

IEP Goal and Baseline Alignment Toolkit

Motor Skills (Fine & Gross) Goals

A print-ready bank of measurable SMART goals by domain, plus a goal-quality rubric for scoring any draft goal before it goes to the team. Print the bank, or build a custom goal live in the free IEP Goal Builder.

HOW TO USE THIS BANK

Find a goal near the student's need, then swap in the student's name and adjust the criterion to match the baseline you already have on file. Each goal is tagged with an age band and a skill level so you can pick a fair starting point.

WHAT'S INSIDE

- 20 measurable starter goals for Motor Skills (Fine & Gross), each tagged with an age band and a skill level.
- A Goal-Quality Rubric to score any draft goal against the five SMART criteria before it goes to the team.
- Every other domain in the full IEP Goal Bank, or build a custom goal live in the free IEP Goal Builder.



MAKE IT LIVE

Build a measurable goal live in the free IEP Goal Builder.

<https://www.spectrumunlocked.com/tools/iep-goal-builder>

20 starter goals for Motor Skills (Fine & Gross), in US Letter.

Motor Skills (Fine & Gross)

Handwriting, scissor use, fastening clothing, ball skills, balance, typing, playground safety. OT-driven domain often paired with adaptive goals.

1. Given a pencil and writing surface, [student] will form age-appropriate letters with correct grip and orientation in 4 out of 5 writing samples across 4 consecutive weeks.
Early Childhood **Developing**
2. Given a pair of scissors and outlined shapes, [student] will cut along straight, curved, and angled lines within 1/4 inch of the line in 4 out of 5 opportunities across 4 consecutive weeks.
Early Childhood **Developing**
3. Given a fastening task (buttons, zippers, snaps), [student] will complete the task independently in 4 out of 5 opportunities across 4 consecutive weeks.
Early Childhood **Developing**
4. Given a ball and a partner, [student] will catch a tossed ball at chest level in 4 out of 5 attempts across 4 consecutive sessions.
Elementary **Developing**
5. Given a balance task (one-foot stand, tightrope walking), [student] will maintain balance for 10+ seconds in 4 out of 5 attempts across 4 consecutive sessions.
Elementary **Developing**
6. Given a typing task at grade level, [student] will type 15+ words per minute with 90% accuracy across 3 consecutive sessions.
Middle **Developing**
7. Given playground equipment, [student] will use climbing structures, swings, or slides safely and appropriately in 80% of recess periods across 4 consecutive weeks.
Early Childhood **Developing**
8. Given a tripod-grip pencil and tracing template, [student] will trace vertical, horizontal, and diagonal lines within 1/4 inch of the line in 4 out of 5 attempts across 4 consecutive weeks, as measured by OT data.
Early Childhood **Emerging**
9. Given a set of large beads and a lace, [student] will string 8 beads in sequence using a pincer grip in 4 out of 5 attempts across 4 consecutive sessions, as measured by OT data.
Early Childhood **Developing**
10. Given a step-up bench, [student] will alternate feet to ascend and descend 4 steps in 4 out of 5 attempts across 4 consecutive sessions, as measured by PT data.
Early Childhood **Developing**
11. Given a jump rope, [student] will complete 5 consecutive self-turned jumps in 4 out of 5 attempts across 4 consecutive sessions, as measured by PT data.
Elementary **Developing**
12. Given a paragraph dictation task, [student] will produce legible handwriting at 20+ letters per minute with consistent letter sizing in 4 out of 5 samples across 9 weeks, as measured by OT data.
Elementary **Established**
13. Given a keyboard and a 100-word passage, [student] will type at 25+ words per minute with 95% accuracy across 3 consecutive sessions, as measured by typing-program report.
Middle **Established**

14. Given a bicycle and an open paved area, [student] will ride 50 feet with steady balance, starting and stopping safely, in 4 out of 5 attempts across 9 weeks, as measured by PT data.
- Middle Developing
15. Given a job-related fine-motor task (sorting, packaging, basic assembly), [student] will complete a 10-item batch with 90% accuracy in 4 out of 5 sessions across 9 weeks, as measured by transition-services rubric.
- High School Established
16. Given a school transition between classrooms while carrying their own bag and materials, [student] will navigate stairs, doorways, and a crowded corridor without dropping items or needing physical assistance in 4 out of 5 transitions across 9 weeks, as measured by staff observation.
- Elementary Developing
17. Given a full-page writing task and a 10-minute working period, [student] will sustain legible handwriting from the first line to the last, scoring no more than one legibility band lower at the end than at the start, in 4 out of 5 samples across 9 weeks, as measured by a handwriting legibility rubric.
- Elementary Developing
18. Given a keyboard or speech-to-text tool and a composing task, [student] will set up their own position and equipment and produce a paragraph without adult adjustment of the device in 4 out of 5 sessions across 9 weeks, as measured by staff observation.
- Middle Developing
19. Given a two-handed classroom task (steadying paper while cutting, holding a ruler while drawing a line, stabilizing a container while opening it), [student] will use one hand to stabilize and the other to act, without adult support, in 4 out of 5 opportunities across 4 consecutive weeks, as measured by staff data collection.
- Early Childhood Developing
20. Given a loaded lunch tray, [student] will carry it from the serving line to a table and set it down without spilling in 4 out of 5 opportunities across 9 weeks, as measured by staff observation.
- Elementary Developing

These are starter goals to customize for the individual student, not legal advice; follow your district policies and the student's IEP team.

Goal–Quality Rubric

Read a draft goal against each SMART criterion, score it 1 to 3, and note what to fix. A goal is ready for the IEP team when every row scores a 3.

Criterion	What a strong goal shows	Score 1–3	Note to fix
S Specific	Names one observable skill and the exact condition it is performed under.		
M Measurable	States a number you can count or a percent you can calculate from data.		
A Achievable	Reaches beyond the baseline but stays within one year of instruction.		
R Relevant	Ties to a documented need and helps the student access the curriculum or daily life.		
T Time-bound	Sets a review window (weeks, sessions) and a data collection method.		
Total	Ready for the team at 15. Revise any row under 3.		

MORE FREE TOOLS



EVERY DOMAIN

Browse the whole goal bank by domain, age band and level, and print any part of it.

<https://www.spectrumunlocked.com/tools/iep-goal-bank>



ACCOMMODATIONS

Over 150 accommodations for IEP and 504 plans, free to browse and print.

<https://www.spectrumunlocked.com/tools/accommodations-bank>

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