

Reflection Report

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1. CBC, CBE, and CBA as a System

Competency-based curriculum (CBC), which is a structured learning plan focused on knowledge and practical skills that learners can apply in life. Competency-based education (CBE) implies an approach to learning where the student takes a central place, allows him to move according to the program at his own pace, reaching the required level. A competency-based assessment (CBA) tests how learners can apply the gained knowledge to problem solving. CBC sets clear goals and defines real skills; CBE prepares tasks in accordance with learning objectives; CBA tests the degree of achievement of objectives in practice. E.g.: Topic of the lesson - Designing a modern lesson using pedagogical design based on a technological sheet. The SMART objective of the training: by the end of the lesson, teachers will have an idea of the ADDIE pedagogical design model and plan a task based on it using a technological sheet for one of the sections of the curriculum for Art crafting in grades 5-9. Teachers in groups were asked to draw up an assignment. To support and evaluate the training, the teachers were provided with a rubric with criteria and descriptors. The criteria of the rubric are correlated with the objectives of the training and determine specific skills: compliance with the ADDIE model assignment, quality of the technological sheet, integration of technologies and tools, innovation of the approach, collaboration in the group. The tasks levels are clearly divided into initial (1 point), developing (2 points), professional (3 points). The maximum number of points on the professional level is 11-15 points, on the developing level - 8-10 points; initial - 5-7 points. The integration was successful, I plan to clarify the rubric

descriptors to increase the reliability, complexity, and discrimination index. And offer teachers specific examples at each level to increase the objectivity of the assessment.

2. Curriculum Development and Learning Goals

The learning objectives is facilitated by the SMART principle. Bloom Taxonomy helps to organize and structure learning objectives by thinking levels. E.g.: lesson on the topic "Formation of 21st century skills": soft skills "and" hard skills "in designing and artistic modeling". SMART objective: by the end of the lesson, teachers will be able to analyze the concepts of "soft skills" and "hard skills" and draw up tasks for students to develop "soft" and "hard skills" in Art crafting lessons. Level of skill development: analysis, creation. Teachers analyzed the concepts of "soft skills" and "hard skills" by researching the information and drawing up a mental map according to the criteria: the characteristics of the skills, conclusions about their significance, ways of development, examples of getting 1 point for each criterion. This assessment corresponded to the purpose of the task and showed the degree of understanding of "soft skills" and "hard skills". Working in groups, teachers compiled practical tasks for the development of "soft skills" and "hard skills" of students in Art lessons. This allowed them to put theory into practice. The task was evaluated by the rubric with criteria, clear specific descriptors and level of doing: low (1 point), medium (2 points), high (3 points). The task evaluation criteria: relevance, diversity of skills, methods and approaches, evaluation of results, integration of knowledge. These criteria assessed the level of planning, helped to connect the task with life, to approach the development of "hard skills," "soft skills," to use various methods to involve students in learning, to integrate knowledge from different fields. Not all teachers managed to formulate clear specific assessment criteria and an additional explanation was carried out. The selected methods of training and assessment in this lesson corresponded to the objectives of training and allowed teachers to acquire technical (subject-specific planning skills), cognitive (develop thinking abilities, analytical skills), social (collaboration in a group) and metacognitive (set goals for themselves for practice improvement, reflect on the experience) skills.

3. Assessment Quality: Validity, Reliability, and Fairness

Analysis of a test for teachers on the topic "21st century skills" soft skills "and" hard skills " to test theoretical knowledge: The test consists of 13 questions with 4 distractors. All test questions relate to the same topic, without sharp jumps in complexity. Some of the wordings are repeated in questions 1 and 8. Reliability is average. It can be increased by adding situational tasks, editing and increasing variability. The test questions covered basic concepts,

classification, theoretical knowledge. The validity of the test is high in content, in cognitive abilities - average, not enough situational, practical questions. The test is fair, of neutral questions, do not depend on gender, age, and social origin. The words "metaskills" and "emotional intelligence" may need prior studying. Questions 6 and 13 have overloaded wording. The test is valid after studying the topic. Analysis of the complexity of the questions: 1,2,8,11 questions check memorization. 3,4,5,9,10,11 questions test understanding and application. 13 question - for analysis. 6 question is difficult, it contains statistical figures. Conclusion: the complexity of the test is moderate and mainly targets the first and second level of Bloom's taxonomy. It can be strengthened through practical situations. Distractors in the test are not always equivalent: some are weaker (1,2,6), others are stronger (13). The standard error of measurement (SEM) is adequate. Of the total number of questions (13), SEM is expected to be about 1-2 points. To improve the test, it is recommended to remove duplicate questions (1 and 8, 2 and 11). Add practical mini-situations. Include 1-2 questions on justification of selection. Make distractors more believable.

4. Grading and Standard Setting

At an advanced course for teachers of Art crafting summative assessment is after the presentation of a short-term. Planning requirements and criteria are clearly defined and shared with all participants: 1. Coherence with training objectives. 2. Active methods in accordance with the topic and lesson objectives. 3. Differentiation methods for needs of students. 4. Criteria-based formative assessment to support students' achievements. Evaluation is fair: students are evaluated according to the same criteria, have equal opportunities to achieve success. A respectful, fair educational environment is maintained. Criteria for evaluating the demo lesson. 1. .SMART objectives meet training objectives. 2. Active methods involve all students in learning and for realizing the learning objectives. 3. The needs of students are taken into account by a differentiated approach. 4. Criteria-based formative assessment is to support the achievements of students. 5. Plan to use resources, including ICT. 6. Clear lesson structure(logical, sequence of stages and rational time). 7. Time management (5-7 minutes). Evaluation of the demo lesson is by the points: 0 points - there is no assessment element; 1 point - weak evidence; 2 points - average evidence; 3 points - the evidence is strong. Knowledge assessment is carried out by transferring points to a five-point assessment: "Excellent" - 20-21 points; "Good" - 17-19 points; "Offset" - 16 points, minimum for passing; "Satisfactory" - 12-15 points; "Unsatisfactory" - less than 11 points. The content of the task and the evaluation criteria correspond to what was learned. Teachers understand what is expected of them and can prepare. To improve the quality of the assessment, I will develop a rubric with a similar description of the levels for each criterion from 0-3 points.

5. Use of Rubrics

At an advanced course I use the rubrics to: -help to set teachers' outcomes, what will be evaluated, what to pay attention to. -allow to make the assessment process objective and fair. -provide a structure for feedback: where the progress is and what to improve. -use rubrics for self-assessment, critical thinking, and reflection skills. -evaluate both results and process of assessment. -allows to evaluate the progress of students' learning and adjust the methods. -focus on specific skills, competencies that need to be developed. Creating the rubric: determining the educational goal to be evaluated, drawing teachers' attention to knowledge, skills to be developed, outcomes to be assessed. Next, creating criteria for doing the task and determining the level of effectiveness. Then preparing specific descriptors for the work performed at each level. E.g., teachers are to develop a task for formative assessment of sketches and technical drawings for learning crochet in grade 7. To do and evaluate the task, teachers were offered three criteria: understanding the task and its goals, following requirements (topic, objective, task, descriptors), t evaluation criteria. A distinction between the levels of performance: low (1 point), medium (2 points), high (3 points) which allowed teachers to objectively assess the task by transferring points to a five-point assessment system: "Excellent" - 8-9 points; "Good" - 6-7 points; "Satisfactory" - 4-5 points. This rubric is functional, has a clear structure, the presence of levels, specific criteria. To strengthen, I will add examples of effective wording and explanatory questions that can relate the task to a certain level and criterion.

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