

2018-2019 Playworks Great Recess Framework

Onsite Observation Guide

School:	Date of Observation:
Name of Rater:	Which recess is this?
Who is present at recess? (Teachers, Support Staff, Paraprofessionals/hourly staff and/or Administration)	Grade Level of Recess:
Category to Observe	Evidence/Notes
Safety: Play Space & Equipment	
1. Unsafe/Hazard Areas are clearly marked	
2. Play space is appropriate for recess and there are no immediate safety concerns	
3. Play space boundaries are clearly marked	
4. Equipment is used as intended	
Safety: Student Interactions	
5. Students communicate using positive and encouraging language	
6. Number of physical altercations between students	
Safety: Adult Intervention	
7. Adult to student ratio (approximately 10 minutes into recess)	
8. Adults arrive on time and there is adequate supervision	
9. Adults are strategically positioned based on their ability and responsibility	
Engagement- Games & Equipment	
10. Varied types of games are available to students (self access, group games, independent)	
11. Games are inclusive to a variety of groups (gender, race, age)	
12. A variety of recess equipment is available (fixed and nonfixed)	
Engagement- Transitions	
13. Transitions to recess are organized and smooth	
14. Transitions from recess are organized and smooth	

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Category to Observe	Evidence/Notes
Engagement- Students and Adults	
15. Adults consistently enforce rules	
16. Number of student disagreements about rules	
17. % of students who are physically active	
18. Adults are playing games and engaged with students	
Empowerment- Play & Games	
19. Students are free to choose activities during recess	
20. Games are initiated by students	
21. Games are sustained by students	
Empowerment- Conflict Resolution	
22. Students demonstrate strategies to resolve their own conflict	
Empowerment- Adult Behavior	
23. Adults model positive culture (positive language, getting students involved, conflict resolution, etc)	
Final Summary	
Successes:	
Areas for Improvement:	
Action Steps:	