

	1	2	3	4
1	The play space for recess is unsafe due to hazards not identified as "no play" zones. There are significant safety concerns in almost all of the play spaces	The play space for recess has safety concerns due to hazardous areas on the majority of the playground not identified as "no play" zones	The play space for recess has some safety concerns. There are a few hazardous areas not identified as "no play" zones	The play space for recess has no safety concerns. It is clearly free of hazards and/or all unsafe areas are identified as "no play" zones
2	The play space for recess has no clearly identified boundaries for games (no cones, chalk, paint)	The play space for recess has a few boundaries identified but a large percentage of the play space does not have any game space marked	The play space for recess has many boundaries identified but a small portion of the play space does not have any game space marked	The play space for recess is well marked (cones, chalk, paint) and all game boundaries are clear
3	The play space for recess has many immediate safety concerns due to the size and location	The play space for recess has some immediate safety concerns due to the size and/or location	The play space for recess has very few immediate safety concerns due to the size or location.	The play space for recess is appropriate in that there are no immediate safety concerns
4	No fixed or unfixed recess equipment is available	Only fixed recess equipment is available OR only non-fixed recess equipment is available	Fixed recess equipment is available and there are limited amounts of non-fixed equipment	Fixed and non-fixed recess equipment is available to support multiple games and activities
5	Hardly any transitions to recess from classroom are organized and smooth	Few transitions to recess from classroom are organized and smooth	Most transitions to recess from classroom are organized and smooth	All transitions to recess from classroom are organized and smooth
6	Hardly any supervising adults arrive on time and there are periods of time in which there is no adult supervision	A few supervising adults arrive on time, but supervision is compromised because not enough adults are on the playground	Most of the supervising adults arrive on time, but a few come out late	All supervising adults arrive on time and there are no periods of time in which students are unsupervised

	1	2	3	4
7	The adult to student ratio is more than 75:1	The adult to student ratio is between 51-74:1	The adult to student ratio is approximately 35-50:1	The adult to student ratio is less than 35:1
8	Hardly any organized games and/or activities are available during recess	A limited number of organized games and/or activities are available during recess but there is limited variety	A limited number of organized games and/or activities are available during recess, but there is variety	A variety of organized games and/or activities are available during recess
9	Almost all games are exclusive to certain groups by gender, ability, race and/or age (if appropriate)	Some of the games are exclusive to certain groups by gender, ability, race and/or age (if appropriate)	Some of the games are inclusive to certain groups by gender, ability, race and/or age (if appropriate)	Almost all games are inclusive to a variety of groups by gender, ability, race and/or age (if appropriate)
10	Hardly any games are initiated by students	A few games are initiated by students	Some games are initiated by students	Almost all games are initiated by students
11	Hardly any games are sustained by students	A few games are sustained by students	Some games are sustained by students	Almost all games are sustained by students
12	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 the activities to play during recess
13	Hardly any students are involved in physically active play	Few students are involved in physically active play	Some students are involved in physically active play	Almost all students are involved in physically active play
14	Hardly any of the equipment provided is being used as intended and in a safe manner	Some of the equipment provided is being used appropriately but there are many instances of inappropriate use	Most of the equipment provided is being used appropriately but there are a few instances of inappropriate use	Almost all of the equipment provided is being used as intended and in a safe manner

	1	2	3	4
15	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
	<p>If no, skip the following question and enter “n/a” into scoring for the following indicator.</p> <p>If yes, answer the following question and enter the appropriate score.</p>			
16	Adults did not intervene between students after seeing physical altercations	Adults intervened after seeing physical altercations but did so in a nonconstructive manner	Adults intervened after seeing physical altercations and sometimes did so in a constructive manner	Adults intervened after seeing physical altercations and almost always did so in a constructive way
17	Hardly any communication (verbal or nonverbal) between students is positive and encouraging towards each other	Very little communication (verbal or nonverbal) between students is positive and encouraging towards each other	Most of the communication (verbal or nonverbal) between students is positive and is encouraging towards each other	Almost all of communication (verbal or nonverbal) between students is positive and encouraging towards each other
	<p>Did you observe students using negative verbal or nonverbal communication to each other that was seen by supervising adults?</p> <p>If no, skip the following question and enter “n/a” into scoring for the following indicator.</p> <p>If yes, answer the following question and enter the appropriate score.</p>			
18	Adults did not intervene between students after seeing negative communication (verbal or nonverbal)	Adults intervened after seeing negative communication (verbal or nonverbal) but did so in a nonconstructive manner	Adults intervened after seeing negative communication (verbal or nonverbal) and sometimes did so in a constructive manner	Adults intervened after seeing negative communication (verbal or nonverbal) and almost always did so in a constructive way
19	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

	1	2	3	4
20	Students demonstrate hardly any strategies for resolving conflicts on their own	Students demonstrate a few strategies for resolving conflicts on their own, but a lot of adult support was needed	Students demonstrate adequate strategies for resolving conflicts on their own, but some adult support was needed	Students demonstrate strategies to resolve their conflict without adult intervention or there was no evident conflict on the playground
21	Hardly any adults model positive culture (e.g. positive language, getting students involved, supporting conflict resolution skills, etc.)	A few adults model positive culture (e.g. positive language, getting students involved, supporting conflict resolution skills, etc.)	Many adults model positive culture (e.g. positive language, getting students involved, supporting conflict resolution skills, etc.)	Almost all adults model positive culture (e.g. positive language, getting students involved, supporting conflict resolution skills, etc.)
22	Hardly any of the supervising adults are strategically positioned to view students in the recess play space (i.e., adults are all huddled together)	Some of the supervising adults are strategically positioned to view students in the recess play space, but many students are unsupervised	Many of the supervising adults are strategically positioned to view students in the recess play space, but some students are unsupervised	Almost all of the supervising adults are strategically positioned to view students in the recess play space
23	Hardly any adults are playing games or engaged with students	A few adults are playing games and/or are engaged with students	Some adults are playing games and/or are engaged with students	Almost all adults are playing games and engaged with students
24	Hardly any transitions to the classroom from recess are organized and smooth	Some transitions to the classroom from recess are organized and smooth	Most transitions to the classroom from recess are organized and smooth	All transitions to the classroom from recess are organized and smooth