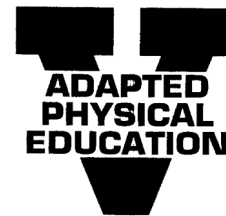


University of Virginia

Observation and Referral Form



Child's Name: _____

Evaluator: _____

School: _____

Date: _____

Use this form when first observing a child with a disability who has been referred for adapted physical education. Rate each item based on how the child compares to other children in his/her physical education class.

Physical Fitness	Adequate	Needs Improvement	Significantly Inadequate	Not Observed
Performs activities that require upper body strength (e.g., pushups, throwing, chest pass)				
Performs activities that require lower body strength (e.g., running, hopping, kicking)				
Performs activities that require flexibility (e.g., stretching, bending, tumbling)				
Performs activities that require endurance (e.g., mile run, games that involve endurance)				
Body composition (e.g., child's weight and general appearance)				

Gross Motor Skills	Adequate	Needs Improvement	Significantly Inadequate	Not Observed
Performs non-locomotor skills (e.g., twisting, turning, balance, bending)				
Moving safely around environment (e.g., dodging, space awareness; directions)				
Uses physical education equipment (e.g., balls, bats, scooters)				
Performs locomotor skills (e.g., running, jumping, galloping, hopping, skipping)				
Performs manipulative skills (e.g., throwing, catching, kicking, striking)				
Dance skills (e.g., rhythm, patterns, creative)				
Plays low organized games (e.g., relays, tag, teacher-made games)				
Sports skills (e.g., throwing in softball, kicking in soccer, volleyball serve, hitting a tennis ball)				
Plays organized sports (e.g., basketball, soccer)				

Behavior, Cognitive Abilities, and Social Skills in Physical Education

Transition to and from Physical Education	Adequate	Needs Improvement	Significantly Inadequate	Not Observed
Enters without interruption				
Sits in assigned area				
Stops playing with equipment when asked				
Lines up to leave when asked				

Responding to Teacher	Adequate	Needs Improvement	Significantly Inadequate	Not Observed
Remains quiet when teacher is talking				
Follows directions in a timely manner – warm-up				
Follows directions in a timely manner – skill focus				
Follows directions in a timely manner - game				
Accept feedback from teacher				
Uses positive or appropriate language				

Relating to Peers and Equipment	Adequate	Needs Improvement	Significantly Inadequate	Not Observed
Works cooperatively with a partner when asked (e.g., shares, take turns)				
Works cooperatively as a member of a group when asked				
Uses positive or appropriate comments to peers				
Seeks social interactions with peers				
Displays sportsmanship by avoiding conflict with others				
Uses equipment appropriately				

Effort and Self- Acceptance	Adequate	Needs Improvement	Significantly Inadequate	Not Observed
Quickly begins the activity once instructed				
Continues to participate independently throughout activity				
Adapts to new tasks and changes				
Strives to succeed and is motivated to learn				
Accepts his/her own skill whether successful or improving				

Cognitive Abilities	Adequate	Needs Improvement	Significantly Inadequate	Not Observed
Understands non-verbal directions				
Understands verbal directions				
Processes multi-step cues				
Attends to instructions				