



**Southeast Area Cooperative  
Adaptive Physical Education  
Student Observation Checklist**  
8/30/12



Student Name: \_\_\_\_\_ Observed By: \_\_\_\_\_  
 District/School: \_\_\_\_\_ Date: \_\_\_\_\_

Use this form when first observing a child with a disability who has been referred for adaptive 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	Significant Delay	Not Observed
Performs activities that require upper body strength (pushups, throwing, sit ups)				
Performs activities that require lower body strength (running, hopping, kicking)				
Performs activities that require endurance (mile run, endurance games)				
Performs activities that require flexibility (stretching, bending, tumbling)				
Body Composition (child's weight and general appearance)				

Gross Motor Skills	Adequate	Needs Improvement	Significant Delay	Not Observed
Performs non-locomotor skills (twisting, turning, balance, bending)				
Moving safely around environment (dodging, space awareness, directions)				
Uses physical education equipment (balls, bats, scooters)				
Performs locomotor skills (running, jumping, galloping, hopping, skipping)				
Performs manipulative skills (throwing, catching kicking, striking)				
Dance skills (rhythm, patterns, creative)				
Plays low organized games (relays, tag, teacher-made games)				
Plays organized sports (basketball, soccer)				

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

<b>Responding to Teacher</b>	<b>Adequate</b>	<b>Needs Improvement</b>	<b>Significant Delay</b>	<b>Not Observed</b>
Remains quiet when teacher is talking				
Follows directions in a timely manner - warm-up focus				
Follows directions in a timely manner - skill focus				
Follows directions in a timely manner - game				
Accepts feedback from teacher				
Uses positive or appropriate language				

<b>Relating to Peers and Equipment</b>	<b>Adequate</b>	<b>Needs Improvement</b>	<b>Significant Delay</b>	<b>Not Observed</b>
Works cooperatively with a partner when asked (shares, takes 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				

<b>Effort and Self-Acceptance</b>	<b>Adequate</b>	<b>Needs Improvement</b>	<b>Significant Delay</b>	<b>Not Observed</b>
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				

<b>Cognitive Abilities</b>	<b>Adequate</b>	<b>Needs Improvement</b>	<b>Significant Delay</b>	<b>Not Observed</b>
Understands non-verbal directions				
Understands verbal directions				
Processes multi-step cues				
Attends to instructions				

Additional Comments/Observations: