



Tools of Evaluation in CCE

3.1 Sample of Anecdotal Records

Format of Anecdotal Record Form

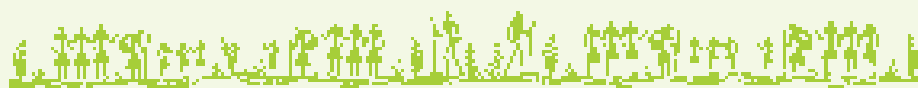
Name of the student.....Class.....Section.....Session.....

Occasion and Place	Factual account of incident/ Situation observed by teacher	Teacher's suggestions/comments
--------------------	---------------------------------------------------------------	-----------------------------------

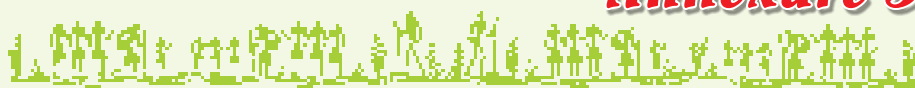
3.2 Rating Scale

A. Assessment of Attitudes

Attitude Towards	Indicators of Assessment				
Teachers	<ul style="list-style-type: none"> • Is always respectful and helpful. 	<ul style="list-style-type: none"> • Offers help whenever required. 	<ul style="list-style-type: none"> • Is respectful and offers help most of the time. 	<ul style="list-style-type: none"> • Generally respectful and offers help. 	<ul style="list-style-type: none"> • Usually respectful and willingness only when asked.
School mates	<ul style="list-style-type: none"> • Is highly helpful and cooperative. • Can assert politely and tactfully. 	<ul style="list-style-type: none"> • Is helpful and cooperative most of the times. • Can assert politely most of the times. 	<ul style="list-style-type: none"> • Is helpful and cooperative most of the time. • Can assert sometimes but not politely. 	<ul style="list-style-type: none"> • Generally helpful and cooperative. 	<ul style="list-style-type: none"> • Not always helpful but is cooperative on occasions.



	Indicators of Assessment				
School programs School/Public property	<ul style="list-style-type: none"> • Is very enthusiastic and volunteers to participate in all school activities • Always takes care and prevents others from destroying it. 	<ul style="list-style-type: none"> • Participates willingly in school programs most of the time. • Takes care of property most of the times and prevents others from destroying it. 	<ul style="list-style-type: none"> • Sometimes, participates in school programs. • Generally takes care of property and prevents others from destroying it. 	<ul style="list-style-type: none"> • Participates in school programs only when required. • Usually takes care of property and prevents others from destroying it. 	<ul style="list-style-type: none"> • Occasionally participates. • Usually takes care of property but does not prevent others from destroying it.
Environment	<ul style="list-style-type: none"> • Is keen, alert and observant, very much aware of surroundings and consciously makes efforts to keep environment clean 	<ul style="list-style-type: none"> • Is keen, alert and observant and makes efforts to keep surroundings clean. 	<ul style="list-style-type: none"> • Is quite aware of surroundings but lacks enthusiasm. 	<ul style="list-style-type: none"> • Lacks awareness and needs to be more keen and alert. 	<ul style="list-style-type: none"> • Lacks awareness.

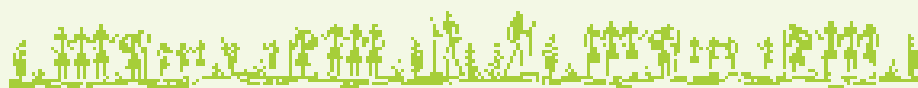


B. Sports & games

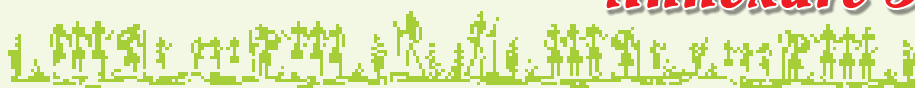
	Indicators of Assessment				
(Participation on the basis of frequency of performance and quality of participation at zonal, district, state and National level), Team spirit and Talent (strength, stamina and speed)	<ul style="list-style-type: none"> • Has team spirit and always plays for winning. • Outstanding development of skills and displays high performance. 	<ul style="list-style-type: none"> • Has excellent development of skills and displays high performance most of the times. • Has team spirit and plays for winning most of the times. 	<ul style="list-style-type: none"> • Put efforts but individually • Has very good skill development but performs occasionally. 	<ul style="list-style-type: none"> • Shows team harmony on and off. • Has average skill development. 	<ul style="list-style-type: none"> • The student is not a team player. • Has slow skills developments

Literary Activities	Indicators of Assessment				
Debates (Content organization and presentation)	<ul style="list-style-type: none"> • Highly relevant and very rich content organization. • Very fluent presentation with appro- 	<ul style="list-style-type: none"> • Content organization is rich • Presentation is mostly fluent with appropriate gestures. 	<ul style="list-style-type: none"> • Mostly relevant and rich content organized in appropriate sequences. • Rather fluent and appro- 	Generally relevant and satisfactory content organized properly. • Presenta-	<ul style="list-style-type: none"> • Not quite relevant • Shallow content.

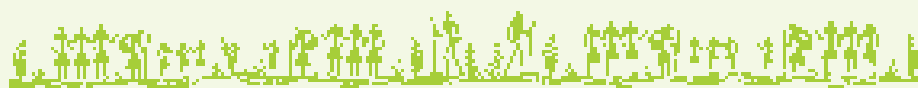




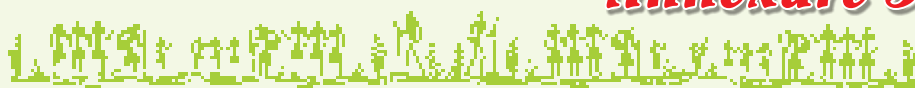
	Indicators of Assessment				
<p>Recitation (pronunciation, gestures and reproduction of matter)</p>	<p>priate gestures,</p> <ul style="list-style-type: none"> • Uses correct pronunciation. • Most appropriate pauses, extremely faithful reproduction of matter. 	<ul style="list-style-type: none"> • Uses correct pronunciation. • Most appropriate pauses, extremely faithful reproduction of matter. 	<p>priate gestures.</p> <ul style="list-style-type: none"> • Pronunciation is correct and pauses are appropriate partially. • Matter is reproduced faithfully 	<p>tion is fluent and appropriate</p> <ul style="list-style-type: none"> • Rather faithful reproduction of matter but lacking in correct pronunciation and appropriate pauses. 	<ul style="list-style-type: none"> • Lack of interest and pronunciation is not appropriate
<p>Creative Writing (Subject matter, language presentation)</p>	<ul style="list-style-type: none"> • Highly relevant and rich content. • Has originality of ideas and effective presentation 	<ul style="list-style-type: none"> • Most of the times content is relevant and originality of thoughts is evident. • Presentation is effective. 	<ul style="list-style-type: none"> • Content is relevant though not very rich. • Presentation is effective through not very original. 	<ul style="list-style-type: none"> • Sometimes content is relevant with some originality but lacks effective presentation. 	<ul style="list-style-type: none"> • Rarely relevant content. • No originality of ideas. • Needs frequent guidance.



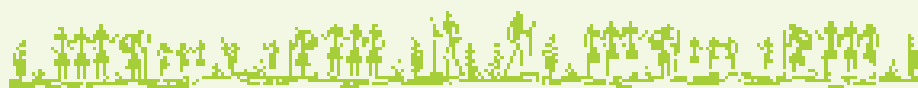
	Indicators of Assessment				
<p>Cultural activities</p> <p>Music</p> <p>Interest, rhythm and melody</p>	<ul style="list-style-type: none"> • Has a good sense of rhythm melody and sings songs and plays musical instruments on one's own in an appreciable manner. • Has a good sense of rhythm and keeps pace with the beat. 	<ul style="list-style-type: none"> • Enjoys singing and knows something about musical instruments • Has a good sense of rhythm but goes off key occasionally. • Is very keen to learn and know, follows instructions most of the times. 	<ul style="list-style-type: none"> • Needs little drive to learn and start. • Sometimes loses pace with the beat but can come back to tune. 	<ul style="list-style-type: none"> • Sings songs if asked for but does not know how to play the instruments. 	<ul style="list-style-type: none"> • Sings songs in groups but does not know about musical instruments. • Lacks sense of rhythm
<p>Dance</p> <p>Interest, rhythm, Skills of Body Movements and facial expressions</p>	<ul style="list-style-type: none"> • Is always very keen to participate on one's own in an appreciable manner. • Has a good sense of rhythm and keeps pace 	<ul style="list-style-type: none"> • Is keen to learn and follow instructions most of the time. • Has good sense of rhythm but sometimes falters in 	<ul style="list-style-type: none"> • Needs little drive from teachers and classmates to learn and start. • Sometimes loses pace with the beat. • Body 	<ul style="list-style-type: none"> • Can dance in group • Sometimes goes off the beat and cannot make it up. • Needs constant guidance from teach- 	<ul style="list-style-type: none"> • Does not show much interest. • Hesitates in performing. • Needs constant guidance and presentation from teachers.



	Indicators of Assessment				
	<p>with the beat.</p> <ul style="list-style-type: none"> • Has impressive body movements and facial expressions. 	<p>keeping pace with breath.</p> <ul style="list-style-type: none"> • Has impressive body movements and facial expressions. 	<p>movements and facial expressions are restricted due to hesitation and lack of confidence.</p>	<p>ers regarding suitable body movements and facial expressions to different situations.</p>	<p>Lacks rhythm.</p>
<p>Dramatics Interest, Script writing Skills of dramatization, drawing, modeling and other stage crafts, creativity.</p>	<ul style="list-style-type: none"> • Highly creative, can develop scripts based on social and school issues. • Is extremely enthusiastic in taking part in different forms of dramatics and one-act plays, street theatre, ballets and community awareness 	<ul style="list-style-type: none"> • Creative and develops scripts on suggested topics. • Takes part enthusiastically in select drama forms only. • Suggests improvement in existing scripts, costumes etc. 	<ul style="list-style-type: none"> • With little drive can take part in select drama forms • Can develop scripts on guidance from teachers. • Sometimes gives suggestions on improving dialogues, costumes, stage setting etc. 	<ul style="list-style-type: none"> • Occasional participation in selected drama forms with lot of persuasion and guidance from teachers • Cannot develop scripts on one's own. • Dialogue delivery, actions and movements are restricted. 	<ul style="list-style-type: none"> • Lack of confidence in participation dialogue delivery action and movements are highly restrictive and lacks interest.



Indicators of Assessment					
	<p>programmes etc. in appreciable manner</p> <ul style="list-style-type: none"> • Helps in suggesting improved costumes from local resources. 				
<p>Artistic Activities</p> <p>Drawing/painting /interest /creativity/ skill</p>	<ul style="list-style-type: none"> • Always shows great enjoyment and aptitude for drawing/painting. • Has originality and innovativeness in work. • Shows feelings and expressions in one's work. 	<ul style="list-style-type: none"> • Shows great enjoyment and painting for drawing/painting most of the times. • Has original drawing and innovativeness in the work. • Shows feelings and expressions in one's work most of the times. 	<ul style="list-style-type: none"> • Enjoys drawing/painting and shows imagination and creativity some times. • Good at reproducing. • Shows feelings and emotions in one's work while communicating ideas. 	<ul style="list-style-type: none"> • Needs guidance from teachers rather than using one's own imagination. • Can communicate the ideas in terms of effect and appeal. 	<ul style="list-style-type: none"> • Prefers to reproduce what is seen. • Needs continued supervision. • Lacks creativity and looks for ideas and instructions from teachers.



	Indicators of Assessment				
<p>Making things from waste material</p> <p>Interest</p> <p>Creativity</p> <p>Skill</p>	<ul style="list-style-type: none"> • Is extremely skillful and enthusiastic in making items of use out of waste materials. • Has a vision to convert waste material into productive items on one's own by using cost effective materials and techniques in an appreciable manner. 	<ul style="list-style-type: none"> • Is skillful and enthusiastic in making items of use out of waste materials. • Most of the times uses imagination in his work. • Is conscious not to use expensive material and techniques. 	<ul style="list-style-type: none"> • Takes interest in making useful items of use out of waste material when asked by teachers. • Sometimes uses imagination in use of low-cost materials/techniques. • With little guidance, can make reasonably good items. 	<ul style="list-style-type: none"> • Needs guidance and supervision from teachers. • Uses little imagination and skill in one's work. 	<ul style="list-style-type: none"> • Lacks interest. • Needs constant guidance and supervision from teacher. • Does not use imagination.