Reflection Report

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1. CBC, CBE, and CBA as a System

The goal of the Competency-Based Curriculum (CBC) is not only to provide students with knowledge, but also to enable them to apply it effectively in real-life situations. In the CBC context, high-quality learning objectives should be specific, measurable, and built using action verbs that describe student behavior. These objectives must be presented in an authentic context that fosters the development of students' functional, mathematical, digital, or social competencies. Learning activities should promote active participation and aim to develop skills such as inquiry, analysis, and problem-solving. These activities are structured through real-life scenarios. Situational tasks, project-based methods, group work, and the use of digital resources all contribute to building true competence in students. Assessment also plays a crucial role. It should be criteria-based, fair, reliable, and aligned with the learning objectives. Methods such as rubrics, self-assessment, and peer assessment help provide students with feedback and allow teachers to evaluate their progress accurately. In my practice, I conducted a project-based lesson on the topic "Family Budget." Students calculated expenses such as food, utilities, and transportation, and used Excel to create tables and charts. The lesson integrated functional, digital, and financial literacy components. The strength of the lesson was the students' engagement and active involvement. By solving real-life problems, they were able to connect theoretical knowledge with practical application. An area for improvement was the management of time and clearer explanation of assessment criteria. Next time, I plan to introduce the rubric at the beginning of the lesson and divide time more effectively across

phases. To implement CBC effectively, clear objectives, active learning strategies, and a transparent assessment system are essential. The project-based lesson aimed to enhance students' functional, digital, and financial literacy. In the future, I plan to carefully differentiate tasks to ensure success for all learners based on their individual abilities

2. Curriculum Development and Learning Goals

The goal of the Competency-Based Curriculum (CBC) is not only to provide students with knowledge, but also to enable them to apply it effectively in real-life situations. In the CBC context, high-quality learning objectives should be specific, measurable, and built using action verbs that describe student behavior. These objectives must be presented in an authentic context that fosters the development of students' functional, mathematical, digital, or social competencies. Learning activities should promote active participation and aim to develop skills such as inquiry, analysis, and problem-solving. These activities are structured through real-life scenarios. Situational tasks, project-based methods, group work, and the use of digital resources all contribute to building true competence in students. Assessment also plays a crucial role. It should be criteria-based, fair, reliable, and aligned with the learning objectives. Methods such as rubrics, self-assessment, and peer assessment help provide students with feedback and allow teachers to evaluate their progress accurately. In my practice, I conducted a project-based lesson on the topic "Family Budget." Students calculated expenses such as food, utilities, and transportation, and used Excel to create tables and charts. The lesson integrated functional, digital, and financial literacy components. The strength of the lesson was the students' engagement and active involvement. By solving real-life problems, they were able to connect theoretical knowledge with practical application. An area for improvement was the management of time and clearer explanation of assessment criteria. Next time, I plan to introduce the rubric at the beginning of the lesson and divide time more effectively across phases. To implement CBC effectively, clear objectives, active learning strategies, and a transparent assessment system are essential. The project-based lesson aimed to enhance students' functional, digital, and financial literacy. In the future, I plan to carefully differentiate tasks to ensure success for all learners based on their individual abilities

3. Assessment Quality: Validity, Reliability, and Fairness

In competency-based education, I realized that it's not only about finding the correct answer, but also about demonstrating thinking, application, analytical skills. Therefore, when designing assessment tasks, I understood the importance of focusing on validity (clearly identifying which competency is being assessed), reliability (consistent scoring), and fairness (considering

student diversity). Competency-based education views assessment not just as a tool to measure results, but as a way to track a student's learning trajectory over time. Each task should measure observable behaviors and specific skills in a way that aligns with real-life contexts. I created a task for 6th grade on topic «Proportion and Percentage» Students solved problems related to store discounts and learned how to calculate percentages through real-life examples. The context of the task was directly related to students' everyday experiences, which gave it strong content validity. A successful aspect was that the task clearly assessed observable behavior: solving problems, explaining answers, and justifying decisions. Rubric was used, and each student received feedback based on descriptors. There was consistency among assessors – regardless of who graded the work, the scores were the same. However, some students struggled to understand the language used in the task, raising an issue of fairness. To address this in the future, I plan to simplify the task language and include differentiated support, such as providing a glossary or visual examples. This will ensure better accessibility for all students. This experience showed me that to ensure the validity and fairness of assessment, tasks must be adapted to students' levels and contexts. Moreover, the use of rubrics and a consistent scoring system significantly contributed to making the learning process fair and effective. In the future, I aim to improve assessment quality by designing multi-level tasks aligned with learning objectives and by providing regular, structured feedback to students

4. Grading and Standard Setting

In a competency-based education system, assessment is not measured solely by memory, but by the ability to demonstrate knowledge through action. Through this course, I realized the importance of ensuring transparency in assessment by adhering to the principles of alignment, consistency, and fairness. I learned applying standardized assessment rubrics correctly helps establish alignment between learning objectives and assessment tasks. This approach enables the evaluation not only of students' knowledge but also of their thinking, analysis, and application skills. For the topic "Quadratic Equations" in grade 8, I assigned a final task consisting of several parts: * Applying the formula of the equation (knowledge) * Finding and verifying the roots (skill) * Adapting the equation to real-life problem (competency) Assessment was conducted using analytic rubric, where: * Correct use of the formula – 2 points * Accuracy of the solution process – 3 points * Explanation and justification – 3 points * Drawing conclusions – 2 points The minimum passing score was set at 6 points, with performance levels defined as: 0–3 – low, 4–6 – sufficient, and 7–10 – high. The rubric outlined clearly observable behaviors such as "explains the solution process" and "relates to real life." Students were informed of the criteria beforehand, which promoted transparency. Assessment consistency was ensured through moderation with colleagues – different teachers produced

similar results. However, no adapted task was provided for students with special needs, so fairness was not fully ensured. Feedback was provided in numerical form, offering little guidance for improvement. To address this, I plan to give more descriptive comments (e.g., “You applied the formula correctly, now check your calculation.”). As a mathematics teacher, I now see assessment as more than just grading—it supports student learning. Competency-based assessment reveals students’ skills more clearly. Clear standards and inclusive tools ensure effective evaluation.

5. Use of Rubrics

In my teaching practice, I consistently use rubrics as a transparent and systematic tool for assessment. Especially when evaluating written work, project tasks, and presentations, rubrics serve both as a guarantee of fairness and as a means of accurately identifying student achievement. For example, in assessing the Project Work on Functional Literacy, I used a rubric consisting of four criteria: Completeness of content Accuracy of information Visual design of the presentation Structure and coherence of the work This gave students the opportunity to reflect critically on their work, recognize areas for improvement, and engage in self-assessment. Rubrics help students understand what needs to be done, why it matters, and how it should be completed. They provide insight into how to reach learning objectives, prompting students to analyze and improve their work in advance. For instance, after providing the assessment rubric for an essay-writing task, students reviewed their drafts according to the criteria and made specific improvements. As a result, the quality of the work increased, and misunderstandings during assessment were significantly reduced. Several factors are important for the effective use of rubrics: * Alignment of goals and criteria: A rubric must be clearly based on the learning objective. * Clarity of language: All levels of the rubric should be easily understandable to students. * Moderation: Collaborative discussion of rubrics among teachers promotes consistency and fairness. * Feedback: Considering students' opinions enhances the effectiveness of rubrics. * Use for self- and peer-assessment: This helps students develop reflection skills. A rubric is not just a tool for assessment; it is a professional instrument that enhances the quality of learning. It helps teachers assess fairly and clearly, and it guides students by showing them their path to growth, improvement. I plan to create clear rubrics for each subject and adapt them to tasks

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