

Reflection Report

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1. CBC, CBE, and CBA as a System

CBC is a curriculum approach where the focus is not just on learning theory, but on applying knowledge in practice. It helps students develop real-life skills they will need beyond the classroom. CBE is a method to organize learning that allows each student to progress at their own pace and move forward only after mastering the required competencies. CBA is a form of assessment checks whether a student can apply knowledge in real-world situations by demonstrating the ability to act effectively in context. During the course, I learned to distinguish between these three concepts, understood the role of each, and how they interact within a competency-based framework. CBC defines the goals and expected outcomes, CBE adapts the learning process to individual student needs, CBA verifies developed competencies. These elements function as an integrated system: without high-quality assessment, it's difficult to determine whether learning goals have been achieved; without flexible learning ways, it's hard to effectively implement a competency-based curriculum. In the professional development course for elementary school teachers on "Developing Functional Literacy," I applied CBA principles to design a practice-oriented learning module. We developed tasks aimed at building and assessing students' literacies. For example, a task in which a child needs to choose a gift for a friend with a limited budget. The task includes a table with item prices and descriptions. The students choosed the best option and justify their decision. Teachers analyzed and revised the task using CBA all principles. We discussed how to formulate competency-based goals, to personalize the learning process, and to use authentic assessment tasks. Some

participants found it challenging to shift from traditional assignments to competency-based ones. To integrate three concepts, I conducted additional workshops, by analyzing examples, formulating assessment criteria, discussing how to evaluate student reasoning, strategy choice, and information interpretation.

2. Curriculum Development and Learning Goals

I realized that well-formulated learning objectives in the context of CBC are derived from the expected competencies learners are meant to develop. I learned that these objectives must be specific, measurable, and practice-oriented. Instructional activities should be designed in a way that promotes the development of these competencies through project work and research, interactive teaching methods and tasks that require higher order thinking skills. Assessment should be authentic and include clear criteria for evaluating competencies, multi-level tasks simulating real-life situations, as well as both formative and summative assessment with opportunities for feedback. While working on a professional development course I developed a series of classes on assessing reading literacy where teachers analyzed a text about waste sorting rules and then created questions based on the text that targeted various cognitive levels—from retrieving explicit information to interpreting, analyzing, and critically evaluating proposed actions. We paid special attention in developing assessment criteria. For example, for the question “What information does the author consider most important and why?”, participants suggested using indicators such as understanding the author's position, the ability to identify key ideas, justification of one's choices and for developing critical thinking skills. I observed how participants analyzed sample tasks, designed own case studies, and evaluated them using predetermined criteria. This shows how clearly defined competency-based criteria helps educators understand how to structure learning in supporting competency development. I was impressed how actively teachers discussed ways to adapt tasks to real classroom situations. Though I noticed some participants found it difficult to shift from a traditional to CBA competencies. They show the importance of incorporating more successful examples and best practices into the course. This experience helped me form a clearer understanding of the alignment between learning objectives, instructional activities, and assessment in the context of CBC for applying them in the further development of educational materials.

3. Assessment Quality: Validity, Reliability, and Fairness

At the course I analyzed assessment tasks for primary school students developed by teachers. This experience helped me gain a deeper understanding of how the quality of assessment directly affects the accuracy of conclusions regarding the development of competencies. I

noticed several reading literacy tasks lacked validity: they required only the reproduction of information from the text without analysis or interpretation. As a result, they did not reflect the stated objective—to assess students' ability to work with information and draw conclusions. We revised the tasks by adding questions that involved identifying cause-and-effect relationships, constructing arguments, and choosing statements based on the content. They improved the content validity and brought the tasks closer to real-life contexts where the ability to interpret information is essential. Regarding reliability initially, teachers assessed students' responses inconsistently. Some based their judgments on personal impressions, while others relied on their own expectations. I analyzed these discrepancies and realized that the assessment criteria were not sufficiently clear. To enhance reliability, we developed more detailed rubrics, formulated clear descriptors and provided sample responses. This helped teachers better understand what to expect from students. Also, each student's work was assessed by two teachers who compared their results and discussed any discrepancies. I concluded that clear rubrics, collaborative discussions are essential steps toward fair and objective assessment. Fairness emerged as another critical aspect. For example, one task involved a situation related to participating in a sailing regatta—a context unfamiliar to most students and the scenario was changed to universal and accessible school context. It is important to use various formats in presenting information—texts, tables, and images—to account for different learning styles and cognitive needs which are relevant when developing tasks that assess functional literacy. This experience helped me understand that validity, reliability, and fairness are key principles in designing assessment materials.

4. Grading and Standard Setting

I learned to analyze assessment systems in terms of transparency, fairness, and alignment with learning objectives. In my practice, I reconsidered my approach to scoring in the context of developing functional literacy, transparent criteria and a clear connection between learning objectives and tasks which are critically important in assessment and motivating students. In traditional grading systems, assessments often focused on checking factual knowledge, while the criteria themselves remained implicit which confused both students and teachers: what exactly was being assessed, and on what basis was a particular score assigned? After completing the course on CBA, I began to apply the principles of it and designing tasks focused on the development and assessment on specific competencies. For example, when designing a reading literacy task, I added questions required higher order thinking skills, enabling us to assess the ability to work with information. I examined how cutoff scores were determined and realized that they were often set intuitively or arbitrarily. For instance, in evaluating written work, teachers frequently relied on the general appearance of a response without considering the depth of text analysis or the accuracy of the argumentation. We began

discussing approaches to standardizing assessment: by using descriptors, analyzing real student responses, identifying minimum performance levels and defined specific criteria to clearly determine what score should be assigned to each performance level in improving the objectivity and consistency of scoring, making assessment process more transparent for teachers and students. One key insight was how aligning learning objectives, instructional activities, and assessment criteria helped bridge the gap between what we teach and what we assess and realized the need to expand the use of formative assessment and feedback to understand students' achievements and see a way for growth. This experience helped me understand that effective assessment is a means of supporting student development and a powerful instrument for teachers' professional growth.

5. Use of Rubrics

After studying the principles of CBA, I realized how effective rubrics can be—both as assessment tools and as instruments for learning. To develop students' functional literacy I use rubrics when designing tasks. One example comes from a teacher training course, where participants were asked to create an integrated science task incorporating multiple literacies. To support this process, we developed a rubric for evaluating the teachers' assignments. It clearly described skill levels—from basic to advanced. This rubric helped teachers understand what to focus on when designing their tasks and which elements improve their quality. It served as a reference point during task creation, and as a tool for self-assessment, and peer review. In group discussions, participants noted that the rubric helped them structure their work and set clear benchmarks for material development. I observed that rubrics are particularly effective when they are tightly aligned with expected competencies, clear and specific descriptors. It's important that rubrics are used both by the teacher and students. In the training, I invited teachers to evaluate their own tasks and their peers using the rubric provided. This sparked meaningful conversations to clarify the interpretation of each criterion, understand rubrics as learning tools. One area for improvement I identified was that some rubrics were too generic or overly complex. I realized it is essential to strike a balance between comprehensiveness and accessibility. A complicated structure can hinder usability, whereas a clear and concise one can make the use of criteria more meaningful and effective. Working with rubrics helped me adopt a more systematic approach to assessment and to see it as an integral part of the learning process. Rubrics provide direction for development, offer feedback, and support growth.

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