

OT FINE MOTOR AND SENSORY DATA SHEETS

Seven OT-specific data sheets (fine motor skill rating, hand strength, sensory processing observation, visual-motor / handwriting / bilateral coordination, work samples, task analysis, and consultation log), attendance and make-up log, tracker and graph, quarterly summary, home program note, and a filled example. No PT content. Fillable PDF.

OT FINE MOTOR / SENSORY Which Sheet for Which Goal

Match the goal's wording to a sheet once, in September, and write the page number on the roster. After that nobody has to think about it.

DATA Fine Motor Skill Rating and Hand Strength Sheet

Top: rate up to five fine motor skills across five sessions once you have defined the four levels. Bottom: a short trial table for grip, pinch or sustained hold tasks measured in seconds or repetitions.

DATA Sensory Processing Observation Sheet

What was seen, where, and what was tried — in observable words. This page records observations, not a clinical label or a sensory diet.

DATA Visual-Motor, Handwriting Readiness and Bilateral Coordination Sheet

One session, seven skill areas. Rate against the four levels you defined on page 5, and note which hand or which role each

TRACKING Cumulative Tracker

One goal, thirty-six sessions. The date, the level or prompt, and the number from each data sheet, copied here so the trend is on one line.

TRACKING Progress Graph

Plot the tracker. The aim line is the criterion from the IEP; the dots are the sessions. These dots below the line in a row is a conversation, not a wait.

EXAMPLE A Fine Motor Sheet and a Sensory Observation, Filled In

An invented first grader and an invented OT. Every mark is made up. Notice how little writing it took and how much the note still says.

Fine motor skill rating and hand strength sheet (page 10) — Owen M., grade 1 (invented)

Criterion from the IEP: rating of 3 or better on four of five skills, on three consecutive sessions

FINE MOTOR SKILL	S1	S2	S3	S4	S5	TREND
Pencil grasp (tripod, sustained)	1	2	2	3	3	+2
In-hand manipulation	1	1	2	2	3	+2
Scissor control on a line	2	2	3	3	4	+2
Two-hand task (stabilize + manipulate)	1	2	2	3	3	+2
Pre-writing shapes (copy from model)	2	2	3	2	3	+1
Date	9/3	9/10	9/17	9/24	10/1	

Every skill moved up at least one level across the five sessions; scissor control reached level 4 on 10/1, the highest rating of any skill this period. Four of five skills sat at level 3 or better on 9/24, and all five did on 10/1, but that is only two sessions in a row, not the three the criterion asks for — not met yet. Sustained pencil grasp went from 9–11 seconds on 9/3 to 15–19 seconds on 10/1, with the best trial rising every session.

DATE	TASK	1	2	3	REST	NOTES
9/3	Sustained pencil grasp, seconds	8	11	10	11	
9/10	Sustained pencil grasp, seconds	10	12	13	13	
9/17	Sustained pencil grasp, seconds	12	14	15	15	
9/24	Sustained pencil grasp, seconds	13	15	17	17	
10/1	Sustained pencil grasp, seconds	15	17	19	19	

Sensory processing observation (page 11) — two rows, 9/24

DOMAIN	SETTING	OBSERVED	STRATEGY TRIED
Tactile	Art centers, finger paint	Putted hand back at first touch, stayed 3 minutes with a paper towel offered	Paper towel within reach, brush first
Auditory	Fire drill practice	Covered ears during the alarm, back in line within 2 minutes with headphones offered	Notes: reducing headphones, advance warning

Why this is enough

Every sentence above came from a cell that was already written: the trend column shows which skill is closest to criterion, the best-trial column shows the strength number is climbing, and the sensory row shows a strategy that was tried and what happened next — not a clinical label, not a rule for every student. The quarterly summary in November is a copying job.

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OT Fine Motor and Sensory Progress Monitoring Data Sheets

Fillable PDF

22 Pages

Type or Print

Filled Example

Which Sheet for Which Goal

Match the goal's wording to a sheet once, in September, and write the page number on the roster. After that nobody has to think about it.

IF THE GOAL SAYS	USE	WHERE
"will demonstrate a functional grasp on a pencil or tool for ___ minutes" / "will maintain a three-point grasp" / "will sustain a hold for ___ seconds"	Fine motor skill rating and hand strength sheet	Page 10
"will complete the ___ routine with no more than ___ prompts" / "will independently follow the steps to"	Task analysis sheet with prompt levels	Page 9
"will tolerate / regulate in response to ___ input" / "will remain engaged in the activity for ___ minutes"	Sensory processing observation sheet	Page 11
"will copy pre-writing shapes" / "will form letters within a line" / "will use two hands together to stabilize and manipulate"	Visual-motor, handwriting readiness and bilateral coordination sheet	Page 12
Anything that leaves a product on paper (cutting, drawing, keyboarding)	Work sample log, with the sample stapled behind it	Page 13
Consultation minutes, push-in visits, teacher requests	Consultation log	Page 15
Any goal, across the quarter	Cumulative tracker and graph, then the quarterly summary	Pages 16, 17, 19

What this file is not

Not a therapy program, not a sensory diet, not goals, and not an evaluation. Nothing here says which prompt to use, when to fade it, what equipment or sensory strategy a student should have, or how to handle a student; you write those in, from the IEP and your own judgment. The sheets only make sure the number gets written down.

The three habits the file assumes

- ☐ The criterion from the IEP is written at the top of every data sheet before the first trial.
- ☐ The number goes from the data sheet to the tracker (page 16) the same day.
- ☐ The make-up log (page 7) is updated the day a session is missed, not at the end of the month.

How the paper moves

WHEN	WHAT
Every session	One data sheet (8 to 13) or the consultation log (15), one half of a session-notes page (18), attendance ticked (7)
Every week	Numbers onto the tracker (16); home note (20) for whoever needs one; equipment check (14) if anything moved
Every quarter	Graph (17) plotted, quarterly summary (19) written from it, make-up log totaled

Attendance and Make-Up Log

**CODES: A ABSENT · S SCHOOL EVENT ·
T THERAPIST OUT · R REFUSED /
UNAVAILABLE**

[illegible]

One 30-minute session a week in a four-week month is four; write 4. Consultation minutes get their own row if the IEP lists them separately. A missed session gets a date and a code the same day; a made-up session gets its date in the last column. Whether therapist-out sessions must be made up is your district's rule; write it on page 5 and follow it.

Fine Motor Skill Rating and Hand Strength Sheet

Top: rate up to five fine motor skills across five sessions once you have defined the four levels. Bottom: a short trial table for grip, pinch or sustained-hold tasks measured in seconds or repetitions.

STUDENT

GOAL (SHORT)

CRITERION

LEVEL	WHAT IT LOOKS LIKE FOR THIS GOAL (WRITE IT BEFORE THE FIRST RATING)					
1						
2						
3						
4						
FINE MOTOR SKILL	S1	S2	S3	S4	S5	TREND
Date						

HAND STRENGTH / ENDURANCE TRIALS (GRIP, PINCH, OR SUSTAINED HOLD — WRITE WHICH)

DATE	TASK (GRIP / PINCH / SUSTAINED HOLD)	1	2	3	BEST	NOTES

Best is the highest of the three, measured the same way every time

Seconds sustained, repetitions completed, or pounds if your clinic has a dynamometer — pick one unit per goal and write it at the top.

Materials, positioning, or tool grip used

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Sensory Processing Observation Sheet

What was seen, where, and what was tried — in observable words. This page records observations, not a clinical label or a sensory diet.

STUDENT

OBSERVER

WEEK OF

SETTING(S)

DOMAIN	SETTING / ACTIVITY	OBSERVED RESPONSE (IN OBSERVABLE WORDS)	FREQUENCY (DEFINE ONCE)	STRATEGY TRIED	EFFECT / WHAT HAPPENED NEXT
Tactile					
Vestibular					
Proprioceptive					
Auditory					
Visual					
Oral / sensory					
Other					
Other					

What this page is, and is not

Not a clinical label, a sensory diet, or a prescribed set of strategies. It is a place to write down what you saw, where, and what you tried; the interpretation is yours and your team's, from your training and the evaluation.

Frequency scale, write it once and use it every row

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Regulation strategies on hand this week, and where they live

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Visual-Motor, Handwriting Readiness and Bilateral Coordination Sheet

One session, seven skill areas. Rate against the four levels you defined on page 5, and note which hand or which role each hand played.

STUDENT

DATE

OBSERVER

CRITERION

LEVEL	WHAT IT LOOKS LIKE FOR THIS GOAL (WRITE IT BEFORE THE FIRST RATING)			
1				
2				
3				
4				

SKILL AREA	WHAT WAS OBSERVED (IN OBSERVABLE WORDS)	RATING (PAGE-TOP LEVELS)	HAND USED / BILATERAL ROLE	PROMPT (PAGE 5)
Pre-writing shapes (line, circle, cross, square)				
Letter or number formation				
Copying from a model or board				
Cutting a straight or curved line				
Stabilizing paper or an object with the helper hand				
Using both hands together on one task				
Crossing the midline during a task				

Seven skill areas, one page, one session

Rate only the rows this student's goals actually target; a dash in the rest is fine. Handwriting readiness, visual-motor copying and bilateral coordination are grouped here because a single writing task usually touches all three at once.

Letters, numbers or shapes practiced this session

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Two sessions per page. What was targeted, what the data said, how the student responded, what happens next. Short, dated, and never reconstructed from memory.

Session			
DATE	STUDENT(S)	LENGTH / SETTING	ATTENDANCE CODE
Targeted, and the data 		Response and what worked 	
MATERIALS / ACTIVITY		PLAN FOR NEXT SESSION	

Session			
DATE	STUDENT(S)	LENGTH / SETTING	ATTENDANCE CODE
Targeted, and the data 		Response and what worked 	
MATERIALS / ACTIVITY		PLAN FOR NEXT SESSION	