

Rubrica Para Evaluar Una Planeacion Didactica

Yunun Ixche Guzmán Cedillo

Evaluación mediadora José Juan Rodríguez Lozoya, 2020-08-31 Desde que nos cuestionamos y reflexionamos sobre las modalidades de verificación de los aprendizajes escolares, sobre las prácticas de evaluación y, por tanto, sobre la posible incidencia de la subjetividad, los profesores y los estudiantes se han preocupado constantemente de la complejidad del acto de evaluación y de las formas de arbitrariedad asociadas. El presente escrito busca satisfacer las expectativas de los docentes de preescolar y primaria que desean mejorar su quehacer evaluativo, recuperar las características de los alumnos y del contexto de la práctica docente. En la primera parte se presentan sugerencias y comentarios con respecto a la elaboración y aplicación de diversos instrumentos de evaluación para recoger datos pertinentes y suficientes que permitan emitir juicios de valor y fundamentar la toma de decisiones técnico-pedagógicas. En la segunda parte se ofrece la transcripción de algunas entrevistas sobre la experiencia del Proyecto Estratégico de Transformación Escolar (PETE) con el objeto de extraer ventajas y desventajas de ese tipo de planeación institucional hecha obligatoria por las autoridades educativas. José Juan Rodríguez Lozoya, profesor de Educación Primaria, con maestría y doctorado en Administración. Con experiencia de más de quince años en el nivel de Educación Primaria, donde llegó a ser director de escuela primaria (hasta el ciclo 1996-1997), simultáneamente trabajando en el nivel superior en la Universidad Pedagógica Nacional Unidad Torreón y a partir del año 2000 también en la Universidad Pedagógica de Durango Unidad Gómez Palacio. Durante treinta años atendiendo diversos cursos de licenciatura y maestría: evaluación y seguimiento, proyectos de desarrollo institucional, análisis de la práctica docente, diagnóstico socio-educativo y seminario de titulación entre otros. Este libro recupera la experiencia adquirida durante estos años de práctica en la formación docente en instituciones de Región Lagunera en México.

Planeación Didáctica por Competencias Carlos Zarzar Charur, 2016-05-09 Planeación didáctica por competencias presenta ayudas prácticas para que los profesores de todos los niveles educativos puedan elaborar su programa o plan de trabajo bajo este enfoque de competencias.

Elaboración de rúbricas para promover la competencia argumentativa. Experiencias docentes en el Yunun Ixche Guzmán Cedillo, 2025-01-23 Este libro es un buen referente en cuanto a la competencia argumentativa cuya transversalidad es indiscutible y necesaria en todas las formaciones profesionales, cuando se espera que los estudiantes en formación puedan

aprender a dar argumentos sólidos sobre sus decisiones.

Intervención en la educación obligatoria II Luis Enrique Pereyra, 2020-01-01 Este libro te ayudará a construir los mejores aprendizajes y herramientas para que los apliques dentro y fuera del aula, proporcionándote así una mejor calidad de vida y un excelente desarrollo personal y profesional.

Innovación Digital Educativa Enrique Ruiz-Velasco Sánchez & Josefina Bárcenas-López, 2022-01-01 Innovar es poner en práctica la creatividad. La innovación consiste en introducir creatividad en el trabajo y hacer cambios en las cosas y en los sistemas para volver realizable una idea, fruto de la creatividad. La innovación se puede ponderar y se vuelve factible gracias a la puesta en práctica de ideas creativas, a pesar de que la creatividad es subjetiva y resulta difícil de cuantificar.

Investigación y mejora en la Gestión Pedagógica y Curricular: Experiencias y propuestas para la Transformación Educativa, Este libro es el resultado de un proceso que tiene mucho de aprendizaje compartido, de trabajo en equipo y, particularmente, de compromiso. Docentes y estudiantes del programa del Magíster en Gestión Pedagógica y Curricular de la Universidad Andrés Bello, han unido esfuerzos en torno a un objetivo común: proponer miradas y estrategias de mejora posibles de implementar ante los desafíos que enfrentan hoy los centros y sus comunidades educadoras. En cada capítulo, encontrarán el reflejo de ese esfuerzo conjunto por leer la cultura escolar y, desde y con ellas, dar curso a propuestas que abordan problemáticas concretas y actuales, que transitan desde la experiencia profunda que implica la comprensión lectora en los primeros años escolares, hasta el fortalecimiento de prácticas pedagógicas y evaluativas en los distintos niveles educativos. Las propuestas no representan una creación teórica de los autores. Nacen de la experiencia directa en las aulas y de la reflexión compartida con las comunidades respecto de los espacios de oportunidades que aspiran mejorar. De este modo, los estudiantes del programa, acompañados por sus profesores, han compartido ideas, discutido y reflexionado juntos, lo que ha permitido diseñar propuestas innovadoras que buscan no solo entender la educación, sino transformarla y, por ello, son aplicables a la realidad cotidiana de los centros educativos han diseñado, implementado y evaluado propuestas que junto con responder a las demandas actuales de las instituciones educativas, se alinean con los principios de una educación inclusiva, equitativa y comprometida con los actores y escenarios en los cuales se construye.

Inclusión educativa y aprendizaje escolar Adolfo Negrotto, Patricia Leonor Farias, Emilce Lilian Rojo, 2017

Obra legislativa Guerrero (Mexico : State), 1987

Diario oficial Mexico, 1981

Periódico oficial del gobierno Durango (Mexico : State), 1994

Estrategias de evaluación Juan Carlos López Barajas, Roberto Carlos López Barajas, José Manuel López Barajas, 2022-02-10 Agrupar la habilidad para evaluar los procesos de aprendizaje de los alumnos, así como los procedimientos aplicables a la valoración de actividades realizadas por los alumnos a través de tabla verdadero/falso, mapa

cognitivo, cuadro comparativo, tablas explicativas, técnica QQQ y taller; para valorar la importancia que tiene la evaluación educativa; necesaria y fundamental en la labor docente.

La razón Hasself Riquer Perea Mosquera, Sonia Yolima Cubillos Parra, Trino Ramón Becerra, 2017 En este documento, presentamos el informe final correspondiente al diseño, implementación y evaluación de la unidad didáctica de la razón. Realizamos este trabajo tres docentes de matemáticas del sector oficial a lo largo de la Maestría en Educación Matemática de la Universidad de los Andes. Este documento está constituido por dos partes. En la primera parte, presentamos el resumen del proceso que realizamos para diseñar la unidad didáctica de la razón. Desde (a) la selección de la institución y el tema, (b) el análisis de contenido, (c) el análisis cognitivo, (d) las tareas de aprendizaje, (e) el examen final con su respectiva rúbrica, (f) el análisis de datos y (g) la evaluación de la planificación. Trabajamos en este tema porque presenta dificultades para la mayoría de los estudiantes de educación básica. Las dificultades están relacionadas con plantear, interpretar, expresar y resolver problemas que involucren la razón. La cartilla está estructurada en tres apartados: antes de la implementación, tareas de aprendizaje y la evaluación final. En el primer apartado, presentamos el mapa conceptual de la razón y su relación con otros conceptos, los objetivos y las expectativas de tipo afectivo, los posibles errores en que pueden incurrir los estudiantes al abordar el tema de la razón, los criterios de logro y, por último, mostramos un esquema general de la unidad didáctica. En el segundo apartado, desarrollamos las tareas de aprendizaje, definimos cada uno de los elementos de las tareas y damos sugerencias al profesor para desarrollar las tareas. En el tercer apartado, presentamos el examen final y su correspondiente rúbrica para evaluar cada uno de los objetivos.--Tomado del Formato de Documento de Grado.

Aprender, Enseñar Y Evaluar Las Ciencias Naturales En Nivel Medio Superior. Gabriela Olvera Landeros, 2012-05-02 El ingreso a un nivel distinto en la etapa de formación académica como lo es el paso de la educación media básica a la secundaria y la educación media superior, trae consigo una serie de implicaciones que pocas veces se dimensiona en su totalidad. La Enseñanza y Aprendizaje de las Ciencias Naturales, no es la excepción ya que presenta algunos obstáculos, algunos de estos son el poco interés de los estudiantes hacia este tipo de asignaturas, la forma poco interesante y atractiva de enseñar por parte de los maestros, los grupos numerosos, por mencionar algunas situaciones. En este sentido el docente debe asumir la responsabilidad de desarrollar las estrategias didácticas necesarias para lograr desarrollar en los alumnos un mayor interés. En el presente libro se proponen una serie de estrategias de enseñanza, aprendizaje y de evaluación adecuadas a la didáctica de las Ciencias Naturales, tiene el propósito de ser un instrumento que les facilite su labor a los estudiantes y docentes y contribuya a desarrollar el interés por la ciencia. Es bióloga de formación, actualmente es postulante al doctorado en educación. Desde hace doce años es docente en el nivel medio superior en el Colegio de Bachilleres del Estado de Querétaro de las asignaturas del rea de Ciencias Naturales. Se ha desarrollado en las áreas de investigación educativa, es autora de los libros: Temas Selectos de Biología y Cuaderno guía de trabajo para docentes.

Validación de rúbrica analítica para evaluar la construcción de explicación científica escrita en estudiantes de 4° grado René Richard Cerón González,2018

Criterios para evaluar y, en su caso, revisar los procesos de enseñanza y la práctica docente Carmen Julián Doñate,Elena Mónica Leché Martín,2001

Evaluar competencias docentes del profesorado Antonio Fraile Aranda,Juan Carlos Manrique Arribas,María Rosario Romero Martín,Cristina Vallés Rapp,2023-03-23 Esta obra es un recurso didáctico que tiene como finalidad facilitar a los docentes su labor académica no solo para desarrollar la actividad evaluadora de los aprendizajes competenciales de los estudiantes, sino también para diseñar sus propuestas curriculares, en el proceso de enseñanza-aprendizaje. El contenido que se propone va dirigido, entre otras actividades académicas, a la creación, puesta en práctica y evaluación de las competencias transversales, docentes genéricas y docentes específicas de Educación Física, pero también ofrece a un importante número de profesores, de diferentes áreas de conocimiento, la participación en comisiones de profesorado, selección de plazas, tribunales de oposiciones, etc., en las tareas de valoración y calificación. Asimismo, puede ser de utilidad como referente para el desarrollo de la actividad docente, ya que las competencias que aparecen recogidas en el documento están presentes en las memorias de verificación e implantación de las titulaciones de grados y posgrados que se vienen impartiendo en la mayoría de las facultades. Para la elaboración de esta guía se ha coordinado a un grupo de profesores universitarios pertenecientes a la Red de Evaluación Formativa y Compartida en Educación (REFYCE), grupo de trabajo con una larga experiencia docente e investigadora en la enseñanza superior. Aunque en dicha Red hay una presencia superior a ciento cincuenta profesores repartidos en más de treinta universidades, para la realización de esta guía se ha contado con la participación de treinta y tres profesores asumiendo cada uno de ellos aquellas competencias que se ha considerado que corresponden con su línea de investigación actual.

Elementos para evaluar la acción educativa José Jaime Díaz Osorio,1988

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web the $\text{ag}^+ \text{aq}$ and $\text{cl}^- \text{aq}$ ions become $\text{agcl} \text{s}$ but the $\text{na}^+ \text{aq}$ ions and the $\text{no}_3^- \text{aq}$ ions stay as $\text{na}^+ \text{aq}$ ions and $\text{no}_3^- \text{aq}$ ions these two ions are examples of spectator ions ions that do nothing in the overall course of a chemical reaction

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