Cbse cce anecdotal records pdf s free

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The following training Materials and guidelines were given by ZIET Mysore to all the CCE Mentors for Mentoring their peers at the Vidyalaya Level. cce-package-primary (complete indexed and embedded page contasining all CCE Mentoring their peers at the Vidyalaya Level. cce-package-primary (complete indexed and embedded page contasining all CCE Mentoring their peers at the Vidyalaya Level. cce-package-primary (complete indexed and embedded page contasining all CCE Mentoring their peers at the Vidyalaya Level. cce-package-primary (complete indexed and embedded page contasining all CCE Mentoring their peers at the Vidyalaya Level. cce-package-primary (complete indexed and embedded page contasining all CCE Mentoring their peers at the Vidyalaya Level. cce-package-primary (complete indexed and embedded page contasining all CCE Mentoring their peers at the Vidyalaya Level. cce-package-primary (complete indexed and embedded page contasining all CCE Mentoring their peers at the Vidyalaya Level. cce-package-primary (complete indexed and embedded page contasining all CCE Mentoring their peers at the Vidyalaya Level. cce-package-primary (complete indexed and embedded page contasining all CCE Mentoring their peers at the Vidyalaya Level. cce-package-primary (complete indexed and embedded page contasining all CCE Mentoring their peers at the Vidyalaya Level. cce-package-primary (complete indexed and embedded page contasining all CCE Mentoring their peers at the Vidyalaya Level. cce-package-primary (complete indexed and embedded page contasining all CCE Mentoring their peers at the Vidyalaya Level. cce-package-primary (complete indexed and embedded page contasining all CCE Mentoring their peers at the Vidyalaya Level. cce-package-primary (complete indexed and embedded page contasining all CCE Mentoring their peers at the Vidyalaya Level. cce-package page (complete indexed and embedded page contasining all CCE Mentoring their peers at the Vidyalaya Level. cce-package page (complete indexed and embedded page contasining all CCE ANECDOTAL RECORD Anecdotal Record cbse resource (guidelines and exemplar) CBSE CCE MENTORS CHECKLIST PRIMARY(comprehensive list of processes at School Level) Student Portfolios- What, Why and How(powerpoint presentation) FORMATIVE ASSESSMENT TOOLKIT(PPT on principles of formative assessment, terms and tools explained) FORMATIVE ASSESSMENT FOR CO-SCHOLASTIC AREAS edited (PPT) CCE EVS (PPT on guidelines and ZIET's CCE Package for Evs) CCE Pac PROFILES (Informative PPT on different cpapcities of children) PORTFOLIO CHECKLIST (Guideline for maintaining student Portfolios) 1. Anecdotal Record "What a child can do and his or her achievements, as opposed to what he or she cannot do," explains the American Association of School Administrators (1992, p. 2) Teaching is an art". Rajeev Ranjan 3. Anecdotal Record of some significant features and characteristics about his/her personality. (CCE, CBSE, New Delhi) Teaching is an art". Rajeev Ranjan 4. Anecdotal Record Teacher-generated, anecdotal Record Description of the performance or events or activities going on in the school hour or may be starts from bus stop, in the assembly, classroom, playground, pair/group activity, laboratory, dining hall or performance that a learner has completed ---- anything, any time, anywhere Teaching is an art". Rajeev Ranjan 6. Need of Anecdotal Record Provide a longitudinal qualitative picture of the behavioural changes in the life of each student Child's progress based on milestones peculiar to that child's social, economic, physical aesthetic and cognitive development "Teaching is an art". Rajeev Ranjan 7. Need of Anecdotal Record Being used to assess learners in the classroom lessons as well as outside the classroom activities Record documents of a student's growth and trends Record minute observation, who, what, where, when and how of a particular incident/behaviour Intended to identify the child's attitude, current skill level, interests and skills to develop next "Teaching is an art". Rajeev Ranjan 8. Need of Anecdotal Record Allow educators to record qualitative information, like details about a child's specific behaviour or the conversation between two children " Teaching is an art". Rajeev Ranjan 9. Need of Anecdotal Record Helps teachers to write valid and reliable observation positive as well as negative i.e. participating well in group, fight, quarrels, crying, failure to attempt or complete assignment, refusals to participate in games or other Activities truancy, cheating, shyness, fearfulness, suspiciousness, withdrawal, and other signs of emotional problems could be recorded as they occur Teaching is an art". Rajeev Ranjan 10. Advantages • Minute observation of a child any where any time in school hours • Helpful in understanding the child's behaviour in diverse situations • Valuable when forwarding a pupil's record (when he is transferred from one school to another) (CBSE, CCE Manual, New Delhi) Teaching is an art". Rajeev Ranjan 11. Advantages • Anecdotes are used in parent and staff conferences and are of great value in discussing a child's behaviour with school psychologists • Helps to diagnose problems Teaching is an art". Rajeev Ranjan 12. Problems ? Educators feel overburdened of tasks, show inability to observe minutely, ask more time to write anecdotal record, do not understand/perceive what to write, complain head of institution "sir/madam, I do not see anything to write ----lack of passion, dedication, devotion moreover, proper training "how to do/how to write"----we can see the research done by Samuel Oye Bandele Ekiti and Oyo States, Nigeria Teaching is an art". Rajeev Ranjan 13. Anecdotal Record: a fact or fiction The etctettctetetctdtetctctetctctete-----but we observe problems with ----proportion of the teachers having the knowledge of the anecdotal records as assessment tools. Samuel Oye Bandele had done an intensive research on 200 teachers in Ekiti and Oyo States, Nigeria. Let see the result ---it is almost same situation in so many countries ------- • Do you have the knowledge of the use of anecdotal records for assessing pupils/students (Yes 63/200), No (137/200) • Do you know how to use it to record the occurrence of certain behaviour/trait/event of the learners (Yes 60/200), No (156/200) • Do you know how to use it to record the occurrence of certain behaviour/trait/event of the learners (Yes 60/200), No (156/200) • Do you know how to use it to record the occurrence of certain behaviour/trait/event of the learners (Yes 60/200), No (156/200) • Do you know how to use it to record the occurrence of certain behaviour/trait/event of the learners (Yes 60/200), No (156/200) • Do you know how to use it to record the occurrence of certain behaviour/trait/event of the learners (Yes 60/200), No (156/200) • Do you know how to use it to record the occurrence of certain behaviour/trait/event of the learners (Yes 60/200), No (156/200) • Do you know how to use it to record the occurrence of certain behaviour/trait/event of the learners (Yes 60/200), No (156/200) • Do you know how to use it to record the occurrence of certain behaviour/trait/event of the learners (Yes 60/200), No (156/200) • Do you know how to use it to record the occurrence of certain behaviour/trait/event of the learners (Yes 60/200), No (156/200) • Do you know how to use it to record the occurrence of certain behaviour/trait/event of the learners (Yes 60/200). BATSTONE in A tool for standards-based, authentic assessment What should I write? How do I start? How did what I saw match up with content standards? What do I do with the information? How can I record information that will be readily accessible in the future? If I write one note about the students, how can I avoid rewriting the notes in each of their files? Teaching is an art". Rajeev Ranjan 15. Role of an educator We need keen eyes to observe our students, a lot of practices to write the "observational learning and attitudinal, behavioral, traits, characteristic fact" of students......we need continuous and comprehensive observation, evaluation & assessment of a student for the welfare ----- Teaching is an art". Rajeev Ranjan 16. Role of an educator Authentic assessment is defined by the active role the teacher plays in classroom-based assessment of actual literacy experiences. Taking observational notes allows the teacher to record a wide range of authentic experiences and even unintended outcomes of literacy development. These notes are used to record objective and subjective information, such as levels of engagement, curiosity, and motivational factors (Baker, Dreher, & Guthrie, 2000; Wigfield, 1997). "Teaching is an art". Rajeev Ranjan 17. Role of an educator - look at "Teaching is an art". Rajeev Ranjan 18. Cautions during writing anecdotal record Proper planning and preparation by the teacher "Teaching is an art". Rajeev Ranjan 19. Cautions during writing anecdotal record Proper planning and preparation by the teacher "Teaching is an art". Rajeev Ranjan 19. Cautions during writing anecdotal record Proper planning and preparation by the teacher "Teaching is an art". Rajeev Ranjan 19. Cautions during writing anecdotal record Proper planning and preparation by the teacher "Teaching is an art". Rajeev Ranjan 19. Cautions during writing anecdotal record Proper planning and preparation by the teacher "Teaching is an art". Teachers are expected to keep unbiased records of behaviours or traits manifested by learners Teachers are expected to observe child objectively and avoid favorable or unfavorable impression completely away during writing an art. Rajeev Ranjan 20. Cautions during writing an art. and specific as well as authentic Observers should not make assumptions or use subjective or ambiguous words Student's behaviour, whether it is favourable, unfavourable or neither of the two should be recorded (CBSE, CCE Manual) It is done only when appropriate and is not forced; in fact, there may be days between entries "Teaching is an art". Rajeev Ranjan 21. Cautions during writing anecdotal record In fact, "Anecdotal Record " is written in "past tense" moreover, "the fact" should be written in "past tense" moreover, "the fact" should be written in "past tense" moreover, "the fact" should be written in "descriptive language". When we write "the fact" should be written in "descriptive language". When we write "the fact" should be written in "descriptive language". When we write "the fact" should be written in "descriptive language". When we write "the fact" should be written in "descriptive language". When we write "the fact" should be written in "descriptive language". When we write "the fact" should be written in "descriptive language". When we write "the fact" should be written in "descriptive language". When we write "the fact" should be written in "descriptive language". When we write "the fact" should be written in "descriptive language". When we write "the fact" should be written in "descriptive language". When we write "the fact" should be written in "descriptive language". When we write "the fact" should be written in "descriptive language". When we write "the fact" should be written in "descriptive language". When we write "the fact" should be written in "descriptive language". When we write "the fact" should be written in "descriptive language". When we write "the fact" should be written in "descriptive language". When we write "the fact" should be written in "descriptive language". When we write "the fact" should be written in "descriptive language". When we write "the fact" should be written in "descriptive language". When we write "the fact" should be written in "descriptive language". When we write "the fact" should be written in "descriptive language". When we write "the fact" should be written in "descriptive language". When we write "the fact" should be written in "descriptive language". 'Recording observational data "explicitly depends on the human expert". "Teaching is an art". Rajeev Ranjan 22. Boyd-Batstone; Teacher Education at California State University, Long Beach, CA 90840-2201, USA). Meaningful verbs for writing anecdotal records by PAUL BOYD-BATSTONE Uses (strategies) Listening Speaking Writing Organizes Generates Classifies Compares Contrasts Matches Plans Distinguishes Determines Recognizes Identifies Responds Asks Questions Clarifies Analyzes States Describes Shares (information) Recites Represents Relates Recognizes Identifies Responds Asks Questions Clarifies Analyzes States Describes Shares (information) Recites Represents Relates Recognizes Identifies Responds Asks Questions Clarifies Analyzes States Describes Shares (information) Recites Represents Relates Recognizes Identifies Responds Asks Questions Clarifies Analyzes States Describes Shares (information) Recites Represents Relates Recognizes Identifies Responds Asks Questions Clarifies Analyzes States Describes Shares (information) Recites Represents Relates Recognizes Identifies Responds Asks Questions Clarifies Analyzes States Describes Shares (information) Recites Represents Relates Recognizes Identifies Responds Asks Questions Clarifies Analyzes States Describes Shares (information) Recites Represents Relates Recognizes Identifies Responds Asks Questions Clarifies Analyzes States Describes Shares (information) Recites Represents Relates Recognizes Identifies Responds Asks Questions Clarifies Analyzes States Describes Shares (information) Recites Represents Relates Recognizes Identifies Responds Asks Questions (information) Recites Represents Relates Recognizes Represents Relates Recognizes Represents Relates Recognizes Represents Relates Recognizes Represents Relates Represents Relates Represents Relates Recognizes Represents Relates Represents Defines Indents Describes Summarizes Organizes "Teaching is an art". Rajeev Ranjan 23. Example: We are well qualified educators. We can write better than ------it is only example Situation 1:- Rajet of class 3rd feels shy to speak in assembly. Principal colled him continuously in the assembly to speak on 'my mother'. The principal counseled him however, outcome was nil. One day, Rajat spoke very well in the assembly. When the matter was observed, we came to know that Rajat's classmate Rohan not only counseled him to speak but also wrote a few lines about 'my mother' for Rajat." Teaching is an art". Rajeev Ranjan 24. Example: We are well gualified educators. We can write better than in another observation. Practicing writing leads to better writing because practice makes us perfect. We can write better and concrete observation ----- good phrasal words/key/technical/meaningful------ " Teaching is an art". Rajeev Ranjan 26. Example: We can write better than ------it is only example Situation 2:-When I walked into the class, the students greeted me. All of them were in a joyful mood and did not want to study. I agreed. I divided them into groups and asked them to play games in groups. Suddenly, I noticed that Shivang was studying a science book and was totally engrossed in his studies. I became very curious and asked," Why don't you play games with your friends?" Shivang replied, "I do not enjoy playing these games. I enjoy reading my science books." (CBSE CCE Manual, New Delhi) "Teaching is an art". Rajeev Ranjan 27. Example:- We are well qualified educators. We can write better than -----it is only example Anecdote:-Shivang is an intelligent boy who has got a scientific temper but lacks social skills. He does not like to interact with others. He prefers to study Science in depth and thinks a lot. (CBSE CCE Manual, New Delhi) "Teaching is an art". Rajeev Ranjan 28. Cautions during writing anecdotal record should be regarded as confidential. It should not fall into irresponsible hands Teaching is an art". Rajeev Ranjan 28. Cautions during writing anecdotal record should be regarded as confidential. Ranjan 29. References Teaching is an art". Rajeev Ranjan • Samuel Oye Bandele et al.: Anecdotal Records as Tools for Assessing Learners' Progress in the Universal Basic Schools in Ekiti and Oyo States, Nigeria • Hopkins Kenneth D. & Stanley Julian C. (1981). Educational and psychological measurement and Evaluation. 6th Ed. New Jersey: Prentice - Hall Inc. Engle wood cliffs • Johnston, P. (2003). Assessment conversations. The Reading Teacher, 57, 90-92. www.cbse.nic.in/cce/cce-manual/annexure_3.pdfregional educational laboratory www.scienceornot.net www.teachersnetwork.org/NTNY/nychelp/need_to_know/anecreport.htm 30. Production Rajeev Ranjan Principal B.Ed(Eng), PGDTE & Psv. Counselor English and Foreign Languages University, Hyderabad Email, Id:- raieeybhuyns@gmail.com " Teaching is an art". Raieey Ranjan

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