

Writing IEP Goals — Preschool & Pre-K

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

There's no CBM probe for preschoolers — writing goals here should track pre-writing skills (grasp, strokes, name writing) and engagement, not fluency. A student who draws and dictates a sentence is doing real composing, even without forming a single letter.

PRE-WRITING & FINE MOTOR FOUNDATIONS

1. [student] will maintain a functional pencil grasp (tripod or adapted) for at least [X] minutes of a writing or drawing task, in 4 of 5 observed opportunities.
2. [student] will copy basic prewriting strokes (vertical line, horizontal line, circle, cross) with 80% accuracy across 4 of 5 trials.
3. [student] will trace their first name with 80% legibility, staying on the line, across 4 of 5 trials.
4. [student] will use a writing or drawing tool with a consistent hand across 4 of 5 observed sessions.

LETTER & NAME FORMATION

5. [student] will write their first name independently, without tracing, with recognizable letters, in 4 of 5 trials.
6. [student] will attempt to write [X] uppercase letters when named, with 70% accuracy across 4 of 5 trials.
7. [student] will copy a simple 2-3 letter word from a model with 70% legibility, across 4 of 5 trials.

EARLY COMPOSING — DRAWING & DICTATION

8. [student] will draw a picture and dictate at least 1 sentence about it to an adult, in 4 of 5 observed opportunities.
9. [student] will “write” using scribbles, letter-like forms, or invented spelling to label a picture, in 4 of 5 observed opportunities.
10. [student] will contribute at least 1 idea or word during a shared or interactive writing activity, across 4 of 5 sessions.

WRITING BEHAVIORS & ENGAGEMENT

11. [student] will remain engaged in a writing or fine-motor task for [X] minutes with no more than 1 redirection, across 3 consecutive observations.
12. [student] will complete a writing task using a visual or verbal model, with physical prompting decreasing across 4 of 5 trials.
13. [student] will request a writing tool adaptation (larger crayon, grip, slant board) using words or a gesture, in 4 of 5 opportunities.
14. [student] will write their name on their own work independently at the start of an activity, in 4 of 5 opportunities.
15. [student] will color or trace within a defined boundary with 70% accuracy, across 4 of 5 trials.

Using These Writing Goals at Preschool & Pre-K

Grasp and engagement come before letters

A student with a functional grasp who scribbles purposefully is building the foundation faster than one drilled on letter worksheets without it.

Dictation counts as composing

A child who can't yet write "I saw a dog" but can dictate it is doing the cognitive work of composition — the goal should credit that.

Track name-writing separately from letter ID

Writing your own name and identifying letters in isolation are different skills that develop on different timelines.

Fade physical prompting, not just track accuracy

A goal that only measures whether a letter looks right, without tracking how much hand-over-hand support was used, hides whether the student is actually gaining independence.

Every criterion here (4 of 5, 80%) is a placeholder. There's no CBM probe at this age — set the real numbers from a few days of observation, not a guess.

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