Reflection Report

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1. CBC, CBE, and CBA as a System

CBC (Competency-Based Curriculum), CBE (Competency-Based Education), and CBA (Competency-Based Assessment) are interconnected elements of a system designed to develop students' competencies, skills, and knowledge for lifelong learning and real-life application. In my experience as a specialist developing and reviewing educational materials, I have seen how these three components reinforce one another and must be implemented as a cohesive and strategic approach to modern education. CBC outlines what students are expected to learn by focusing on observable, measurable outcomes that reflect real-world abilities and future readiness. CBE ensures that instruction and learning environments are organized flexibly and centered on students, allowing for individual learning paths and support where necessary. Finally, CBA evaluates how well students have acquired these competencies using clearly defined assessment tools aligned with the curriculum goals and learning intentions. In one curriculum evaluation project, our team reviewed teaching materials for science subjects. While the learning outcomes were structured according to CBC principles, the learning tasks were not sufficiently diverse, and the assessments did not fully align with the expected competencies. To address this, we revised the activities to better reflect competency development, such as including tasks requiring analysis, collaboration, and real-world problem-solving. We also designed rubrics to assess these skills consistently across student groups and contexts. This example showed that even when outcomes are written well, the system fails if tasks and assessments are not aligned. It’s essential that all three

elements—curriculum, instruction, and assessment—operate in harmony to support students' growth and mastery. Challenges remain, especially in standardizing assessment tools, ensuring fairness, and training educators to apply rubrics objectively. Going forward, I aim to promote more integrated and sustainable resource development, where the connection between what is taught, how it is taught, and how it is assessed is clearly structured, transparent, and meaningful for both teachers and students.

2. Curriculum Development and Learning Goals

Designing a competency-based curriculum involves creating a coherent structure where learning goals, activities, and assessments are all aligned with clearly defined competencies. In my role developing and reviewing teaching materials, I have observed that high-quality curriculum design depends on how well learning goals are written and how effectively they connect to practical, observable skills. A well-developed competency-based curriculum begins with clearly stated learning outcomes that describe what a student should be able to do by the end of a lesson or unit. These outcomes must be specific, measurable, and linked to key competencies such as communication, collaboration, critical thinking, and problem-solving. In a recent textbook review, we found that many tasks were based on memorization rather than demonstrating competencies. To improve this, we restructured lessons to include real-world problems and inquiry-based tasks. For example, students were asked to analyze environmental issues, interpret data, or work in teams to design community solutions. Another key component is flexibility. Competency-based curriculum should allow for differentiation so that students with different levels of readiness can engage with the material meaningfully. In our reviews, we often recommend multiple entry points and task variations to ensure inclusivity. The teacher's role becomes that of a facilitator, guiding learners through inquiry while providing scaffolding and ongoing feedback as necessary. We also emphasize the importance of integrating assessment criteria into the curriculum design process from the beginning. Teachers should be able to see how each task leads to measurable outcome. Clear rubrics and success criteria help ensure that both instruction and evaluation support the targeted competencies. In conclusion, a strong competency-based curriculum enables students to apply knowledge in meaningful contexts. It empowers students to become independent thinkers, and promotes a consistent understanding of what success looks like at every stage. Such a curriculum promotes lifelong learning and adaptable skills.

3. Assessment Quality: Validity, Reliability, and Fairness

(CBA) is built on three key principles: validity, reliability, and fairness. In our work, we evaluate the quality of assessments used in schools—tests, tasks, and rubrics—by checking how well they align with competencies, how fair they are, and how consistently they can be applied. Recently, I developed a test for Grade 7 on the topic “My Future Profession.” It included 10 questions: 5 closed (multiple choice), 3 open-ended, and 2 creative tasks. Valid elements: • Questions aligned with the curriculum and reflected learning objectives. • Open-ended items allowed students to demonstrate understanding and application. Invalid elements: • Some multiple-choice questions focused solely on recall, not reasoning or deeper understanding. • Creative freedom was limited in some tasks. Was it reliable? • I marked all student responses using pre-established criteria. • Rubrics were used for open questions. However: • Another teacher might grade the creative tasks differently. • This highlights a lack of full scoring consistency—subjectivity remains. Fairness considerations: • All students received the same tasks and clear grading criteria. Yet: • Students had different learning styles—some performed better with visuals, others struggled with writing. • No adjustments were made for students with special needs (e.g., simplified text or extra time). Although the test aligned with curriculum goals, it didn’t provide equal opportunity for all learners. Reliability was also inconsistent, especially in subjective tasks. In future assessments, I will: • Offer varied formats (written, visual, oral, research), • Define rubrics more precisely, • Incorporate inclusive strategies. In a separate project, we revised textbook questions that relied solely on memorization. We added applied questions like “What opinion is expressed in this article?” or “What technology can improve school safety?”—enhancing validity and student engagement. Future assessments will offer multiple formats, clear rubrics, criterion, teacher calibration, and inclusive design to better support every learner.

4. Grading and Standard Setting

In a competency-based system, the goal of grading is not to rank students but to show how well they have mastered specific competencies. Assessment is not just a tool to measure performance—it is an essential part of the learning process that guides student growth and improvement. In my experience, assessment must align with learning objectives, be transparent, fair, and support student development. Two main types of assessment in practice: Formative Assessment: • Conducted during lessons through questioning, tasks, feedback, and peer/self-evaluation. • Its aim is to monitor progress and provide guidance. • Examples include reflection sheets, 2 stars and a wish, and poster presentations. Summative Assessment: • Conducted at the end of a topic or term. • Evaluated using pre-defined criteria and descriptors. • All tasks are created based on learning objectives, and criteria are directly aligned to those outcomes, ensuring coherence between learning and assessment. Grading scales are built around rubrics. For example, in a 10-point system: • 9–10= “Excellent” • 7–8 = “Good” • 5–6 =

“Satisfactory” • 0–4 = “Needs improvement” Such scales promote fairness and maintain motivation. As a materials expert, I contribute to developing grading guides,standard descriptors for schools. Our research showed that percentage-based grading often doesn’t match competency frameworks. We proposed a model with levels like “Emerging,” “Approaching,” “Meeting,” and “Exceeding.” For a lab task in science, we developed rubrics with clear descriptors and student work samples, reducing subjectivity and ensuring consistency. Still, challenges remain: student diversity (learning style, language proficiency) isn’t always addressed, and time constraints may lead to superficial formative assessments. Co-creating criteria with students and calibrating with peers are steps I support. Competency-based grading reflects the learning journey, not just scores. We aim to make this process fair, clear, and student-centered. Ultimately, well-designed grading systems should inspire continuous learning for students.

5. Use of Rubrics

In (CBE),rubrics serve as a bridge between teaching and assessment. They clearly and measurably define expected outcomes and create a shared understanding between teachers and students. Rubrics must be closely linked to learning objectives, with each criterion reflecting a specific skill or behavior. Descriptors should be written in accessible language so that students can self-assess and understand their progress. A rubric is not only a tool for scoring but also a guide to success and improvement. In my experience, I frequently use rubrics for project-based, written, and oral assignments. My typical approach includes: • Introducing the rubric to students before evaluation (sometimes we co-construct it). • Clarifying what each criterion means and what students need to demonstrate. • Allowing students to self-assess and provide reflections at the end of their work. • Using the rubric to provide fair, and understandable grades. Example from practice: In Grade 7, I assigned an oral presentation titled “My Future Profession.” Students had three minutes to present their project. The rubric included: Criterion Descriptor Score Content Clearly explained topic, gave good examples 3 Language Accuracy Rich vocabulary, grammatically correct 3 Delivery Clear voice, logical flow 2 Visuals Used slides, images, or videos effectively 2 Because expectations were clear, students prepared high-quality presentations and spoke confidently, often exploring the topic in greater depth. For me, the rubric made grading more objective and efficient. In another project, we created a four-level rubric for high school essay writing. Criteria included structure, clarity of ideas, supporting evidence, and language use. Descriptors were student-friendly, e.g., “clearly presents ideas with supporting evidence.” This transparency empowered students to improve. We are now digitizing rubrics to improve access and streamline feedback. A well-designed rubric is not just an assessment tool—it is a vital part of the learning process that supports fairness and growth.

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