Reflection Report

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1. CBC, CBE, and CBA as a System

CBC : the focus is not just on "covering a topic" but on developing specific competencies (critical thinking, communication, and problem-solving): the ability to analyze or to work in a team. The curriculum is designed to teach students how to apply the knowledge they gain in real life.The key question is: "What should the student be able to do?" rather than "What should the student know?" CBE provides equal opportunities for all students to progress while getting competencies in the classroom. Until the topic is fully mastered, the student does not proceed to the next stage. What matters is not the score, but the result. CBA is assessment focusing on how well a student has mastered specific competencies. An assessment may include projects, observations, practice assignments. These concepts are structurally consistent. CBC sets goals (what the student should be able to do), CBE - organizes the learning process (how and at what pace he learns), and CBA - checks the result (whether he has mastered the relevant competencies): what? How? what result? These three concepts are a single system. At the advanced training courses, teachers were asked to create a lesson plan. A clear goal was set in advance and known to teachers. This helped participants understand "what exactly they should achieve". Clear goal = focus + motivation. CBE - allowed to work at an individual pace: is focused on "achieving results" rather than doing on time. Someone coped faster, someone plunged deeper and experimented. This flexibility allowed "to show individuality and ensure personal involvement". CBA - included a full assessment: - the lesson plan quality(written variant) was checked, - teachers presented it orally (meta-subject skills), - peer assessment, -

self-assessment (reflection). The project was successful: - activity was meaningful, relying on the "goal". - maintained "individual trajectories" that increased motivation. - included "multilevel and objective assessment," that contributed to competencies.

2. Curriculum Development and Learning Goals

Qualitative learning objectives are clear, achievable, and measurable formulations of what a teacher should be able to do in the classroom. They focus on skills and using knowledge, not just on knowledge of facts. Example: "The teacher knows how to use active teaching methods to develop students' critical thinking." The learning activities correspond to the declared competencies and allow the teacher to demonstrate them in practice. Assessment - should be diverse and authentic: projects, presentations, self-assessment, observations, etc. In this example, the teacher presented the lesson plan.The main thing is to evaluate the skills, and not just only the final product. This task for the teacher was effective with the competence approach: -alignment of the goal and performance: Goal: The teacher applies active teaching methods to develop students'critical thinking: -The teacher chose active methods - group work, case analysis, discussions. These methods develop critical thinking: students analyze, draw conclusions, evaluate, argue. -Learning activities are designed so that the student is an active participant, not just a listener. - The teacher not only described, but presented a lesson plan, where you can see exactly how active methods are implemented. - Self-assessment (teacher's reflection after the lesson). The task succeeded because: - Learning performance met the goal and revealed the necessary competence. -The teacher demonstrated his skills through a real product - a plan and a presentation. -The assessment was complex, various, and focused on performance of skills, not just knowledge.

3. Assessment Quality: Validity, Reliability, and Fairness

An example of evaluating a teacher's performance in developing an assignment on reading literacy in the context of a competency-based approach: The assessment focused on the teacher's skills, not just only the final product (assignment). The task was evaluated according to the criteria: - The task corresponds to the goal of developing reading literacy. The teacher has developed a task that aims to analyze and interpret the text, develops the ability to highlight basic ideas and arguments, and also tests the reading comprehension. - Using appropriate texts for the students' levels. The teacher chose texts that corresponded to the age and level of students' abilities, which not only correspond to the program, but are also interesting, motivating to discuss. - Using active methods to develop reading and comprehension skills. The teacher developed a task that included discussing the text in

groups, creating diagrams or mental maps, as well as tasks for comparing facts and ideas from the text. - Variety of methods for assessing students' knowledge and skills: the teacher prepared the final test.. - The ability of the teacher to analyze the effectiveness of the task. The teacher organized a reflection stage after doing the task, where students could discuss what was difficult for them to understand, as well as where the teacher evaluated how the tasks contributed to reading literacy development. Assessment of the teacher's actions in developing an assignment for reading literacy development: - the teacher demonstrated high professional skills in developing an assignment for the development of reading literacy, using a variety of assessment methods, active approaches, and effective planning. The task contributes not only to the development of the text comprehencion skills, but also to critical analysis of the information. Recommendations: the teacher did not plan and did not organize formative assessment - observation of being active in group work, a student's self-assessment, reflection.

4. Grading and Standard Setting

In my activities (teachers' advanced development system), assessment usually combines * formative * and * summative * approaches, but traditionally most of the final assessment is based on tests, projects and control work. How scores are given: 1. The curriculum sets goals and outcomes. 2. Each task (for example, developing a plan for a specific lesson goal) aimed at achieving the program goal is evaluated according to criteria, always these criteria are announced in advance to teachers. Evaluation criteria: - Lesson objective is in SMART format. -Active methods involve all students in the learning process and are aimed at realizing the learning goal. -Implementation of competence assessment. -Use of assessment tools and assessment methods. -Formative assessment in accordance with learning objectives, assessment supports learning. -Use of differentiation methods. - Addressing student needs. -Use of ICT resources. -Accessibility and truthfulness of information. -Time management. The lesson's plan is rated on the following scale: 0 points-missing assessment element; 1 point - arguments are weak; 2 points-average arguments; 3-points - convincing arguments. The scores for the criteria are summed up. Also, teachers take tests based on the results of a current education course on the topics studied: 2- 4 questions on each topic. The scale of conversion of points of final testing to assessment, according to five-point assessment: Rating "5" - 90% -100% correct answers - 21-24 points. Score "4"- 75-89% correct answers - 18-20 points. Grade "3" - 50-74% correct answers - 12-19 points. Grade "2" - 50% correct answers - less than 12 points. This is a standard scale, but it does not always reflect the level of mastery of competencies, it is more like a guessing percentage. It is proposed to add open questions to the tests that require demonstration of competencies, explanations, expressing one's point of view, analysis, critical thinking.

5. Use of Rubrics

Rubrics are a powerful tool in teaching and assessment because they make assessment criteria transparent, promote objectivity, and give teachers at advanced courses a clear sense of what is expected of them. How the rubrics are used: Rubrics are used to evaluate written works, presentations, projects, participation in discussions and even laboratory work. They include clear criteria and levels of performance (for example: "excellent," "good," "satisfactory," "insufficient"), often with descriptions of what exactly each level means for each criterion. Case Study: In the course of academic writing, I used the rubric to evaluate essays. The rubric included criteria such as: - logical argumentation, - text structure, - grammar and style, - use of sources, - using strong arguments. Teachers understood what to focus on when writing, and could independently evaluate their works before giving to me for assessing. This improved the quality of works and reduced the number of "disputes" on assessment. Key success factors in the development and use of rubrics: 1. "Clarity and specificity" - each level description must be clear and unambiguous. 2. "Meeting learning objectives" - the rubric should reflect what really needs to be taught. 3"Transparency for teachers "- it is important to discuss the rubric in advance and give the opportunity to ask questions. 4. "Flexibility and the possibility of refinement" - after several uses, it is useful to revise the rubric to learn practical benefits. 5. "Feedback" - the rubric should contribute not only to grading, but also to explaining how to improve the work.

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