**Narrative/Anecdotal Log**

Name of Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Objective:  |
| Criteria:  |

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| Date | Incident | Comment |
|  |  |  |

Determination of Progress:

Developed at the Experimental Education Unit: University of Washington: *General-Anecdotal Record*

**NAME**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **KEY: Y= Yes**

 **N= No**

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| **Dates**: →+ = accomplished objectiveA = absent ; W/A= with assistanceVC = verbal cues**-** = didn’t accomplish objectiveR = refused ; I = independent  |
| Displayed Appropriate Behaviors |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Followed All Directions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Tasks Completed Appropriately |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Actively Engaged In Instruction At Least 90% of the Lesson |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Began Working Within a Reasonable Amount of Time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Materials Used Per Directions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Able To Provide a Summary of Lesson’s Objectives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Appropriately Interacted With Peers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Determination of Progress:

**NAME**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **IEP Date: \_\_\_\_\_\_\_** **KEY: + = Yes**

* **= No**

**\*\* Anecdotal Notes on back \*\***

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| **Dates**: →+ = accomplished objectiveA = absent ; W/A= with assistanceVC = verbal cues**-** = didn’t accomplish objectiveR = refused ; I = independent  |
| Executes recognizable forms of the basic locomotor/manipulative skills. (MS) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Understands the meaning of words & terms associated with movement. (MC) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Selects moderate-to-vigorous physical activity & sustain for periods of accumulated time. (HF) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Uses basic strategies & concepts for working cooperatively in group settings. (PR) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Uses safe practices when engaging in PE activities. (PR) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Selects physical activities based on one’s interests & physical development. (HF) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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**5 Trials/12 days**

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| **Name:** |  |

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| Objective:  |
| Criteria:  |

| Date: |  |  | Date: |  |  | Date: |  |
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| Trial | Comments | Trial | Comments | Trial | Comments |
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PC- Precontrol <60% (1) C- Control 70% (2) U- Utilization 80% (3) P- Proficiency 90% (4)

Precontrol Level:

Control Level:

Utilization Level:

Proficiency Level:

Precontrol Level (Beginner)

* Unable to repeat movements in succession
* One attempt does not look like another
* Uses movements that are unnecessary
* Cannot perform Skill accurately

Control Level (Advanced Beginner) - Goal target behaviors Narrative:

* The student's movements appear less haphazard and seem to conform more to the students intentions
* Movements appear more consistent, and repetitions are somewhat alike
* The student begins to perform the skill correctly more frequently
* The student's attempt to combine one movement with another or perform the skill in relation to an unpredictable object or person is usually unsuccessful
* Because the movement isn't automatic, the student needs to concentrate intensely on what he or she is doing

Utilization Level (Intermediate)

* The movement becomes more automatic and can be performed successfully with concentration
* Even when the context of the task is varied (slightly at first), the student can still perform the movement successfully
* The student has developed control of the skill in predictable situations and is beginning to move skillfully in unpredictable situations.  The student can execute the skill the same way constantly
* The student can use the skill in combination with other skills and still perform it appropriately

Proficiency Level (Advanced)

* The skill has become almost automatic, and performances in a similar context appear almost identical
* The student is able to focus on extraneous variables - an opponent, an unpredictable object, the flow of travel - and still perform the skill as intended
* The movement often seems effortless as the student performs the skill with ease and seeming lack of attention
* the movement can be performed successfully in a variety of planned and unplanned situations as the student appears to modify performance to meet the demands of the situation

\* Taken from: Boyce, A. (2003).  *Improving Your Teaching Skills: A Guide for Student Teachers and Practitioners.*  Boston: McGraw Hill.
\* Adapted from Stanley, S. (1997).  Physical *Education: A movement orientation*. (2nd Ed.).  New York: McGraw Hill.

**NAME**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **KEY: Y= Yes**

 **N= No**

**Task Analysis Data Sheet**

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| **Dates**: →+ = accomplished objectiveA = absent ; W/A= with assistanceVC = verbal cues**-** = didn’t accomplish objectiveR = refused ; I = independent  |
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Determination of Progress:

**NAME**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **KEY: Y= Yes**

 **N= No**

**THROWING TASK ANALYSIS: DATA SHEET**

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| **Dates**: →+ = accomplished objectiveA = absent ; W/A= with assistanceVC = verbal cues**-** = didn’t accomplish objectiveR = refused ; I = independent |
| Feet shoulder width apart, sideways to target (Ready Position) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Ball in dominant hand  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arms should be equal and opposite pointing at target  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arm/leg opposition Step\* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Transfer weight  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Draw arm forward Arm |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Extend arm and follow through (arm/leg) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Touch opposite hip with throwing hand for follow-through |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Determination of Progress:

**Data Sheet for Adapted Physical Education**

Class room teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ P.E. teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ P.E. day and time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ IEP date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Date:

Objective:

|  |  |  |  |  |  |  |  |
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| 1: |  |  |  |  |  |  |  |
| 2: |  |  |  |  |  |  |  |

Determination of Progress:

+ = accomplished objective A = absent W/A= with assistance VC = verbal cues

- = didn’t accomplish objective R = refused I = independent

**Data Sheet for Adapted Physical Education**

Teacher/Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ P.E. day and time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Name: | Objective: | Date: | Date:  | Date:  | Date: | Date: | Date: | Date: |
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+ = accomplished objective A = absent W/A = with assistance VC = verbal cues

- = didn’t accomplish objective R = refused I = independent

**Data Sheet for Adapted Physical Education**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ P.E. day and time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Goal:

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| Date: | Data Notes | Narrative |
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**Determination of Progress:** Click here to enter text.

**Data Sheet for Adapted Physical Education**

Class room teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ P.E. teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ P.E. day and time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

IEP date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Goal/Objective:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ten Day Data Collection:

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Determination of Progress:

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+ = accomplished objective A = absent W/A= with assistance VC = verbal cues

- = didn’t accomplish objective R = refused I = independent