

Fine Motor Screening & Speed Probes

SECTION 1 · SCREEN THE SKILLS FINE MOTOR SCREENING & SPEED PROBES

CHECKLIST Fine Motor Screening Checklist

Six observation domains. Write what you actually saw in your own words, then mark whether it was observed this session. Nothing here is scored or compared to a norm.

STUDENT OBSERVER DATE TASK THE STUDENT WAS DOING

#	DOMAIN	WHAT THIS DOMAIN LOOKS AT	WHAT WAS OBSERVED (WRITE IT)	OBSERVED TODAY?
1	Grip type	Which grip is used on a pencil or small tool (tripod, lateral tripod, quadrupod, palmar, fistful, or other — write which)		☐ Y ☐ N ☐ NO
2	Grip posture	Wrist and hand position during the task (neutral and slightly extended, flexed, or resting heavily on the table)		☐ Y ☐ N ☐ NO
3	Hand strength	A functional note, not a numeric score — opens a container, presses a stapler, squeezes a clothespin, or a similar task you saw		☐ Y ☐ N ☐ NO
4	Grip pattern check	Same grip pattern used across two different tasks (pencil, scissors, a small object), or does it change		☐ Y ☐ N ☐ NO
5	Wrist stability	Steady and slightly extended during the task, or does it drop, wobble or collapse		☐ Y ☐ N ☐ NO
6	Finger dexterity / isolation	Isolates the index finger, touches the thumb to each fingertip in turn, or rotates a small object using the fingers alone		☐ Y ☐ N ☐ NO

A DESCRIPTION, NEVER A SCORE
This page records what was seen, in plain words. It does not assign a level, a percentile, or a pass/fail mark, and it does not compare the student to an age or a norm. Mark **NO** for anything not observed this session rather than guessing.

COMMON GRIP PATTERNS, FOR REFERENCE ONLY — USE WHATEVER WORD ACTUALLY FITS

- ☐ **Tripod** — Pencil rests on the middle finger, held by the thumb and index finger, other two fingers curled into the palm.
- ☐ **Lateral tripod** — Same three fingers, but the thumb crosses toward the side rather than meeting the index finger tip to tip.
- ☐ **Quadrupod** — Four fingers on the pencil (thumb, index, middle and ring), rather than three.
- ☐ **Palmar** — The pencil is held in the fist, more like gripping a tool than writing.
- ☐ **Fistful** — The whole hand closes around the pencil; the wrist and fingers move as one unit.

Dot-to-Dot Speed Task

Connect the dots in order. Timed with a stopwatch; scored by the adult, not the student.

OBSERVER DATE TIME LIMIT

DOTS NOT INCLUDED IN

SAY THIS, THEN START THE TIMER
"Connect the dots in order, as fast and as accurately as you can. I will say **start**, and keep going until I say **stop**." Start the timer on "start." If the student has not finished at the time limit, mark which dot they reached and stop them there.

2 3 4 5
9 8 7 6
13 14 15
18 17 16

CONNECTED IN ORDER TOTAL TIME TO CONNECT ALL 20 (IF FINISHED EARLY) DOTS SKIPPED OR OUT OF ORDER

WHY A FIXED TIME LIMIT
Use the same time limit for this student every session, written above before the first trial. Changing the time limit partway through a series of sessions makes the numbers impossible to compare to each other.

Page 10 of 21 + BRIGHT PATH SPED

Fine Motor Screening and Speed Probes Page 7 of 21 + BRIGHT PATH SPED



CONTENTS

What Is Inside, and Where

21 pages: three sections, a worked example and a set of binder tabs. No page here states what a fast or slow time means, sets an age expectation, or names a condition; every one of those stays a blank line for your team.

Before you begin

PAGES 4–5



**Start Here —
Three Steps**
START HERE

4



**Binder Cover and
Divider Tabs**
SETUP

5

01 Screen the Skills

PAGES 7–8



**Fine Motor
Screening
Checklist**
CHECKLIST

7



**Motor Control
Quality Rating**
CHECKLIST

8

02 Time the Three Speed Tasks

PAGES 10–12



**Quick Dot-to-Dot
Speed Task**
LOG

10



**Pegboard /
Placement Speed
Task**
LOG

11



**Button-Fastening
Speed Task**
LOG

12

03 Log, Report and Share

PAGES 14–19



**Speed and Quality
Data Log**
LOG

14



**Speed and Quality
Progress Graph**
TRACKER

15



**Caseload
Summary**
ROSTER

16



**Classroom Fine
Motor Observation
Checklist**
CHECKLIST

17



**Family and Team
Update**
NOTES

18



**Fine Motor
Progress Note
Phrase Bank**
REFERENCE

19

Worked example

PAGE 20



**A Screening and
Three Speed
Tasks, Filled In —
Invented Student**
EXAMPLE

20

THREE WAYS TO USE THIS FILE

A quick screen

The screening checklist and one speed task (pages 7 and 10), for a first look.

A weekly progress-monitoring cycle

All three speed tasks, the data log and the graph (pages 10–15) across several sessions.

A caseload or classroom sweep

Caseload summary and the classroom teacher checklist (pages 16 and 17), for a coordinator covering several rooms.

Start Here — Three Steps

Ninety seconds of reading. Set the folder up once; a screening plus the three timed tasks takes about fifteen minutes after that.



1

Screen once

Use the screening checklist (page 7) to describe grip, posture, hand strength and dexterity in your own words.

Add the quality rating (page 8) the same visit — smoothness, shakiness and pressure control, described, not scored.



2

Time the three speed tasks

Give the dot-to-dot task (page 10), the pegboard or placement task (page 11) and the button-fastening task (page 12) with a stopwatch, one after another or across a few days.

Every task page tells you exactly what to time and how to count it — nothing here is a therapy technique or a hand-over-hand procedure.



3

Log, graph and share

Record the best time from each task on the data log (page 14) the same day, and plot the combined score on the graph (page 15).

The caseload page (page 16), the family and team update (page 18) and the phrase bank (page 19) turn the numbers into a conversation, ready to send or bring to a meeting.

WHAT THIS FILE IS

A fillable PDF. The fields are built into the document itself, so it works offline with no account or subscription and looks the same on every machine that opens it.

WHAT THIS FILE IS NOT

It is not a Google Sheets file, a Google Doc, or an Excel workbook, and it does not include a pegboard, buttoning frame, pencils or a stopwatch — your team supplies the physical materials, this file only records what happens with them.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

A screening row or a timed score records what was observed or how long a task took, never a norm, a passing time, or a name for what caused it. Your team writes its own criteria for what a pattern means, on its own paperwork.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. It was opened in something that fills fields but does not save them.

Open it in Acrobat Reader and use Save As.

I need more trials than a table holds. Print the sheet again and number the pages; the data log (page 14) only needs the best time from each session.

Anything else — the **Ask a Question** tab on the product page. Every question is read, and a fix to the file is a free update.

CONFIDENTIALITY

A completed screening or timed score is student information even though nothing on the page is a clinical term. Store, share and destroy it the way your school already handles any working data sheet.



CHECKLIST

Fine Motor Screening Checklist

Six observation domains. Write what you actually saw in your own words, then mark whether it was observed this session. Nothing here is scored or compared to a norm.

STUDENT

OBSERVER

DATE

TASK THE STUDENT WAS
DOING

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- ☐ **Fisted** — The whole hand closes around the pencil; the wrist and fingers move as one unit.

LOG

Quick Dot-to-Dot Speed Task

20 numbered dots, connected in order. Timed with a stopwatch; scored by the adult, not the student.

STUDENT	OBSERVER	DATE	TIME LIMIT

MATERIALS (TEAM-SUPPLIED, NOT INCLUDED IN THIS FILE)

- ☐ This printed dot pattern (below).
- ☐ A pencil or a fine-tip marker.
- ☐ A stopwatch or a phone timer.

SAY THIS, THEN START THE TIMER

“Connect the dots in order, as fast and as accurately as you can. I will say **start**, and keep going until I say **stop**.” Start the timer on “start.” If the student has not finished at the time limit, mark which dot they reached and stop them there.

20 DOTS, NUMBERED 1 TO 20

1	2	3	4	5
10	9	8	7	6
11	12	13	14	15
20	19	18	17	16

TIME LIMIT USED	DOTS CONNECTED IN ORDER – /20	TOTAL TIME TO CONNECT ALL 20 (IF FINISHED EARLY)	DOTS SKIPPED OR OUT OF ORDER

SCORING

If the student finishes before the time limit, write the total time. If the time limit runs out first, write how many dots were connected in order and stop there — that number, not the time, is what goes on the data log for this task.

WHY A FIXED TIME LIMIT

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 TRACKER

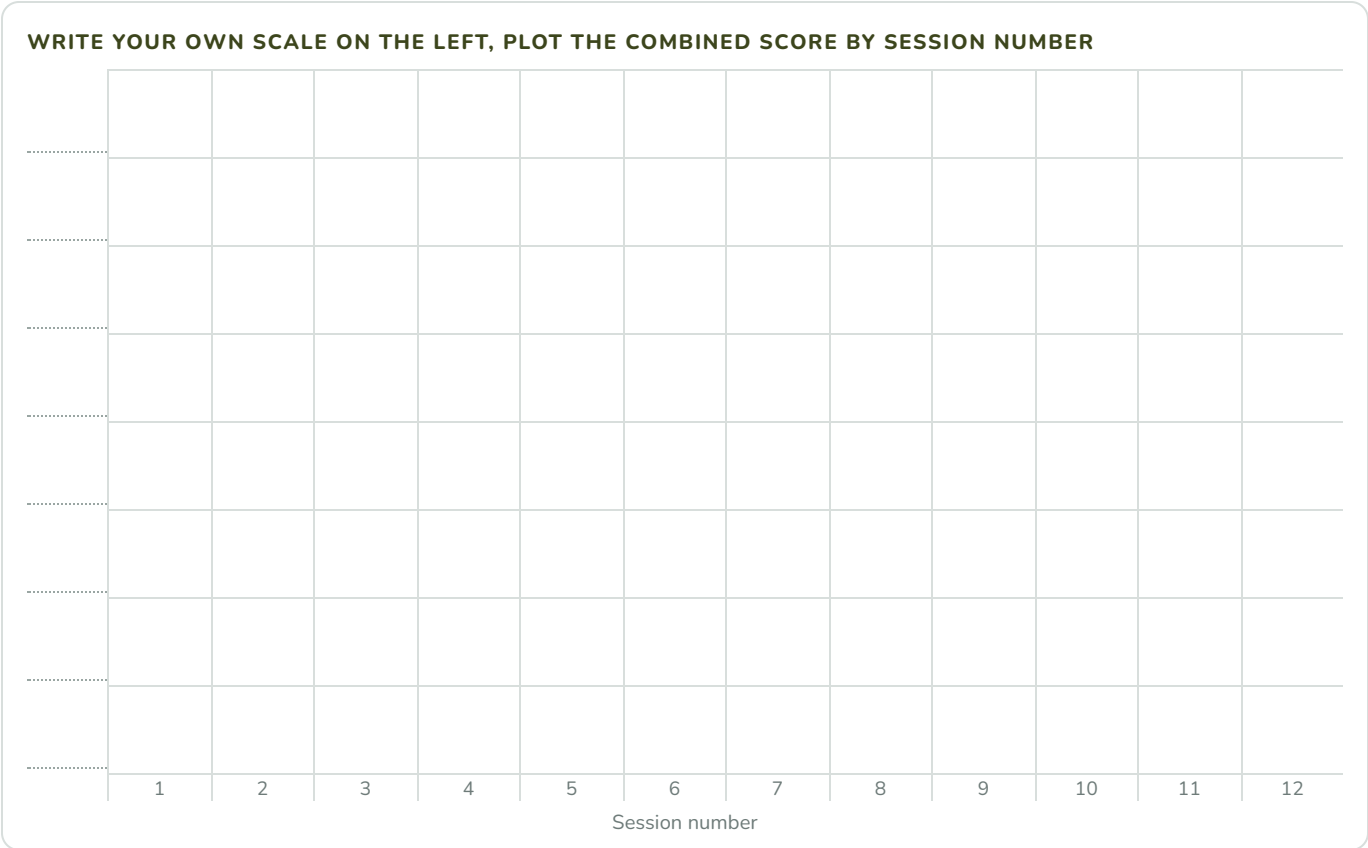
Speed and Quality Progress Graph

Plot a combined speed number your team defines (total seconds across the three tasks, or one task on its own) and write the quality word under the same session, so both trends sit on one page.

STUDENT

COMBINED SCORE, IN YOUR OWN WORDS

LOWER IS FASTER, UNLESS NOTED



SESSION	1	2	3	4	5	6	7	8	9	10	11	12
Date												
Combined score												
Quality (S / M / J)												

S / M / J, ON THE QUALITY ROW

S smooth and consistent · M mixed (smooth on some tasks, jerky on others, or better late than early) · J jerky or hesitant. Copy the word from the data log (page 14) for each session so both trends sit on the same x-axis.

WHEN THE TWO TRENDS DISAGREE

A combined score climbing while the quality row stays at J is worth a second look — it may mean the student is trading accuracy or control for raw speed. Bring both rows to the meeting, not the score on its own.

 NOTES

Family and Team Update

Ready to send after a screening or a set of timed tasks. Plain language, no jargon, no scores presented as a finding.

STUDENT

DATE

COMPLETED BY

WHAT WE SCREENED AND TIMED TODAY

In plain, observable words — no scores.

NUMBERS FROM TODAY (COPY FROM THE DATA LOG)

#	TASK	TIME / COUNT	NOTES
1			
2			
3			
4			

WHAT WE NOTICED

ONE THING TO TRY AT HOME OR IN THE CLASSROOM

WHAT THE FAMILY OR TEAM NOTICED (SEND BACK)

NEXT CHECK-IN DATE

QUESTIONS? CONTACT

EXAMPLE

A Screening and Three Speed Tasks, Filled In — Invented Student

SAMPLE · INVENTED STUDENT

Diego R. is invented, and so is every mark, time and count on this page. Every number can be re-checked against the row above it.

Diego R., invented example (not a real student). Four sessions: 9/8 (baseline) through 9/29 (most recent), same three timed tasks each time.

SCREENING CHECKLIST (PAGE 7): 5 OF 6 DOMAINS OBSERVED AT THE 9/29 SESSION

Hand strength was not gathered this visit (marked NO) — the session ended before that task; the other five domains were observed and described, including a lateral tripod grip and steady wrist stability.

QUALITY RATING (PAGE 8): JERKY AT BASELINE, SMOOTH BY THE MOST RECENT SESSION

9/8: jerky and heavy, inconsistent across tasks.
9/15: still jerky, pressure heavy. 9/22: mixed — smoother on the button task than the pegboard.
9/29: smooth and continuous on all three tasks, pressure light and consistent — the graph (page 15) would show S in the quality row.

DATA LOG (PAGE 14): BEST TIME PER TASK, ALL FOUR SESSIONS

DATE	DOT-TO-DOT	PEGBOARD	BUTTON TASK	COMBINED
9/8	58s	66s	40s	164s
9/15	52s	60s	35s	147s
9/22	47s	55s	31s	133s
9/29	41s	49s	26s	116s

PEGBOARD TASK (PAGE 11): THREE TRIALS ON 9/29

TRIAL	TIME	ITEMS PLACED
Trial 1	53s	20 / 20
Trial 2	49s	20 / 20
Trial 3	51s	20 / 20
Best	49s	20 / 20

HOW THIS BECOMES THE CASELOAD ROW (PAGE 16)

Combined score moved from 164 seconds at baseline to 116 seconds most recently — 48 seconds faster, a 29 percent drop. Individually: dot-to-dot 29 percent faster, pegboard 26 percent faster, button task 35 percent faster. On the caseload grid this is one row: baseline 164, most recent 116, quality trend Jerky→Smooth, next step for the team to write.

HOW EVERY NUMBER ABOVE CHECKS OUT

- ☐ Combined score each session is the sum of the three best times: $58+66+40=164$ · $52+60+35=147$ · $47+55+31=133$ · $41+49+26=116$.
- ☐ Percent faster (baseline – most recent, ÷ baseline, × 100, rounded): dot-to-dot 29%, pegboard 26%, button 35%; combined 29%.
- ☐ Every count above can be re-added from the rows and cells on the pages named next to it — nothing on this page is typed twice without a page to check it against.