Reflection Report

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1. CBC, CBE, and CBA as a System

The knowledge list and skills that students must master by the end of studies is determined at the state level, which requires clear learning goals. They are reflected in the CBC. The emphasis is on practical skills related to real life. Students should not just know, but show how they will apply this knowledge to solve real-life problems. Then, CBE is organized to transfer the required knowledge and skills. This is an approach that teachers use to develop students necessary skills, taking into account the specifics of their individual development. Interactive methods, practical training is used in teaching, interdisciplinary connections are established and maintained. The central place is occupied by the student, which requires a change in the position of the teacher: from a translator of knowledge to a facilitator, which means constant professional development. It also creates a positive school environment that adheres to the principles of inclusion, support and cooperation for universal development. A CBA is organized to verify whether students have mastered the skills described in the CBC. The assessment suggests to use not only tests, but also practical tasks and life context projects to check the level of skill formation. This is how the interaction of CBC, CBE and CBA is traced: skills are described in clear CBC goals, CBE training is organized to achieve these goals, and the degree of achievement allows you to evaluate the CBA. For example, the 3rd grade "Natural Sciences" program defines a goal: to describe the composition and effect of air on burning. This is a clear learning goal that describes a specific life-enhancing skill (CBC). To achieve the goal, an experiment is being carried out to confirm the hypothesis that air affects burning.

Experience involves the implementation of practical actions and the formulation of independent conclusions. During the course of the experiment, the teacher provides support to those students who find it difficult to formulate conclusions (CBE). At the assessment stage, I propose a practical real-life task: You went camping with the class. A bonfire was lit to cook the food. After cooking, you need to put out the fire. Which substance is more effective to do this? Explain (CBA).

2. Curriculum Development and Learning Goals

To define quality-learning goals, I use SMART. I form goals from the students perspective (teachers of educational organizations) as expected results, so that they understand what they need to achieve and focus their efforts on it. In accordance with goal of the student, I select the content of the lesson and determine the forms and methods of organizing the activities of students: practical activity in pairs or groups, involving a joint search for information, exchange of opinions, discussion, development of a joint solution, mutual evaluation. I draw a conclusion about the effectiveness of the lesson based on assessment, for which I develop criteria based on learning goals, select tasks and formulate descriptors reflecting the students steps to achieve the result. For example, a lesson in advanced training courses for primary school teachers on the topic "Psychological and pedagogical support for students with special educational needs (SEN) in primary school". The purpose of the training as an expected result: develops an individual program of psychological and pedagogical support for primary school students with special educational needs. To achieve the goal, students in the group study the requirements for development of individual program, analyze examples of such programs, and then proceed to their development. Each group receives a description of the personality of the younger pupil and the available SEN. Students rely on descriptors (each one 1 point): - general information on the student is given; - summary of the students characteristics is presented; - the students SEN is described in accordance with the peculiarities of his development; - recommendations are given to the teacher in accordance with the peculiarities of the students development etc. Thus, practical training and interaction of students is organized in the process of implementing a group project related to real teaching activities and the development of important professional competencies of teachers.

3. Assessment Quality: Validity, Reliability, and Fairness

The basic principles of assessment are reliability, validity and fairness. But analyzing my experience, I came to conclusion that principles are not always followed in my work. I was best at ensuring validity and fairness. In order for the test to be valid, I carefully analyzed material

that was studied with listeners. Training lasts for 2 weeks. Therefore, every 2 weeks I could start training new teachers. Although I worked on the same educational program, depending on features of contingent, some material could be studied less well. Therefore, each time I started the assessment, I chose only material that was actually studied with each group. Then I formulated different types of questions and prepared tasks of different levels of complexity, but always in accordance with knowledge and skills that students had acquired during training period. Questions helped me assess the level of knowledge and understanding of material by listeners and tasks showed how teachers apply this knowledge. But I didn't take into account internal consistency, which means how effectively the questions and tasks in the same test are aimed at evaluating the same skill. The educational program defines 2 types of assessment: formative (practical tasks, projects, micro-education) and summative (testing). The testing conducted only once, and there was no way to repeat it. But in order to verify the validity of the assessment, I compared the results of the formative and summative assessment. Thus, while ensuring validity, developed tests were not reliable enough (there was no pre-testing, subsequent analysis of its results and retesting). Although the lack of pre-testing also has a negative impact on validity. But I used quality questions and regular updates to ensure consistency between the teaching in the courses and the content of the final test. To ensure fairness, in addition to the above, I created same opportunities for all students, honest, fair and open assessment.

4. Grading and Standard Setting

The assessment at advanced training courses is formed from: - attendance; - formative - assessment of a listeners activity in the classroom and assessment of practical work; - summative - assessment of the final work (project, demo lesson) and final testing. That is, the assessment is made by summing up the number of points scored for each component of the assessment. The maximum possible score is 100 points. The assessment is relatively transparent, the concerning information presented in the educational program, the educational and methodological complex of the course, on the LMS platform. But there is no description of what exactly and how many points are awarded for the formative assessment. That is, the teacher varies the number of points awarded to each student and can act subjectively when they are awarded. This means that the fairness of the assessment will also not be fully ensured. Consistency with the learning objectives can be traced only in the assessment of practical work within the framework of formative assessment and assessment of final work and final testing within the summative assessment. Consequently, the specified consistency is not fully created. Pass scores are set by the organization in Requirements for development of educational programs and teaching materials for advanced training courses, not by the teachers themselves. To improve the assessment, you should: - exclude attendance,

assessment of students activity in the classroom from the overall assessment; - give a specific description of the scoring for each type of practical work within the framework of the formative assessment; - give specific instructions on how to evaluate the final work.

5. Use of Rubrics

I dont use headings in my work. For training and assessment, I use criteria, assignments, and descriptors without highlighting levels. I present a section, which I would use for education. Lesson topic: Development of digital educational resources for elementary schools Task: develop an interactive task for a specific class and on a specific topic of an elementary school subject based on a MPP presentation. Heading (using 2 criteria and 3 levels as an example) 1. compliance with requirements: the task matches elementary: requirements of Standard training program for the subject basic: age-specific features advanced: ergonomic design requirements 2. interactivity: task contains 2-3 interactive elements 4-5 interactive elements more than 5 interactive elements The students complete the task as a group, understanding the job requirements that are the basis for the assessment. According to criteria, descriptors and their capabilities, they develop an interactive task. By trying to match, requirements of assignment as much as possible, students will learn what an interactive assignment should be. Based on the described heading, teacher gives feedback, which allows to improve assignment quality and improve it. This is how their training takes place, which contributes to the development of the necessary professional competencies. The key factors for ensuring success in the development and use of headings are the use of specific descriptors and a clear description of the level, a limited number of criteria and levels (from 3 to 5), provision of the heading by students in advance, and preliminary testing of the heading. I will continue to learn this and practice it in my work.

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