Reflection Report

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1. CBC, CBE, and CBA as a System

I gained a deeper and more practical understanding of the three key elements of the competency-based approach: CBC focuses on learning plan developing knowledge as well as skills; CBE is teaching approach focused at development of skills; CBA is the strategy of assessment the learners' skills rather than knowledge. CBC sets the goals, CBE creates learning experiences that help achieve those goals, and CBA gives us the tools to measure progress through specific behaviors and thoughtful rubrics. In my work — particularly in teacher professional development and while conducting the course "Innovative Technologies in English Language Teaching" — I put the CBC/CBE/CBA framework into practice through a module focused on teaching speaking skill. The goal was to develop digital skills of teachers in the process of teaching speaking at school. One of the hands-on tasks asked participants to design an interactive activity using an online tool like Wordwall or Quizlet. The goal was to support the development of a specific competency outlined in the curriculum (CBC) — for instance, "the ability to use digital technologies to create a communicative environment in the English language classroom." Participants began by unpacking the structure of the competency, then chose a suitable digital tool, created an activity, and presented it as a short micro-presentation. This task embodied the principles of CBE: the learning was centered around practical application, and the final product was both tangible and measurable. To assess the task, we used a clear, detailed rubric that looked at how well the activity aligned with the learning goal, the functionality of the tool, its level of interactivity, and its pedagogical

value (CBA). These criteria gave us a clear picture of how effectively each participant had developed the targeted competency. I saw how important it is to align learning outcomes, teaching activities, and assessment methods. When that alignment is in place, not only does learner motivation increase, but so does the quality of the decisions teachers make in the classroom. I also noticed that some teachers struggled with shifting their focus from content delivery to writing clear, competency-based outcomes.

2. Curriculum Development and Learning Goals

As part of the course, I gained valuable knowledge on designing a competency-based curriculum, particularly in formulating clear learning goal (SMART), organizing learning activities, and developing an assessment system focused on observable student behavior. Within the CBC, objectives should be specific, achievable, measurable, and aimed at developing professional competencies. Effective learning activities are grounded in the principles of active learning, while assessment must be valid, aligned with the goal, and reflect the level of competency development through clear criteria and rubrics. In one of the courses for English language teachers, I designed a module titled "Developing Communicative Competence through Authentic Texts." The goal was “By the end of the module, participants will be able to design at least one complete set of communicative tasks based on an authentic audio text, including pre-, while-, and post-listening activities, as well as a pair or group speaking task”. All stages were aligned with the learning goal, and assessment was carried out using a rubric with criteria such as authenticity, task functionality, communicative purpose, and active learner engagement. One particularly effective element was the use of rubrics, which ensured transparency in assessment and encouraged teachers to reflect on their teaching practices. However, I noticed that in several cases, participants formulated objectives in vague terms — often describing activities rather than results (e.g., “conducting a lesson” instead of “designing a task with a communicative purpose”). This highlighted the need to place more emphasis on defining observable behaviors and expressing outcomes in terms of competencies. I plan to incorporate case studies and task analysis to help participants better understand the connection between goal, learning activities, and assessment.

3. Assessment Quality: Validity, Reliability, and Fairness

A high-quality assessment system in the context of CBE must ensure validity (alignment of assessment with learning outcomes), reliability (assessment accurately reflects what students know and can do), and fairness (every student has an equal and just opportunity to be assessed). After completing the assessment course I decided to create final test for a module

focused on the use of digital tools in English language teaching. The test included multiple-choice questions, matching tasks, and open-ended items designed to assess specific competencies: the ability to select and apply a digital tool based on a learning outcomes, as well as an understanding of how to integrate technology into communicative tasks. This ensured high validity, as each item directly reflected elements of the target competency. Example: What is the main pedagogical advantage of using Padlet in speaking activities? A) It provides grammar exercises. B) It allows learners to brainstorm and respond in real time. C) It automatically grades listening tasks. D) It focuses on pronunciation drills only. Which digital tool is most appropriate for creating interactive vocabulary practice? A) Edmodo B) Wordwall C) Google Docs D) Zoom Open ended question Imagine you're planning a lesson on “Describing People.” Describe how you would use a digital tool to create a speaking activity for your students. Name the tool, explain the task, and describe how it supports communication. Assessment Criteria: Relevance of the chosen tool Clear connection between the task and the objective Presence of a communicative component Practical feasibility All test items aligned with the learning outcomes. Multiple-choice and matching questions measured tool selection skills, while the open-ended task assessed practical application in teaching—ensuring strong content and construct validity. Scoring was consistent. Closed questions were auto-graded, and the open-ended response was assessed using a clear rubric. The test accommodated different ICT skill levels and allowed choice in responses. Rubric criteria supported varied teaching contexts, promoting equity.

4. Grading and Standard Setting

In the context of the "Innovative Technologies in English Language Teaching" course, grading is designed to be clear, fair, and closely aligned with the learning goals, which focus on developing teachers' digital competencies and their ability to integrate technology meaningfully into communicative English lessons. Grading criteria are communicated at the beginning of each module. For example, during modules on digital tool integration, rubrics are provided in advance and include detailed indicators such as relevance of the tool, task alignment with learning outcomes, level of student engagement, and practical applicability. For assessments involving tests, participants are informed about the format (e.g., multiple choice, matching, open-ended) and scoring procedures. To ensure fairness, diverse forms of assessment are used—project work, practical assignments, and testing—allowing teachers with varying digital experience levels to demonstrate their competencies. Open-ended tasks often allow choice and personalization based on teaching context, which supports equity and inclusivity. All tasks are aligned with specific competencies outlined in the course curriculum. For instance, a task might target the ability to design communicative speaking activities using digital tools. The assessments reflect these goals rather than testing theoretical knowledge alone. The course

uses a criterion-referenced approach, where cut-off scores are predetermined based on competency descriptors. For tests, a passing score is typically set at 60%, while practical tasks are evaluated according to rubric levels (e.g., Developing – Satisfactory – Proficient – Advanced). Final certification requires meeting minimum standards across all modules. While the system is generally effective, scale of scoring—especially for open-ended responses—can still vary. I would recommend peer review or double assessment for key assignments to improve reliability. Additionally, involving participants in co-creating rubrics could enhance their understanding of assessment standards and support formative assessment practices. I also plan to integrate digital platforms in assessment to refine assessments further and provide more individualized feedback to participants.

5. Use of Rubrics

Having studied the topic of rubrics in the context of competency-based education, I realized how important it is to use clear, goal-aligned, and behaviorally observable criteria for both objective and formative assessment. A rubric is not only a feedback tool but also a means to enhance transparency and learner motivation. The competency-based approach requires that each assessment reflects the level of mastery of specific competencies, and a rubric is an effective way to capture them. In my work within the teacher professional development system, I regularly use rubrics in courses on English language teaching methodology. For example, during a module focused on designing tasks that develop critical thinking skills, participants created exercises that were assessed using a rubric with criteria such as alignment with the learning objective, degree of critical thinking development, implementation of active learning principles, and consideration of student level. This rubric helped participants focus on the target aspects and ask themselves specific questions when revising their tasks. The use of behavioral descriptors was particularly valuable, as it contributed to understanding the expected outcomes. What worked well was the preliminary discussion of the rubric with participants, which increased learning awareness and enabled teachers to use these rubrics in their own practice. Additionally, we used rubrics not only for summative assessment but also as a tool for peer evaluation, which supported professional dialogue and reflection. What could be improved is the variability of achievement levels in the rubrics and the involvement of participants in their development. In the future, I plan to use a co-constructed rubric approach to enhance validity and increase participant engagement in the assessment process.

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