

Fine Motor IEP Goals — Kindergarten – 2nd Grade

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

Fine motor goals here should separate the physical skill — grasp, cutting, in-hand manipulation — from the academic output, legible handwriting. A student's grasp can be textbook-correct while their letters are still illegible, or the reverse.

MATURE GRASP & ENDURANCE

1. [student] will use a mature tripod or adapted grasp to write or color for at least [X] minutes without adult cueing, across 4 of 5 trials.
2. [student] will maintain appropriate pencil pressure, not too light or too heavy, during a writing task, with 80% consistency across 4 of 5 samples.
3. [student] will use an appropriately sized or adapted writing tool independently, in 4 of 5 observed opportunities.

SCISSOR SKILLS

4. [student] will cut along a straight line within 1/4 inch of accuracy, in 8 of 10 trials.
5. [student] will cut along a curved line and a zigzag line, with 80% accuracy across 4 of 5 trials.
6. [student] will cut out a simple shape (a square, a circle), staying within 1/4 inch of the line, in 4 of 5 trials.

IN-HAND MANIPULATION & BILATERAL COORDINATION

7. [student] will rotate a pencil in their hand to use the eraser without switching hands, in 4 of 5 observed opportunities.
8. [student] will stabilize paper with the non-dominant hand while writing or cutting with the dominant hand, in 8 of 10 observed opportunities.
9. [student] will manipulate small classroom tools (a glue stick, a stapler, a paper clip) with appropriate grasp and control, in 4 of 5 trials.

VISUAL-MOTOR INTEGRATION

10. [student] will copy a square, a triangle, and simple letter forms, with 80% accuracy across 4 of 5 trials.
11. [student] will complete a dot-to-dot or tracing task while staying within 1/8 inch of the line, in 4 of 5 trials.
12. [student] will color within the lines of a moderately sized shape, with 80% accuracy across 4 of 5 trials.

DAILY LIVING FINE MOTOR SKILLS

13. [student] will manage clothing fasteners (buttons, zippers, snaps) independently, with 80% accuracy across 4 of 5 trials.
14. [student] will open and close common containers (a zip-top bag, a screw-top bottle) independently, in 4 of 5 observed opportunities.
15. [student] will tie a shoe or use an adapted fastening method independently, with adult support fading, across 4 of 5 trials.
16. [student] will type their name or a short word using both hands on a keyboard or tablet, in 4 of 5 observed opportunities.
17. [student] will complete a fine motor task (bead stringing, a lacing card) for [X] minutes with sustained attention, across 4 of 5 trials.

Using These Fine Motor Goals at Kindergarten – 2nd Grade

Separate the physical skill from the academic output

A tripod grasp and legible handwriting are related but different goals — a student can have one without the other.

Cutting accuracy has a real, checkable standard

Within 1/4 inch of a line is specific and gradable; “cuts pretty well” is not.

In-hand manipulation is a distinct skill from grasp

Rotating a pencil to use the eraser without switching hands is harder than just holding the pencil — it deserves its own goal line.

Daily living fine motor tasks generalize the classroom skill

Managing buttons and zippers uses the same underlying coordination as scissors and pencils — track it as part of the same skill set.

Grasp and cutting standards vary by the OT evaluation tool your school uses (Peabody, BOT-2, or a district-built checklist) — confirm which one applies before setting a precise criterion.

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