Reflection Report

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1. CBC, CBE, and CBA as a System

Through my understanding of Competency-Based Education (CBE), I realized that it prioritizes the clarification of learning objectives and the development of learners' skills. This approach evaluates not only the acquisition of knowledge but also the ability to apply it in practice. CBC focuses on delivering subject-specific knowledge within defined areas. It is grounded in theoretical foundations and emphasizes the use of concrete educational materials and resources. CBE evaluates how well a learner has mastered specific skills. CBA is a tool for assessing whether learners have achieved the goals and acquired the necessary competencies. Its characteristics are: • Evidence-based evaluation; • Determination of competency levels; • Consideration of individual learning needs. In my practice, I conducted a workshop for primary school teachers, guiding them through the stages of designing noun classification tasks based on CBC, CBE, and CBA principles. An example task was based on the learning objective 3.2.1.1 – to distinguish and appropriately use nouns based on their meaning. The aim was to enhance teachers' ability to plan systematically through the lenses of content, skills, and assessment. Expected outcomes included: • Understanding the concepts of CBC, CBE, and CBA; • Mastering methods of designing tasks aligned with learning objectives; • Creating practical tasks on the topic of nouns; • Learning to develop assessment criteria and descriptors. After a theoretical session, teachers worked in pairs and small groups to create tasks with assessment components. Each group presented their work and received feedback. Challenges encountered: • Two teachers confused CBC and CBE; • Difficulties arose in linking

skills with assessment criteria. This experience helped improve my training strategies. Through participants' questions and feedback, I discovered new aspects of my own professional practice. In particular: • I explored each teacher's individual approach to task development; • I realized the importance of demonstrating how CBC, CBE, and CBA can be integrated even in a simple topic;

2. Curriculum Development and Learning Goals

Through exploring this topic, I developed a clear understanding of the importance of SMART principles—Specific, Measurable, Achievable, Realistic, and Time-bound—in creating effective learning objectives that support student achievement assessment. Recognizing observable behaviors allows for more objective and reliable evaluation. Assessment should focus not only on outcomes but also on the learning process. Principles such as validity and alignment are essential for ensuring assessment quality. The project I conducted, titled "The Human Circulatory System," was built on these foundations. In this project, students simulated medical procedures using a human body model and processed data through digital tools. Lessons incorporated project-based learning, collaboration, and reflection. A rubric with measurable criteria (e.g., "Data Visualization – 4 points") guided the assessment. Students practiced peer- and self-assessment, which contributed to the development of their metacognitive skills. One challenge was creating precise learning objectives at the project's start. Initially, the objectives were broad and lacked observable student behaviors. If I were to repeat the project, I would align objectives with taxonomic levels and include specific behavioral indicators. High-quality learning objectives should clearly define what students are expected to do and reflect an appropriate level of cognitive demand. Activities must be purposeful and support students' cognitive, social, and emotional growth. Assessment should be valid, reliable, criteria-based, and implemented using rubrics or checklists. In another project, "Plastic Recycling," students proposed ecological solutions supported by evidence. This showed their ability to make real-world, value-based decisions. However, vague assessment criteria in some cases affected fairness. In conclusion, I have gained deeper insight into the relationship between assessment and learning objectives. I now feel confident applying these principles in practice and plan to offer methodological support to my colleagues moving forward.

3. Assessment Quality: Validity, Reliability, and Fairness

Ensuring the quality of assessment is a key indicator of teacher competence. Assessment can only serve as a fair, effective, and developmentally supportive tool when quality indicators such as validity, reliability, and fairness are met. As a trainer, my primary goal was to shift

perspectives on assessment — from being seen merely as a monitoring tool to being embraced as a learning tool. I have deepened my understanding of the main indicators of assessment quality in education — reliability, validity, and fairness: Reliability refers to the consistency and repeatability of test results. Validity refers to the extent to which a test measures what it is supposed to measure. Fairness ensures equal opportunity for all students. One helpful formula is: T=X+E (Observed score = True score + Error) This approach allows students to reflect on and correct their mistakes, turning assessment into a learning process. Therefore, tests must be designed with precision, authenticity, and quality. According to classical test theory, when reliability and fairness are high, validity tends to be lower; and when validity and reliability are high, fairness may decrease. As an example, I presented a rubric created for the Grade 2 skill “Answering questions based on a text.” The assessment criteria aligned with the learning objectives, and the descriptors were based on observable behavior. The results demonstrated both reliability and validity. Strengths included well-defined rubrics and effective feedback. Area for improvement was the need for moderation to minimize subjective judgments by some teachers. In the future, I realized the importance of focusing on in-class moderation, enhancing formative assessment, and utilizing digital assessment tools. Improving the quality of assessment is a crucial mechanism for supporting student development. Therefore, my core principle as a trainer is to promote assessment as a tool for learning, not just a tool for control.

4. Grading and Standard Setting

I have learned that transparency, fairness, and consistency are key to building reliable assessment standards. When these principles are maintained, test results reflect more than just numbers—they become meaningful indicators of student learning and progress. They also support a fair and accountable education system by ensuring equal opportunities for all learners, regardless of their background, abilities, or learning styles. During a professional development course for primary school teachers, we focused on key assessment concepts such as criteria, validity, reliability, and fairness. In my practice, I created a task to assess the skill of “Conducting Research and Project Activities in Teaching Language Subjects.” The task was highly valid as it aligned with national learning objectives and measured observable behaviors, such as structured thinking and evidence-based responses, critical analysis, and independent decision-making. However, not all aspects were effective. Some students struggled with the reading speed and text length, which made the task less fair. To address this, I differentiated the texts and provided tiered tasks to better support diverse learners, including those with special educational needs. To improve reliability, multiple teachers evaluated the tasks. Initial inconsistencies highlighted low inter-rater reliability, which was later improved by refining the rubric with clearer guidelines. Despite these improvements, varying

reading speeds remained a fairness concern. This reinforced the need to adapt tasks to individual student needs, considering their language proficiency and emotional readiness. Through a competency-based lens, I realized the importance of assessing not only knowledge but also skills and values. As part of the “Effective Assessment Strategies in Lessons” project, we collaborated to enhance assessment tools and improve feedback methods. Strengths of the process included clear assessment criteria and greater consistency. However, occasional subjectivity showed the need for further improvement. I believe that calibration sessions and a repository of sample responses will help improve the quality and fairness of assessments moving forward, ensuring long-term sustainability and equitable learning outcomes.

5. Use of Rubrics

Effective rubric development includes defining the task, selecting key criteria, structuring performance levels, and writing clear, accurate descriptors for each level. When feedback is linked to rubric levels, the teacher can provide specific, timely, experience-based feedback. Moreover, rubrics support differentiated instruction: they help learners who struggle to understand next steps and guide high-performing students toward advanced achievement. For example, one student may be advised to use an outline to improve structure, while another may be encouraged to strengthen arguments with evidence.For rubrics to be effective, they should be: • Written in clear, understandable language; • Shared with learners in advance; • Limited in scope; • Based on clarity and precision. As a trainer in professional development courses for primary school teachers, using rubrics effectively in assessment and instruction plays a key role in my practice. A rubric, composed of specific criteria and descriptors, allows for fair and consistent evaluation of student learning and supports learners in understanding and improving their own work. During training sessions, we co-designed tasks and rubrics aligned with learning objectives. For instance, we developed an analytical rubric for a task aimed at identifying the main idea of a text. Teachers reported that this helped them better monitor student progress and apply assessment more objectively. Using rubrics enhances alignment between instruction and assessment, which is crucial for implementing assessment for learning. Additionally, rubrics foster students’ metacognitive skills by helping them analyze and improve their own work. The strength of rubrics lies in the clarity of criteria and descriptors. A potential area for improvement is involving students in discussing the rubric, turning it into a tool for active learning. In conclusion, rubrics are powerful tools that enhance teaching quality and deepen professional reflection. They support teacher and learner growth.

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