School:		Intervention Present:	Yes / No If yes, describe:
Date:		Rules Posted:	Yes / No
Rater:		Grade(s): Start Time: End Time:	

CIRCLE SCORE FOR EACH				
1	**2**	**3**	**4**	Notes
(1) Safety Concerns- Hazards. Play space ≠ entire playground. Focus on proximity to where kids play				
1- Significant safety concerns in **almost all** of the play space	2-Significant safety concerns in a **majority** of the play space	3-Significant safety concerns in **some** of the play spaces	4- The play space has **no** safety concerns.	Note specific hazards and where they exist:
(2) Boundaries: Identified with cones, chalk, paint, etc AND must also be used				
1- The play space has no clearly identified boundaries for games	2- A majority of the play space does not have any game space marked	3- The play space has many boundaries identified	4- The play space is well marked and all game boundaries are clear	Note on any space the is marked for certain games and what they are; e.g., blacktop marked for kickball, area by school marked for hula-hoops: Could have observers draw a playground schematic?
(3) Safety Concerns- Size & Location: Look at size: kid ratio, access to busy streets, neighborhood				
1- The play space has many immediate safety concerns due to size and/or location	2- The play space has some immediate safety concerns due to size and/or location	3- The play space has very few immediate safety concerns due to size and/or location.	4- The play space for recess is appropriate- no immediate safety concerns	Notes on areas unavailable for play; green space vs blacktop; community access points
(4) Fixed & Unfixed Equipment: Basketball hoops DON'T count; must be allowed to use the equipment				

1- No fixed or unfixed recess equipment is available	2- Only fixed OR only non-fixed recess equipment is available	3- Fixed recess equipment is available and there is limited non-fixed equipment	4- Fixed and non-fixed recess equipment is available to support multiple games and activities	List what fixed equipment is available for play and what unfixed equipment is available. Be as specific as possible (e.g., 20 jump ropes, 4 basketballs, etc.)

(5) Transitions to Recess: Look at hallways

1- Hardly any transitions to recess from classroom are organized and smooth	2- Few transitions to recess from classroom are organized and smooth	3- Most transitions to recess from classroom are organized and smooth	4- All transitions to recess from classroom are organized and smooth	Notes on behaviors observed during transition to recess; Notes on any observed rules (e.g., what were monitors telling kids); Note if you do not see full transition from inside

(6) Supervising Adults: If class is late and teacher is recess supervisor, then mark down

1- Hardly any supervising adults arrive on time and there are periods of time in which there is no adult supervision	2- A few supervising adults arrive on time, but supervision is compromised because not enough adults are on the playground	3- Most of the supervising adults arrive on time, but a few come out late	4- All supervising adults arrive on time and there are no periods of time in which students are unsupervised	Notes: How many adults at start of recess? How many at 5 minutes? 10 minutes? End of recess?

(7) Adult to Student Ratio: Assess at 10 minutes

1- The adult to student ratio is more than 75:1	2- The adult to student ratio is between 51-74:1	3- The adult to student ratio is approximately 35-50:1	4- The adult to student ratio is less than 35:1	Notes: Were there enough adults to cover the dedicated space for recess? How many would be optimal?

(8) Variety of Organized Games: From perspective of the child: "What can I play?"

1- Hardly any organized games and/or activities are available during recess	2- A limited number of organized games and/or activities are available during recess but there is limited variety	3- A limited number of organized games and/or activities are available during recess, but there is variety	4- A variety of organized games and/or activities are available during recess (~5-6 games)	Notes: What are the games being played at recess? For each game consider: Who is playing the game (gender, race, other demographics)? Barriers to inclusion or patterns of exclusion? Open or closed? Aside from organized activities, document what children are doing.

(9) Inclusiveness of Organized Games: Hard to score so try your best

1- Almost all games are exclusive to certain groups by gender, ability, race and/or age (if appropriate)	2- Some of the games are exclusive to certain groups by gender, ability, race and/or age (if appropriate)	3- Some of the games are inclusive to certain groups by gender, ability, race and/or age (if appropriate)	4- Almost all games are inclusive to a variety of groups by gender, ability, race and/or age (if appropriate)	

(10) Game Initiation: Score low if all games initiated by kids but not many kids engaged

1- Hardly any games are initiated by students	2- A few games are initiated by students	3- Some games are initiated by students	4- Almost all games are initiated by students	Note what games children are initiating/playing. Take notes if this differs from anything adults try to organize/lead

(11) Sustaining Games: Kids can rotate in and out. Low score if games are stopping and starting

1- Hardly any games are sustained by students	2- A few games are sustained by students	3- Some games are sustained by students	4- Almost all games are sustained by students	

(12) Free Choice During Recess: Autonomy. Mark down if kids come out late to recess or have to stand on the wall

1- Students have no free choice of activities to play during recess	2- Student have limited free choice of activities to play during recess	3- Students have some free choice of activities to play during recess	4- Students are free to choose the activities to play during recess	

(13) Physical Activity: Movement ≠ play

1- Hardly any students are involved in physical active play	2- Few students are involved in physically active play	3- Some students are involved in physically active play	4- Almost all students are involved in physically active play	What are the non-active kids doing? Describe differences between kids who are active and kids who are not

(14) Equipment Use: Hogging equipment, using it in an unsafe manner, climbing fences. Kids can be creative with how they use equipment as long as it is safe

1- Hardly any equipment provided is being used as intended and in a safe manner	2- Some of the equipment provided is being used appropriately but there are many instances of inappropriate use	3- Most of the equipment provided is being used appropriately but there are a few instances of inappropriate use	4- Almost all of the equipment provided is being used as intended and in a safe manner	Note any inappropriate use of equipment (be specific) as well as any creative use of equipment (be specific)

(15) Physical Altercations: Volume AND intensity of any physical contact, including a threat of violence (raised fist). Don't judge intent of hitting

1- There were **several** physical altercations between students	2- There were **some** physical altercations between students	3- There were **few** physical altercations between students	4- There were **no** physical altercation between students	Describe pattern of physical altercations. Describe kids involved (gender, race, sport players, outcasts, etc.). Describe kids involved (gender, race, sport players, outcasts, etc.).

If **no**, skip the following question and **enter "n/a"** into scoring for the following indicator. If **yes**, answer the following question and enter the appropriate score.

(16) Adult Intervention - Physical Altercations:

1- Adults did not intervene between students after seeing physical altercations	2- Adults intervened after seeing physical altercation but did so in a non-constructive manner	3- Adults intervened after seeing physical altercation and sometimes did so in a constructive manner	4- Adults intervened after seeing physical altercations and almost always did so in a constructive way	Describe how adults handle physical altercations

(17) Student Communication: Absence of negative language or absence of positive language = neutral playground

1- Hardly any communication (verbal or nonverbal) between students is positive and encouraging towards each other	2- Very little communication (verbal or nonverbal) between students is positive and encouraging towards each other	3- Most of the communication (verbal or nonverbal) between students is positive and encouraging towards each other	4- Almost all of communication (verbal or nonverbal) between students is positive and encouraging towards each other	Describe pattern of verbal altercations. Describe kids involved (gender, race, sport players, outcasts, etc.). Describe patterns of positive language. Describe kids involved (gender, race, sport players, outcasts, etc.).

Did you observe students using negative verbal and nonverbal communication to each other **that was seen by supervising adults**? If **no**, skip the following question and enter "n/a" into scoring for the following indicator. If **yes**, answer the following question and enter the appropriate score.

(18) Adult Intervention - Negative Communication: Verbal AND nonverbal communication

1- Adults did not intervene between students after seeing negative communication	2- Adults intervened after seeing negative communication but did so in a non-constructive manner	3- Adults intervened after seeing negative communication and sometimes did so in a constructive manner	4- Adults intervened after seeing negative communication and almost always did so in a constructive way	

(19) Student Disagreements - Rules: Score down when disagreement disrupts the flow of the game

1- There were several disagreements about rules between students	2- There were some disagreements about rules between students	3- There were few disagreements about rules between students	4- There were no disagreements about rules between students	What games have the most disagreements? How are students resolving it?

(20) Conflict Resolution: Conflict resolution skills: negotiate, walk away, rock-paper-scissors

1- Students demonstrated hardly any strategies for resolving conflicts on their own	2- Students demonstrate a few strategies for resolving conflicts on their own, but a lot of adult support was needed	3- Students demonstrate adequate strategies for resolving conflicts on their own, but some adult support was needed	4- Students demonstrate strategies to resolve their conflict without adult intervention or there was no evident conflict	Describe conflict resolution strategies noted. Describe any demographic differences (e.g., gender, race, ability, etc.)

(21) Adult Behavior: Encourage students to participate, getting students involved, don't put kids on wall or yell at them. Doesn't have to be persistent during ENTIRE recess

1- Hardly any adults model positive culture (e.g. positive language, supporting conflict resolution skills, etc.)	2- A few adults model positive culture (e.g. positive language, supporting conflict resolution skills, etc.)	3- Many adults model positive culture (e.g. positive language, supporting conflict resolution skills, etc.)	4- Almost all adults model positive culture (e.g. positive language, supporting conflict resolution skills, etc.)	Notes on adult participation: What are adults doing? Differences in what adults are doing (male vs female?); how are children responding to adults (hanging around them, asking them to play, etc.)? If adults play, who is playing what?

(22) Adult Positioning: Over the course of recess assess supervision coverage

1- Hardly any supervising adults are strategically positioned to view students in the recess play space (i.e. adults are huddled together)	2- Some of the supervising adults are strategically positioned to view students in the recess play space, but many students are	3- Many of the supervising adults are strategically positioned to view students in the recess play space, but some students are unsupervised	4- Almost all of the supervising adults are strategically positioned to view students in the recess play space	

(23) **Adult Engagement:** Engaged in facilitating play (at some point)				
1- Hardly any adults are playing games or engaged with students	2- A few adults are playing games and/or engaged with students	3- Some adults are playing games and/or engaged with students	4- Almost all adults are playing games and engaged with students	

(24) **Transition(s) from Recess:** Consider time it takes				
1- Hardly any transitions to the classroom from recess are organized and smooth	2- Some transitions to the classroom from recess are organized and smooth	3- Most transitions to the classroom from recess are organized and smooth	4- All transitions to the classroom from recess are organized and smooth	Notes on behaviors observed during transition to recess; Notes on any observed rules (e.g., what were monitors telling kids)

Other Notes:

What did they playground look like? Indicate where kids tend to congregate and where different games are?

Scoring Procedures:

Safety and Structure = 1 + 2 + 4 + 8 + 14

Adult Engagement and Supervision = 7 + 21 + 22 + 23

Student Behaviors = 10 + 15 + 17 + 19 + 20

Transitions = 5 + 24

Total = 1 + 2 + 4 + 5 + 7 + 8 + 10 + 13 + 14 + 15 + 17 + 19 + 20 + 21 + 22 + 23 + 24

*All other items and notes can be used to assist with process evaluations and feedback to school partners.