Reflection Report

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1. CBC, CBE, and CBA as a System

I was highly interested in the course “"Designing and Implementing Competency-Based Assessment Tools"” with the question in mind: “What opportunities will this course offer me? What results will I achieve?” During the course, I learned that a competency-based education system requires the harmonious functioning of three main concepts. The connection between CBC (Competency-Based Curriculum), CBE (Competency-Based Education), and CBA (Competency-Based Assessment) ensures consistency between what students learn, how they learn it, and how they are assessed. These three key concepts work in close and harmonious connection, complementing each other at every stage of the learning process. First, students understand the required competencies (CBC), then they acquire these competencies during learning (CBE), and finally, their ability to apply them is assessed (CBA). In my own teaching practice, I focus on the harmonious integration of these three concepts to organize learning more effectively, personally, and usefully. CBC is a curriculum focused on both knowledge and practical skills. In teaching world history, it helps identify what students need to know and supports the development of metacognitive skills and the application of knowledge in real-life contexts. Alignment and validity ensure that teaching and assessment are fair and accurate. CBC, CBE, and CBA are closely interconnected and contribute to students' personal growth and deeper acquisition of skills. In my experience, for the effective operation of these three systems, it is important that tasks and assessment criteria are clear and understandable, and that additional resources are provided to students when needed. For

example, when teaching the topic “Modern Information Technologies” in history, using the CBC approach, teachers explore the opportunities and risks of information technologies through interdisciplinary learning. They apply skills in decision-making and planning across economic, social, political, and cultural domains. Instead of simply learning information, students see the value of what they study and develop 21st-century skills. Teachers should carefully observe each student’s visible behaviors and academic progress, providing feedback and support. Assessment ensures a fair and supportive learning environment. It prepares students not only for classroom success but also for success in life beyond school. Therefore, in order to support student development, it is effective to harmoniously plan learning objectives, teaching methods, materials, and assessment strategies together.

2. Curriculum Development and Learning Goals

The effectiveness and success of the learning process are defined by how fully and productively learners achieve the learning objectives. Learning Objectives: When learning objectives are clearly defined, students focus on what they need to learn, take responsibility for their academic progress, and monitor their engagement in the learning process. Objectives should be specific, measurable, and relevant to real life. For example, a student should be able to think critically and justify their opinion using the knowledge they have gained. Learning Activities: To achieve the learning objectives, learning activities should be based on active experience. Engaging students through active learning methods is important. Group work, research, projects, and discussions contribute to the development of students’ critical thinking and decision-making skills. Assessment: Assessment is used to measure whether students have truly achieved the expected outcomes. It should not only evaluate knowledge, but also students’ skills, thinking abilities, and creative work. Clear criteria define students’ academic progress. When learning objectives, teaching methods, and assessment are aligned, each element supports the others, resulting in a strong and cohesive learning process. Example in a History Class: The objective “Study the impact of modern information technologies” is vague and does not allow for fair assessment. In contrast, a SMART objective such as “Identify the benefits and harms of information technologies on societal development” is specific and allows for effective planning and progress monitoring. To achieve this goal, students conduct research using the PEST strategy (Political, Economic, Social, Technological analysis). Strengths: This approach encourages students to integrate knowledge from various domains (political, economic, social, and technological), make decisions, solve problems, generate new ideas, think critically, and develop collaboration skills. Assessment Enhancements: Group tasks can be made more creative. Students are assessed not only on the final result, but also on how they share responsibilities and interact within the team. This aligns the assessment process with competency-based learning objectives. Recommendation for Improvement: It is necessary

to provide students with additional data. In feedback, it is important to offer suggestions for each step, considering the complexity of the task.

3. Assessment Quality: Validity, Reliability, and Fairness

In a competency-based assessment system, learners summarize results and draw conclusions. This approach provides a clearer picture of the student's understanding. The student not only memorizes the process but also performs it, interprets the outcomes, and applies scientific thinking. In my teaching practice, I used problem-based learning (PBL) to assign students a task to determine the benefits and harms of information technologies for the development of society. To complete this task, I implemented the PEST analysis method. When students clearly understood what was required of them, their confidence increased. Using the PEST analysis strategy (P - Political, E - Economic, S - Social, T - Technological), the task demonstrated validity in several ways: • Content Validity: The information was directly aligned with the learning objectives. • Construct Validity: The task promoted the development of critical thinking and analytical skills. From a creative perspective, determining the benefits and harms of information technology enabled students to justify their opinions. • Criterion Validity: Clear criteria were established to evaluate the impact of information technologies in political, economic, technological, and social spheres. Fairness and student diversity were considered. At the end of the task, personalized feedback was given, based on student reflections on how their learning process unfolded and what outcomes were achieved. Regardless of who assessed them, students were able to evaluate their own level of knowledge. In assessment, it is important to understand how well students can conclude or take action. The assessment was consistent, as the same rubrics (assessment criteria) were provided to all students for the task. Moments of Invalidity: Some slower-paced students struggled to deeply understand the negative aspects of information technologies and failed to present strong arguments. Although the assessment system was valid, consistent, and fair, it would have been more effective to plan differentiated tasks to better accommodate the individual learning needs of students.

4. Grading and Standard Setting

In my teaching practice for the history subject, I implement an assessment system aligned with learning objectives. The evaluation of students' work is transparent and fair, as the assessment criteria are shared in advance, and specific point values are assigned to each task to accurately determine student achievement. Assessment criteria (e.g., analysis of historical information, critical thinking) were explained to each student beforehand. The assessment was

delivered clearly and with understandable information. Building trust and interaction among participants in the learning process helped increase students' engagement and had a positive impact on learning outcomes. Example: Maximum point values were predetermined for each task. In the PEST analysis task titled "Determine how information technologies have impacted societal development," students received: • 5 points for a deep analysis of the benefits and harms based on the content, • 5 points for connecting the issue to modern society, • 5 points for interpreting consequences. The maximum score for the PEST analysis task was 15 points. This type of assessment enabled students to successfully achieve learning objectives through clear, detailed criteria. Fairness in Individual Assessment: Fairness was maintained during the evaluation of each student's individual work. Rather than being solely evaluated by others, students were encouraged to critically reflect on their own level of knowledge, skills, and abilities. This helped them clearly see the outcomes of their own learning. Suggestion for Improvement: The complexity of the task created difficulties in assessing students at different ability levels. To provide equal opportunities in assessment, it is important to plan for differentiated tasks that match learners' needs and capabilities.

5. Use of Rubrics

In the history subject, I use assessment tools to evaluate students' ability to objectively assess historical events and their creative thinking skills. Example: While completing a task using the PEST analysis method, students were provided with rubrics in advance. The rubric helped them understand the objectives, plan their work, and assess their own achievement. Each level of the rubric included clear and specific descriptors. Students received: • 5 points for a deep analysis of the benefits and harms of information technology on societal development, • 5 points for connecting the issue to modern society, • 5 points for interpreting the consequences. Rubrics personalize feedback and encourage growth. They helped students understand exactly what they were being assessed on and how they could improve their work. Using the rubric, students identified both their strengths and the areas they needed to improve. Factors that contributed to success: • The assessment was clearly aligned with the learning objectives. • Criteria were expressed in clear, understandable language. • The rubric was concise and easy to follow. • Each criterion included specific point values and explanations. Conclusion: The rubric makes assessment fair and reliable, and it becomes a powerful tool not only for teaching and assessment but also for developing students' skills.

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