal space, talks to strangers) which results in decreased quality of task or work pace &/or requires <b>moderate</b> verbal or physical prompting &/or demonstration. (2-3 prompts)	Student <b>frequently</b> verbally or with body language interacts appropriately in public/private settings with adults/peers (excessive non related topics, personal space, talks to strangers) which results in decreased quality of task or work pace &/or requires <b>minimal</b> verbal or physical prompting &/or demonstration. (1 prompt)	Student <b>independently</b> verbally or with body language interacts appropriately in public/private settings with adults/peers and takes the initiative to do so &/or requires <b>no</b> verbal or physical prompting &/or demonstration. (0 prompting)
<b>Work Pace</b>	Student <b>seldom</b> maintains a consistent work pace and is frequently too fast or too slow which results in decreased quality of the task given &/or requires <b>maximum</b> verbal or physical prompting &/or demonstration. (3+ prompts)	Student's work pace is <b>sometimes</b> too fast or too slow which results in decreased quality of the task given &/or requires <b>moderate</b> verbal or physical prompting &/or demonstration. (2-3 prompts)	Student <b>frequently</b> maintains a productive work pace which results in decreased quality of the task given &/or requires <b>minimal</b> verbal or physical prompting &/or demonstration. (1 prompt)	Student is able to <b>independently</b> maintain a productive work pace and takes the initiative to do so &/or requires <b>no</b> verbal or physical prompting &/or demonstration. (0 prompting)
<b>Task Completion</b>	Student <b>seldom</b> completes a given task independently due to deficits in various soft skills &/or requires <b>maximum</b> verbal or physical prompting &/or demonstration. (3+ prompts)	Student <b>sometimes</b> completes a given task independently due to deficits in various soft skills &/or requires <b>moderate</b> verbal or physical prompting &/or demonstration. (2-3 prompts)	Student <b>frequently</b> finishes assigned task &/or requires <b>minimal</b> verbal or physical prompting &/or demonstration. (1 prompt)	Student <b>independently</b> completes a given task and takes the initiative to do so &/or requires <b>no</b> verbal or physical prompting &/or demonstration. (0 prompting)