Reflection Report

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1. CBC, CBE, and CBA as a System

Competency-Based Assessment in Education Competency-based assessment is an evaluation method that seeks to assess a student's ability to apply acquired knowledge in practical, real-world contexts. In contrast to traditional approaches, this method evaluates not only theoretical knowledge but also the practical skills and the ability to apply what has been learned in tangible situations. The terms "competency-based curriculum," "competency-based education," and "competency-based assessment" are often used in educational discourse to denote various approaches aimed at improving the quality of education. The following clarifies each of these three core concepts: 1. Competency-Based Curriculum: This curriculum type is designed to develop specific competencies in students. It emphasizes not only theoretical knowledge but also practical skills, problem-solving capabilities, and the application of knowledge in real-life situations. 2. Competency-Based Education: This teaching methodology focuses on the development of specific competencies in students. It encourages independent learning and aims for a deep understanding of content. Students are assessed according to their mastery of material, with an emphasis on demonstrable knowledge and skills. 3. Competency-Based Assessment: This method of evaluation utilises tasks, tests, or projects to measure students' competencies. The focus is on assessing the depth of understanding and the ability to apply knowledge in practical contexts. These three concepts are interrelated and are fundamental in the design of curricula, teaching strategies, and assessments, all of which aim to foster the development of key competencies throughout the learning process. For

example, in the context of course delivery, I apply the curriculum effectively and provide teachers with timely feedback and adjustments based on solid assessment principles.

2. Curriculum Development and Learning Goals

Development of a competency-based training program A competency-based curriculum supports meaningful and effective learning by focusing on relevant skills and strategies. It provides a structured framework outlining the knowledge students need to acquire, the methods they will use to engage with the material, and how their progress will be assessed. A well-designed curriculum offers clear guidance to teachers, consistency across lessons, and clarity for students. Teachers adopting competency-based instruction shift their focus from simply delivering content to facilitating the acquisition of knowledge, skills, and attitudes. This approach enables students to plan, define tasks, explore innovative methods of problem-solving, and cultivate a comprehensive learning experience. Key Features of a Competency-Based Curriculum: • Clearly defined learning objectives • Practical learning approaches • Interdisciplinary teaching • Active learning methods • Flexible pacing • Real-world assessment These components not only help students acquire knowledge but also nurture the skills, attitudes, and confidence necessary for success in academic, professional, and everyday settings. On June 12, 2019, under certificate No. 3979, I was granted a patent for an original programme titled “Developing Professional Competency of Geography Teachers,” designed to enhance the qualifications of secondary school geography educators. Programme Objective: The objective is to develop the professional competencies of geography teachers, thereby enhancing the effectiveness of teaching and learning in line with the requirements of the new educational paradigm. The programme consists of four modules, a course syllabus, assessment of learning outcomes, and post-course support. The assessment types include independent work by participants, demonstration lesson plans, and final examinations. For example let's discuss the strengths and points that can be improved under this mentioned program. Strengths of the Programme: 1. Focus on Professional Development: The programme addresses not only subject knowledge but also pedagogical skills. It promotes the use of active teaching methods, integration of modern technologies, engagement with diverse platforms, and sharing of experiences. It is designed to meet the specific needs of participants. 2. Assessment System: Teachers are introduced to fair and effective methods of assessing students’ learning outcomes. Areas for Improvement: 1. Providing teachers with a comprehensive set of learning materials. 2. Ensuring the accessibility of provided resources.

3. Assessment Quality: Validity, Reliability, and Fairness

When developing competency-based test items for geography, it is crucial to categories tasks according to their cognitive demands, ensuring that they reflect lower, intermediate, and higher levels of complexity. Key Principles of Assessment: 1. Validity: The extent to which a test or task measures what it is intended to measure. Geography tasks must align with the curriculum and educational objectives. A test that measures only theoretical knowledge and excludes practical skills such as map reading or spatial analysis would be invalid. 2. Reliability: The consistency and reproducibility of test results. A test is deemed reliable if it yields consistent outcomes across different contexts and groups. If several groups of students achieve similar results on the same test, its reliability is high. 3. Fairness: Ensuring that all learners have equal opportunities. Assessments must be accessible and comprehensible to students of different proficiency levels. A test that is either too easy or too difficult may disadvantage certain groups. Fairness can be achieved by creating tasks at varying levels of difficulty and accommodating individual student needs. The inclusion of students with special educational needs is also essential. Geography assessment tasks should be designed with these learners in mind, using diverse formats and resources. For example, providing additional time or offering visual and auditory aids may assist some students. A mix of multiple-choice, open-ended, and map-based tasks ensures a more equitable assessment process. When developing a geography test, it is vital to consider validity, reliability, fairness, consistency, and student diversity. These principles ensure equal and just opportunities for all learners. Selecting appropriate assessment methods during lesson planning is essential. Relying only on end-of-lesson or term tests may result in a limited evaluation focused on surface-level outcomes. Effective assessment should involve varied, formative methods aligned with learning objectives, enabling a more accurate reflection of students' understanding and progress throughout the educational experience.

4. Grading and Standard Setting

Grading and standard setting are integral components of education. Clear criteria and standards must be established for each subject, aligned with learning objectives. Returning to the three fundamental assessment principles—reliability, validity, and fairness: • Reliability ensures that the assessment remains consistent and accurate. • Validity refers to how well the assessment measures what it is intended to measure, taking into account the clarity of questions, the relevance of the content, and the consistency of scoring. • Fairness guarantees that the assessment process is just and supports effective teaching. Teachers create assessments aligned with learning objectives, often using Bloom's Taxonomy to classify cognitive skills. This framework helps avoid assessments that are either too simplistic or overly complex, thus providing a more accurate measure of student competencies. For instance, a formative test was conducted during a geography lesson via the Classtime platform. Student

performance was evaluated according to predefined descriptors on a 10-point scale. The results were analysed based on clear objectives, ensuring fair and systematic judgement. Teachers provided individual feedback, highlighting the student's level of mastery. Consistency in Assessment refers to the uniformity of test results across different evaluators and conditions. If a student's work is graded differently by various evaluators, the assessment lacks consistency. To ensure consistency, evaluation criteria must be clearly defined and objective. In my experience, assessments are structured around learning objectives and are designed to gauge students' true understanding. Tasks are assessed based on predetermined descriptors, ensuring transparency, fairness, and reliability. Students are informed about the assessment criteria at the outset, which helps them understand what is being evaluated. This promotes responsibility, encourages active participation, and boosts confidence. Threshold scores are set based on task complexity and communicated in advance. Additionally, feedback from teachers helps students identify areas for improvement. In the future, I plan to use a test matrix and classify learning objectives according to Bloom's Taxonomy when analysing assessment results. This approach will provide a clearer visual representation of cognitive skill levels.

5. Use of Rubrics

In competency-based education, rubrics and feedback are essential to ensure fair and transparent evaluation of student performance. A rubric outlines achievement levels in relation to the assessment criteria, while effective feedback should be clear, timely, and actionable. When combined, rubrics and feedback help students identify their strengths and areas for growth. Using Rubrics in the Classroom: Rubrics simplify both assessment and feedback, ensuring objectivity and clarity when evaluating students' work. The development of a rubric involves four main steps: 1. Task Identification: Identifying tasks based on learning objectives (lower, intermediate, and higher levels). 2. Criteria Selection: Selecting measurable criteria aligned with the task (basic, standard, advanced levels). 3. Performance Level Definition: Defining the quality and completeness expected at each level and identifying areas for improvement. 4. Descriptor Development: Creating specific descriptors for each criterion and performance level. For example, a rubric was used to assess students' map-reading skills in geography. Evaluation criteria included the accurate identification of features, appropriate use of terminology, directional orientation, and analytical interpretation of information. This enabled students to focus their efforts and motivated them to improve. To ensure rubrics are used effectively, several factors must be considered: • Alignment with Learning Objectives: The rubric must reflect the specific goals of the lesson. • Clarity: The language must be understandable to both students and teachers. • Measurable Indicators: Assessment criteria must be clear and quantifiable.

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