

Fine Motor IEP Goals — Middle School

14 measurable goals written to IDEA standards. Replace [student] and [date]; adjust criteria to the student's baseline.

Fine motor demands multiply across a middle schooler's day — a locker, a binder, lab equipment, a musical instrument. Write goals for the actual tools this student has to use, not a generic classroom scenario.

WRITING ENDURANCE FOR ACADEMIC DEMANDS

1. [student] will maintain legible handwriting through a full class period of note-taking, with 80% legibility across 4 of 5 observed periods.
2. [student] will complete a timed written assignment (a test, an in-class essay) without a significant decline in legibility or speed due to fatigue, across 4 of 5 trials.

KEYBOARDING & TECHNOLOGY FLUENCY

3. [student] will maintain correct hand position and independent finger movements during a full typing task without reverting to hunt-and-peck patterns, with 80% consistency across 4 of 5 observed sessions.
4. [student] will use technology tools (a trackpad, a touchscreen, a stylus) with precision to complete an academic task, with 80% accuracy across 4 of 5 trials.

PRECISION TOOL USE FOR ACADEMIC TASKS

5. [student] will use a compass, protractor, or ruler accurately to complete a math or geometry task, with 80% accuracy across 4 of 5 trials.
6. [student] will use lab or classroom tools (scissors, a hole punch, a stapler, science equipment) safely and independently, in 4 of 5 observed opportunities.
7. [student] will manipulate small materials required for a specific class (art supplies, tech ed tools, lab equipment) with appropriate control, in 4 of 5 observed opportunities.

VISUAL-MOTOR INTEGRATION FOR ACADEMIC WORK

8. [student] will accurately copy notes, diagrams, or graphs from a board or screen within a reasonable time frame, with 80% accuracy across 4 of 5 samples.
9. [student] will complete a detailed drawing, diagram, or graphic organizer with appropriate precision, with 80% accuracy across 4 of 5 samples.

SELF-MANAGEMENT & DAILY FINE MOTOR SKILLS

10. [student] will independently manage all fine motor demands of a school day (a locker, a backpack, fasteners, materials) without adult assistance, across 4 of 5 school days.
11. [student] will use adaptive equipment or a fine motor strategy independently when needed for a task, in 4 of 5 observed opportunities.
12. [student] will self-advocate for a fine motor accommodation (extra time, a keyboard, a slant board) when a task is not accessible, in 4 of 5 observed opportunities.
13. [student] will demonstrate proper ergonomics (posture, wrist position) during a sustained fine motor task, with 80% consistency across 4 of 5 observed opportunities.
14. [student] will complete a multi-step fine motor task (assembling, building, or repairing an item) independently, with 80% success across 4 of 5 trials.

Using These Fine Motor Goals at 6th – 8th Grade

Write the goal for the tools this student actually uses

A generic “fine motor skills” goal is less useful than one naming the specific lab equipment, art supplies, or tech-ed tools in this student's schedule.

Ergonomics is a teachable, measurable habit

Posture and wrist position during a long writing or typing task can be observed and rated, not just assumed.

Self-advocacy for fine motor needs starts now

A student who can ask for a keyboard or extra time when a task isn't accessible needs less ongoing OT support over time.

Fatigue is a real, measurable variable

Track whether a skill holds up across a full day, not just during a short observation window.

Tool and equipment lists vary by class and teacher — confirm the actual materials this student uses before writing them into a goal.

Tired of rebuilding these forms every year?

IEP Goal Writer also drafts your PLAAFP and progress notes from the same student profile — free to try at iepgoalwriter.pro