Playworks Great Recess Framework

Observation Information	Observer Information
School:	Date of Observation:
Your Role:	Grades Observed: K, 1, 2, 3, 4, 5, 6 (circle)
Program Model:	Observation 1 or 2 (circle)
Location: Indoor or Outdoor (circle)	Observer Full Name:
Purpose of Observation: Baseline, Program Monitoring, Endpoint, Prospecting (circle)	

	1	2	3	4	Notes
SAFETY: Play Space & Equipment					
Appropriate Play Space	The size and/or location of the play space for recess causes several immediate safety concerns	The size and/or location of the play space for recess causes some immediate safety concerns	The size and/or location of the play space for recess causes few immediate safety concerns.	The size and/or location of the play space for recess causes no immediate safety concerns	Size refers to physical space available for number of students present. Location refers to proximity to open roads, parking lots, or other spaces that allow access for students to enter.
Play Space Hazards	The type and/or number of hazards in the play space for recess causes several immediate safety concerns	The type and/or number of hazards in the play space for recess causes some immediate safety concerns	The type and/or number of hazards in the play space for recess causes few immediate safety concerns	The type and/or number of hazards in the play space for recess causes no safety concerns	
Play Space Boundaries	The play space for recess has hardly any clearly identified boundaries	The play space for recess has some identified boundaries and/or the boundaries are not respected	The play space for recess has identified boundaries that are respected, however there are isolated incidents of boundaries not being respected	The play space for recess has identified boundaries for all areas and all are being respected	
Equipment Use	Hardly any of the equipment provided (less than 20%) is being used as intended and in a safe manner	Some of the equipment provided (20-60%) is being used appropriately but there are many instances of inappropriate use	Most of the equipment provided (61-99%) is being used appropriately but there are a few instances of inappropriate use	All of the equipment provided is being used as intended and in a safe manner	
SAFETY: Student Interactions					
Student Communication	There is evidence of negative communication between students with hardly any respectful communication.	Communication between students is generally neutral in tone. OR, there is some negative communication and little respectful communication.	Most of the communication (verbal and non verbal) between students is respectful towards each other	All of communication (verbal or nonverbal) between students is respectful towards each other	
Physical Altercations	There were several physical altercations between students	There were some physical altercations between students	There were few physical altercations between students	There were no physical altercations between students	
SAFETY: Adult Intervention					
Adult-Student Ratio	The adult to student ratio is more than 75:1	The adult to student ratio is approximately 50-75:1	The adult to student ratio is approximately 35-49:1	The adult to student ratio is less than 35-1	
Adult Supervision	There are gaps in adult supervision during the recess time that cause several safety concerns	There are gaps in adult supervision during the recess time that cause some safety concerns	There are gaps in adult supervision during the recess time that cause a few safety concerns	There are no gaps in adult supervision during the recess time	Gaps in supervision refer to adults arriving late or leaving early causing times when students are not supervised
Adult Positioning	Hardly any supervising adults (less than 20%) are strategically positioned to view students in the recess play space (i.e., adults are all huddled together)	A few of the supervising adults (20-60%) are strategically positioned to view students in the recess play space, but many students are unsupervised	Most of the supervising adults (61-99%) are strategically positioned to view students in the recess play space, but some students are unsupervised	All of the supervising adults are strategically positioned to view students in the recess play space	Strategically positioned means that adult(s) are located in a manner that allows the entire playspace to be seen and students to be heard.
	1	**2**	**3**	**4**	Notes
ENGAGEMENT: Games & Equipment					
Play Variety	There are hardly any opportunities for play available during recess	There is limited number and limited variety of opportunities for play available during recess	There is limited number of opportunities for play available, but there is variety	The variety and number of opportunities for play are appropriate for the size of playground and number of students	

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Inclusiveness of Play	Hardly any play (less than 20%) is inclusive to certain groups by gender, ability, race and/or age	Some play (20-60%) is inclusive to certain groups by gender, ability, race and/or age	Most of the play (61-99%) is inclusive to certain groups by gender, ability, race and/or age	All play are inclusive to a variety of groups by gender, ability, race and/or age	
Equipment Variety	There is hardly any equipment available	There is a limited variety of equipment available and/or there is inequitable access for all students	There is a limited variety of equipment available but there is equal access for all students	There is a variety of recess equipment available and equal access for all students	
ENGAGEMENT: Transitions					
Transition to Recess	The transition creates an environment hardly any kids are prepared for recess	The transition creates an environment where only a few kids are prepared for recess	The transition creates an environment where most kids are prepared for recess	The transition creates an environment where all kids are prepared for recess	Prepared includes both mentally and physically prepared
Transition from Recess	The transition creates an environment hardly any kids are prepared for their next activity	The transition creates an environment where only a few kids are prepared for their next activity	The transition creates an environment where most kids are prepared for their next activity	The transition creates an environment where all kids are prepared for their next activity	
ENGAGEMENT: Student and Adults					
Rules: Adults	No adults reinforce the rules which enables conflict	Some adults (20-60%) reinforce the rules, but it is inconsistent	Most adults (61-99%) consistently reinforce the rules	All adults consistently reinforce the rules	
Rules: Students	There were several disagreements about rules between students	There were some disagreements about rules between students	There were few disagreements about rules between students	There were no disagreements about rules between students	
Student Physical Activity & Movemement	Hardly any students (Less than 20%) are involved in play	Some students (20-60%) are involved in play	Most students (61-99%) are involved in play. At least 50% are engaged in physically active play and/or movement	All students are involved in play. At least 90% of kids are engaged in physically active play and/or movement.	
Adult Playing and/or Facilitating Play	Hardly any adults (Less than 20%) are playing and/or the facilitating play with students	Some adults (20-60%) are playing and/or facilitating play with students	Most adults (61-99%) are playing and/or facilitating play with students	All adults are playing and/or facilitating play with students	Faciltating games includes activities such as turning the jump rope, moving cones, etc
	1	**2**	**3**	**4**	Notes
EMPOWERMENT: Play & Games					
Level of Student Choice	Students have no free choice of activities to play during recess	Students have limited free choice of activities to play during recess	Students have some free choice of activities to play during recess	Students are free to choose activities to play during recess	
Play Initiation	Hardly any play (less than 20%) is initiated by students	Some play (21-60%) is initiated by students	Most play (61-99%) is initiated by students	All play is initiated by students	Play includes games, activities, free, and/or creative play
Play Sustained	Hardly any play (less than 20%) is sustained by students	Some play (21-60%) is sustained by students	Most play (61-99%) is sustained by students	All play is sustained by students	Sustaining play means there is no adult influence on a student to continue the specific play. Adults can be engaged but not the only reason the game continues. Play is sustained even if students move in and out.
EMPOWERMENT: Conflict Resolution					
Student Conflict Resolution	Students utilize conflict resolution strategies on their own when needed hardly any of the time.	Students utilize conflict resolution strategies on their own when needed some of the time.	Students utilize conflict resolution strategies on their own when needed most of the time.	Students utilize conflict resolution strategies on their own when needed all of the time. **OR** if no conflict was observed	
EMPOWERMENT: Adult Behavior					

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Adult Modeling	One or more adults is engaged in behaviors that promote negative culture	Most adults are engaged in neutral behavior (promoting neither negative or positive culture).	Most adults are modeling positive culture	All adults are modeling positive culture	Modeling positive culture includes supporting use of RPS, helping kids take turns, giving high 5s, using positive language

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