

SECTION 1 • SKILL DATA IN THREE LAYOUTS

ADAPTED PE DATA COLLECTION

Seven object control / manipulation skills, five trials each. Same layout as the locomotor sheet, a different skill list.

STUDENT	SETTING / ACTIVITY	CRITERION (FROM THE IEP)	DATE

SKILL	1	2	3	4	5	# CORRECT / APPROPRIATE	SUPPORT LEVEL
Overhand throw							
Catching (self-toss or partner toss)							
Kicking a stationary ball							
Stationary dribble (hand)							
Two-hand strike (paddle, racket or bat)							
Underhand roll							
Other							

SAME LAYOUT, A DIFFERENT SKILL LIST

Object and distance matter as much as the mark: an underhand roll with a beeper ball and an underhand roll with a regulation softball are different trials. Write the ball or implement used at the top of the sheet, or in the notes card, whenever it changes mid-quarter.

BALL, IMPLEMENT AND TARGET USED THIS SESSION

[illegible]

SUPPORT LEVEL CODES, AT A GLANCE (FULL KEY ON PAGE 6)

I	VC	VG	PA	Full physical	Adapted equipment
Independent	Verbal cue	Visual / gesture	Partial physical		

DISTANCE, TARGET SIZE AND IMPLEMENT, WRITTEN ONCE PER SKILL

DISTANCE, TARGET SIZE AND IMPLEMENT, WRITTEN ONCE PER SKILL

A catch at three feet with a large playground ball and a catch at ten feet with a softball are different trials, even with the same mark. Write the distance and implement for each skill the first time it is used this quarter, in the notes card above, so a later change stands out instead of blending in.

Activity Participation Log

ADAPTED PE DATA COLLECTION

you define at the top of this page, not a fixed scale — a different shape from the trial pose.

[illegible]

KS LIKE FOR THIS STUDENT (WRITE IT BEFORE THE FIRST RATING)

[illegible]

DALS TARGET

at touch is
pass period,
at once — a
purpose.

GROUP, ACTIVITY AND ANY MODIFICATION IN PLACE THIS SESSION

What Is Inside, and Where

25 pages: three sections, a worked example and a set of binder tabs. No page here names a specific physical-intervention technique; the level-of-support codes are labels only.

Before you begin

PAGES 4–6

	Start Here — Three Steps START HERE	4		Binder Cover and Divider Tabs SETUP	5		Level of Support Codes and Participation Ratings SETUP	6
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01 Skill Data in Three Layouts

PAGES 8–10

	Locomotor Skills Data Sheet LOG	8		Object Control / Manipulation Skills Data Sheet LOG	9		Game and Activity Participation Log LOG	10
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02 Caseload, Attendance and Skill Records

PAGES 12–16

	APE Caseload Roster ROSTER	12		Attendance and Make-Up Log LOG	13		APE Session Data Sheet LOG	14
	Motor Skill Task Analysis LOG	15		Adapted Equipment and Modification Log INVENTORY	16			

03 Roll It Up, Report It, Communicate It

PAGES 18–23

	Cumulative Tracker TRACKER	18		Progress Graph GRAPH	19		Quarterly Progress Summary SUMMARY	20
	General PE Teacher Collaboration Log LOG	21		Family Update — Physical Activity at Home NOTES	22		Progress Note Phrase Bank REFERENCE	23

Worked example

PAGE 24

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Start Here — Three Steps

Ninety seconds of reading. Set the codes up once; each session after that is a few minutes with a pen or a keyboard.



1

Set up once

Open the file in Adobe Acrobat Reader (free) or Preview on a Mac — not a browser tab, which may fill fields and then not save them.

Print the binder cover and divider tabs (page 5) and write what each level and rating means for your building on the code key (page 6).



2

Collect the data

Use the locomotor, object control or game participation sheet that matches the goal (pages 8–10), or the multi-skill session sheet (page 14) when one session touches more than one area.

Break a multi-step skill down on the task analysis (page 15) and keep the equipment log (page 16) current.



3

Track and bring it to the team

Copy each number to the tracker and graph (pages 18–19), then write the quarterly summary (page 20).

Bring the general PE teacher's log (page 21), the family update (page 22) and the phrase bank (page 23) to write the report up.

WHAT THIS FILE IS

A fillable PDF: data sheets, an organizer, a tracker and graph, and communication pages for a full APE caseload. It works offline, with no account or subscription, and looks the same on every machine that opens it.

WHAT THIS FILE IS NOT

Not a Google Sheets file, a Google Doc, or an Excel workbook. Not an exercise prescription, a therapy program, a home exercise program, a fitness or health assessment, or an evaluation. It does not calculate a percent for you, and it does not name a technique for physically assisting a student — the support-level codes (page 6) are labels only.

DATA, NOT A LABEL

Every sheet in this file records what a student did — a trial, a rating, a step. It never states a clinical finding, a qualifying conclusion, or a fitness score against a norm. Criteria come from the IEP; definitions come from your own team.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. It was opened in something that fills fields but does not save them.

Open it in Acrobat Reader and use Save As.

I need more rows than a table holds. Print the sheet twice and number the pages; the tracker (page 18) only needs the numbers.

Anything else — the **Ask a Question** tab on the product page. Every question is read, and a fix to the file is a free update.

CONFIDENTIALITY

A completed APE data sheet contains sensitive student information. Store, hand over and destroy it the way your school already handles any related-service or evaluation record.



Object Control / Manipulation Skills Data Sheet

Seven object control / manipulation skills, five trials each. Same layout as the locomotor sheet, a different skill list.

STUDENT	SETTING / ACTIVITY					CRITERION (FROM THE IEP)	DATE
SKILL	1	2	3	4	5	# CORRECT / APPROPRIATE	SUPPORT LEVEL
Overhand throw							
Catching (self-toss or partner toss)							
Kicking a stationary ball							
Stationary dribble (hand)							
Two-hand strike (paddle, racket or bat)							
Underhand roll							
Other							

SAME LAYOUT, A DIFFERENT SKILL LIST

Object and distance matter as much as the mark: an underhand roll with a beeper ball and an underhand roll with a regulation softball are different trials. Write the ball or implement used at the top of the sheet, or in the notes card, whenever it changes mid-quarter.

BALL, IMPLEMENT AND TARGET USED THIS SESSION

SUPPORT LEVEL CODES, AT A GLANCE (FULL KEY ON PAGE 6)

I	VC	VG	PA	FA	AE
Independent	Verbal cue	Visual / gesture	Partial physical	Full physical	Adapted equipment

DISTANCE, TARGET SIZE AND IMPLEMENT, WRITTEN ONCE PER SKILL

A catch at three feet with a large playground ball and a catch at ten feet with a softball are different trials, even with the same mark. Write the distance and implement for each skill the first time it is used this quarter, in the notes card above, so a later change stands out instead of blending in.

LOG

Motor Skill Task Analysis

One motor skill broken into up to twelve steps you write in, eight sessions across. Write the most support each step needed; the goal is a row of I's.

STUDENT	MOTOR SKILL	CRITERION (FROM THE IEP)					LEVELS THAT COUNT AS CORRECT		
#	STEP (IN THE ORDER IT HAPPENS)	S1	S2	S3	S4	S5	S6	S7	S8
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
	Date								
	Steps independent								
	Percent independent								

WRITE THE LEVEL CODE, NOT A CHECK MARK

An I in the cell is independent; VC, VG, PA or FA is the most support that step needed (codes on page 6). The bottom rows count the I's. A step that stays at FA for four sessions may need to be split in two; write that on the tracker with the session number.

SETUP, POSITIONING AND EQUIPMENT THAT MUST BE THE SAME EVERY TIME

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.....

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.....

 TRACKER

Cumulative Tracker

One goal, 21 sessions. The date, the support level, and the number from whichever data sheet applies, copied here so the trend is on one line.

STUDENT

GOAL (SHORT)

BASELINE

DATE	SUPPORT LEVEL	NUMBER	TOTAL	NOTES

A NUMBER WITHOUT ITS SUPPORT LEVEL IS A TRAP

Four of five independent and four of five with full physical assistance are different students. Write the level (page 6) under every date so a jump in the number can be read correctly.

WHAT GOES IN “NUMBER”

Whatever the goal counts: trials correct, steps independent, or a participation rating. One tracker per goal keeps the column meaning the same all year; start a second tracker rather than switching units partway through.

NOTES

Family Update — Physical Activity at Home

What we worked on in Adapted PE this cycle, in family words, and one thing to try at home — never a workout plan or an exercise prescription.

STUDENT	FAMILY CONTACT	DATE

WHAT WE WORKED ON THIS CYCLE

In Adapted PE, ____ has been practicing ____.

HOW IT IS GOING

#	DATE	SKILL AREA	RATING OR NUMBER	NOTES
1				
2				
3				
4				
5				

SOMETHING TO TRY AT HOME — A GAME OR ACTIVITY, NOT AN EXERCISE PLAN

WHAT THIS UPDATE IS NOT

Not a clinical finding, a fitness score, or an exercise prescription. It is one skill area, one family's student, and the sessions since the last update — nothing more.

QUESTIONS? (MESSAGE ME OR SEND A NOTE BACK IN THIS FOLDER)

EXAMPLE

A Filled Session and Task Analysis — Invented Student

SAMPLE · INVENTED STUDENT

Jordan is invented, and so is every row. Every count on this page is added up from the tables above it.

APE SESSION DATA SHEET (PAGE 14 LAYOUT) — JORDAN T., GRADE 3, INVENTED, 9/29

SKILL / TARGET	SUPPORT	1	2	3	4	5	+	%
Overhand throw	VC	+	+	-	+	+	4	80%
Catching (partner toss)	VG	+	-	-	+	+	3	60%
Stationary dribble (hand)	I	+	+	+	-	+	4	80%

MOTOR SKILL TASK ANALYSIS (PAGE 15) — UNDERHAND ROLL, SIX SESSIONS

Criterion from the IEP: 6 of 7 steps independent on three consecutive sessions · Levels that count as correct: I only

#	STEP	S1	S2	S3	S4	S5	S6
1	Faces the target, feet apart	I	I	I	I	I	I
2	Holds ball with two hands at waist level	I	I	I	I	I	I
3	Steps toward the target with the opposite foot	PA	PA	VG	VG	VC	I
4	Swings the ball back, low to the ground	FA	PA	PA	VG	VG	VC
5	Releases the ball rolling along the floor	FA	FA	PA	PA	VG	VG
6	Follows through toward the target	VG	VG	VC	VC	I	I
7	Recovers to a ready position	I	I	I	I	I	I
	Date	10/1	10/6	10/8	10/13	10/15	10/20
	Steps independent	3	3	3	3	4	5
	Percent independent	43%	43%	43%	43%	57%	71%

GAME AND ACTIVITY PARTICIPATION LOG (PAGE 10) — TWO ROWS, 10/2

SKILL / BEHAVIOR AREA	WHAT WAS OBSERVED	RATING	ACTIVITY / SETTING	SUPPORT
Follows activity directions and rules	Needed a peer model for 2 of 4 stations	3	Group game, station rotation	VG
Uses equipment safely	Held the beeper ball with two hands the whole activity	4	Modified kickball	I

WHY THIS IS ENOUGH

Every sentence below came from a cell already written above. Object control: 4 of 5 on the throw (80%), 3 of 5 catching (60%), 4 of 5 on the dribble (80%). Task analysis: steps independent held at 3 of 7 for four sessions, then rose to 4 and 5, 71% by session 6 — close to the criterion's six of seven but not the three consecutive sessions the goal asks for yet. The quarterly summary in November is a copying job.