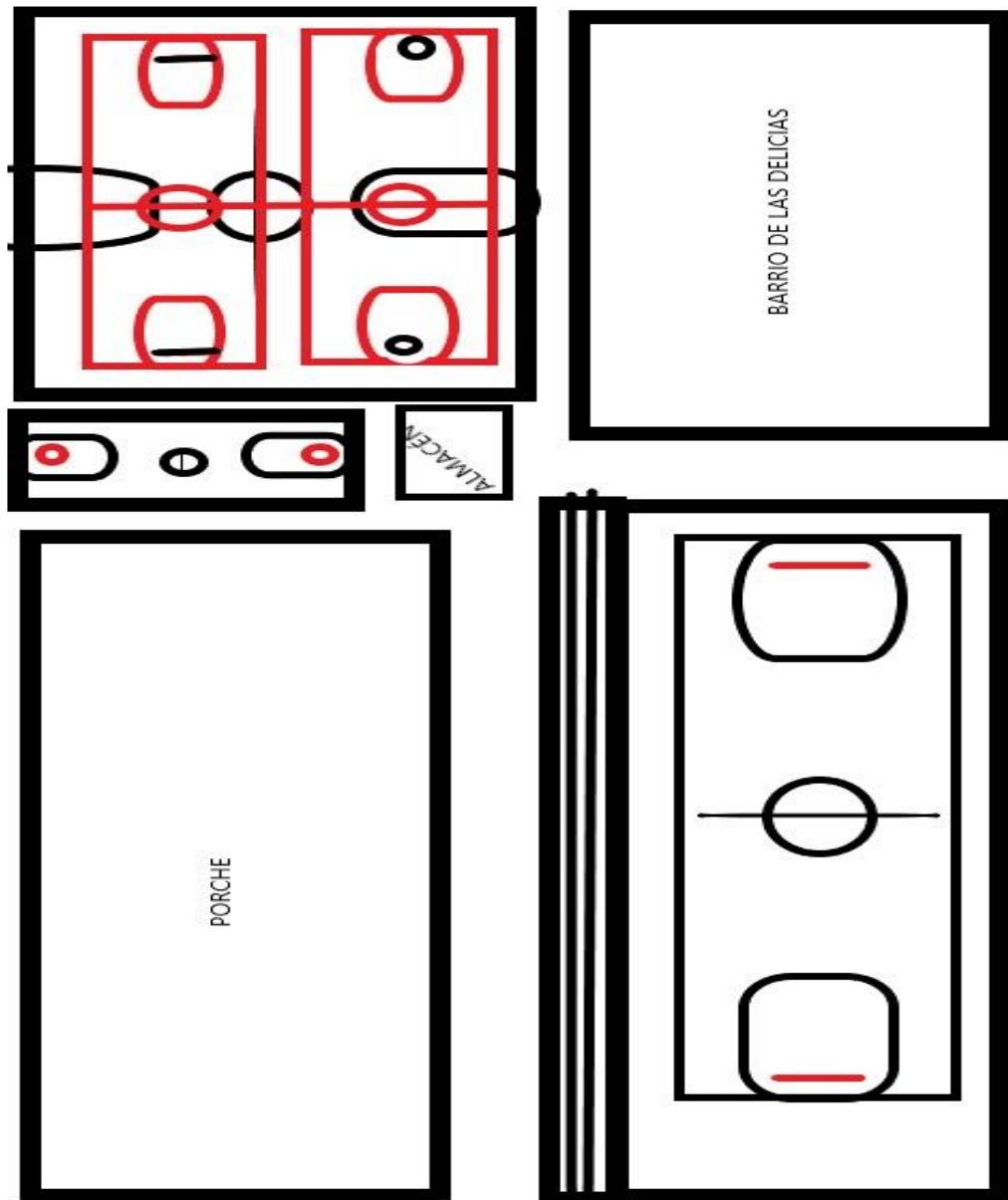


CAPÍTULO VI:

ANEXO I: ESQUEMA DEL PATIO



ANEXO II: RÚBRICA DE EVALUACIÓN

	Siempre	Casi siempre	A veces	Nunca
El alumno se integra socialmente en la dinámica de juego.				
Se muestra solidario para ayudar al alumno con dificultades.				
Genera relaciones con aquellas personas menos participativas.				
Muestra respeto y escucha las opiniones de sus iguales.				
Utiliza la palabra como medio de resolución de conflictos.				
Participa y se muestra motivado en juegos inventados o que desconoce.				
Proporciona un uso adecuado al material.				
Sigue correctamente las normas impuestas.				

ANEXO III: 17 ÍTEMES DEL GRAN MARCO DEL RECREO

2018-19 Playworks Great Recess Framework Rubric

SAFETY: Play Space & Equipment				
	1	2	3	4
1	The play space for recess is unsafe due to hazards (e.g. trip hazards, broken glass/sharp objects, hidden areas that cannot be seen by adults) that aren't identified as "no play" zones. There are significant safety concerns	The play space for recess has some safety concerns due to hazardous areas that aren't identified as "no play" zones	The play space for recess has few safety concerns. There are few hazardous areas but most are 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 is inappropriate (too small, near open roads, etc.) and has many immediate safety concerns	The play space for recess is somewhat inappropriate and has some immediate safety concerns	The play space for recess is mostly appropriate in that there are very few immediate safety concerns	The play space for recess is appropriate in that there are no immediate safety concerns
3	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
4	Hardly any of the equipment provided (10% or less) is being used as intended and in a safe manner	Some of the equipment provided (11-50%) is being used appropriately but there are many instances of inappropriate use	Most of the equipment provided (51-89%) is being used appropriately but there are a few instances of inappropriate use	Almost all of the equipment provided (90% or more) is being used as intended and in a safe manner
SAFETY: Student Interactions				
5	There is evidence of negative communication between students with hardly any positive communication.	Communication between students is generally neutral in tone. OR, there is little negative communication and little positive communication.	Most of the communication (verbal and non verbal) between students is positive and encouraging towards each other	Almost all of communication (verbal or nonverbal) between students is positive and encouraging towards each other
6	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				
7	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
8	No 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 (Less than 50%)	Most of the supervising adults arrive on time, but a few come out late (51-89% arrive on time)	All supervising adults arrive on time and there are no periods of time in which students are unsupervised
9	No supervising adults are strategically positioned to view students in the recess play space (i.e., adults are all huddled together)	A few of the supervising adults are strategically positioned to view students in the recess play space, but many students are unsupervised (less than 50%)	Most of the supervising adults are strategically positioned to view students in the recess play space, but some students are unsupervised (51-89%)	All of the supervising adults are strategically positioned to view students in the recess play space
ENGAGEMENT: Games & Equipment				
	1	2	3	4
10	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
11	Hardly any games are inclusive to certain groups by gender, ability, race and/or age (10% or less)	Some games are inclusive to certain groups by gender, ability, race and/or age (11-50%)	Many of the games are inclusive to certain groups by gender, ability, race and/or age (51-89%)	Almost all games are inclusive to a variety of groups by gender, ability, race and/or age (90% or more)
12	No equipment (fixed or not fixed) is available	A limited variety of equipment is available OR what is available isn't accessible to students (ie basketball hoops with no basketballs, play structure is off limits to all students)	A variety of recess equipment is available but not enough to support the number of students or a diversity of interests.	A variety of recess equipment is available to support multiple games and activities.
ENGAGEMENT: Transitions				
13	Transition(s) to recess are chaotic and unorganized	Transition(s) to recess lean toward chaotic but not completely disorganized	Transition(s) to recess lean toward organized with only a few examples of unorganized behavior	Transition(s) to recess are organized and smooth
14	Transition(s) from recess are chaotic and unorganized	Transition(s) from recess lean toward chaotic but not completely disorganized	Transition(s) from recess lean toward organized with only a few examples of unorganized behavior	Transition(s) from recess are organized and smooth
ENGAGEMENT: Student and Adults				

15	No adults reinforce the rules which creates conflict	A few adults reinforce the rules, but it is inconsistent (11-50%)	Most adults consistently reinforce the rules (51-89%)	All adults consistently reinforce the rules
16	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
17	Hardly any students are involved in physically active play (less than 10%)	Some students are involved in physically active play (11-50%)	Many students are involved in physically active play (51-89%)	Almost all students are involved in physically active play
18	No adults are playing games or engaged with students	A few adults are playing games and/or are engaged with students (11-50%)	Most adults are playing games and/or are engaged with students (51-89%)	All adults are playing games and engaged with students

EMPOWERMENT: Play & Games				
	1	2	3	4
19	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
20	Little to no games are initiated by students (less than 10%)	Some games are initiated by students (11-50%)	Many games are initiated by students (51-89%)	Almost all games are initiated by students (90% or more)
21	Little to no games are sustained by students (less than 10%)	Some games are sustained by students (11-50%)	Many games are sustained by students (51-89%)	Almost all games are sustained by students (90% or more)
EMPOWERMENT: Conflict Resolution				
22	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
EMPOWERMENT: Adult Behavior				
23	No 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) (11-50%)	Most adults model positive culture (e.g. positive language, getting students involved, supporting conflict resolution skills, etc) (51-89%)	All adults model positive culture (e.g. positive language, getting students involved, supporting conflict resolution skills, etc)



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