Reflection Report

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1. CBC, CBE, and CBA as a System

CBC is approach forming specific competencies of learner through development of functional literacy. CBE – organized teaching and learning promoting learner's progression in mastering knowledge. CBA – assessment of ability to apply, analyze, make decisions based on acquired competencies. Pedagogical principles based on "goal–process–result" model ensure improvement of learning quality, personal and professional development of learner. Within integration of three components during practical session on "Formation of self-learning skills through interactive methods": • Based on CBC, work focused on identifying, analyzing, applying effective self-learning methods aimed at achieving learning goals. • Under CBE, teachers designed lesson plan as micro-lesson using research-based, differentiated, active learning, conducted analysis. • According to CBA, assessment was based on concrete actions: for example, when justifying own work, each teacher confirmed that student performed task consciously and independently. Successful aspects of integration showed that research-based learning directly relates to constructivist approach. In active and differentiated learning, mechanisms of creating favorable learning environment and observable learner behavior were studied. Unsuccessful aspects: teachers made mistakes due to inability to direct research toward open, structured, teacher-guided process. Inconsistency of differentiated tasks and active methods negatively affected development of learners' competencies.

2. Curriculum Development and Learning Goals

Within curriculum based on competency-based approach (CBC), high-quality learning goals, actions, assessment are described through three main directions: Learning goals – aimed not only at acquiring information but also at developing specific competencies. They must reflect not what learner knows but which concrete actions can be performed. Such goals must be clear, measurable, linked with life or future profession. For example, instead of "know Newton's laws" – "apply Newton's laws to describe motion of objects" is more effective. Learning actions – system of active tasks helping master competencies. Not limited to traditional methods, include real-life tasks: project work, situation analysis, conducting research. Such actions must adapt according to learners' age and preparedness. Assessment – carried out through practical tasks accurately reflecting learner's skills and competencies. Criteria must be transparent, precise, fair, not limited to marks but indicate success and directions for progress. For example, instead of test – project presentation or justification of work may be more appropriate. Strong side of observed independent lesson with interactive methods was analysis based on questions: "Which self-learning methods exist, how to apply them?" Classification of learning, organizational, cognitive, communicative, motivational, reflective skills was presented in table, allowing to show effectiveness. Tasks aimed at developing functional literacy were also designed, considering levels of thinking. As result, skills to formulate clear, measurable, achievable goals and use creative approaches competently were developed. Improvement requires systematic use of verbal, visual, graphic, associative, practice-oriented self-learning methods across subjects with focus on cognitive analysis. This is needed to identify key factors and enhance basic learning skills within functional literacy development.

3. Assessment Quality: Validity, Reliability, and Fairness

"Formation of self-learning skills of learner through use of interactive teaching methods" – validity and invalidity of teacher assessment on this topic in modern education system are expressed as follows: Validity: • Teacher mastered pedagogical methods for creating and maintaining favorable classroom learning environment, considering age specifics and preparation level of learners, and applied tasks according to learning needs. • Expert evaluation confirmed that all self-learning methods aim at developing analytical skills, solving assigned problems jointly, and self-learning methods support formation of communicative skills leading to final success. Application of methods aligned with learning goal (group work, "INSERT", "RAFT", "Jigsaw", "Mind Maps") supports development of skills in text analysis, formulating conclusions, expressing opinion, forming self-learning abilities. Active participation, linked with real-life context, develops critical thinking. Invalidity: When applying self-learning

methods, teacher could have clarified or constructed task according to learning goal. To achieve goal, tasks should align with Bloom’s taxonomy hierarchy. If not implemented, planned system becomes ineffective. Ability to analyze successes and failures, extract lessons from practice, and improve future teaching methods is self-learning. High level of subject competence is required for that

4. Grading and Standard Setting

Assessment system during micro-lesson and application of self-learning method In my practice, assessment was conducted using Competency-Based Assessment (CBA) model. Teachers planned micro-lessons focused on developing professional competencies and completed tasks (e.g., data analysis, critical thinking, communication). Process was organized as follows: Defining criteria: plan was based on criteria related to target competencies. During plan analysis, elements like "Lesson goal", "Teaching methods", "Digital resources", "Assessment tools and methods" were considered. Each criterion was rated using components (0–2 points). Evidence collection: teachers applied self-learning method, created, analyzed, presented plan. Experts: selected group experts assigned scores and conducted assessment. Feedback: result helped identify directions for improvement. Strengths: rubrics were provided in advance, which made process transparent. Teachers knew scoring basis and used criteria as reference. For example, while planning, they knew: max – 16 points, min – 9. Weaknesses: some teachers asked questions due to incomplete component fulfillment. Those with planning difficulties showed lack of understanding of assessment elements. Alignment of learning goals was connected with CBC-based assessment aims. If goal was "action analysis", criteria were checked for accuracy, source usage, ensuring assessment relevance. Weaknesses: sometimes criteria included aspects unrelated to competencies (e.g., slide aesthetics), distracting from core goals, essential skills. Threshold scores: Competency mastery levels (0 – not aligned, 1 – partially, 2 – fully aligned). Minimum score per criterion – 1 (satisfactory), meaning basic mastery. Final mark "satisfactory" required at least 60% of total points. What I would improve: Increasing transparency of criteria: Conducting micro-lesson with rubric analysis using specific examples (e.g., data analysis for 1 and 2 points). Enhancing reliability of assessment: Providing accessible resource links, using learning platforms. Synchronizing goals: Assessment components must be presented through evidence-based tasks. Components not meeting SMART requirements should align with learning goals. Clarifying threshold scores: Specify criteria through components and improve content. Example: Lesson goal: goal alignment; SMART format. Teaching methods: support goal achievement; engage all students. Digital resources: support goal achievement; enable differentiation. Assessment tools and methods: align with learning goals; develop functional literacy. Transparency and reliability increase assessment system validity.

5. Use of Rubrics

Topic: Key to improving education quality – self-directed learning Rubric is adapted for self-assessment, peer assessment, and teacher assessment. While giving feedback based on criteria, opportunity for building developmental plan appears. Example: Result assessment: Analysis of acquired knowledge and skills, testing, checking are performed. Self-assessment: Able to evaluate own progress and material comprehension level. Feedback: Receiving evaluations and teacher comments helps understand success level of learning. Achievement of set goals: Evaluates whether previously set goals were achieved. Change analysis: After self-learning stage, changes in knowledge, skills, confidence level are identified. Assessment criteria Criterion: – Relevance of task – Practical application – Creative and non-standard solutions – Instruction clarity – Consideration of age specifics Description: – Task aligns with goal of developing unity and mutual respect – Used in real practical work with primary school learners – Task shows creative approach, offers unconventional solutions – Instruction for completing task is clear, specific, understandable Strengths of rubric-based assessment: Alignment with learning goals: Rubrics are developed based on alignment with learning goals and aimed at developing skills of identifying, analyzing, applying effective self-learning methods. This ensures assessment validity, clearly defines teacher expectations, evaluates components related to set goals. Descriptor accuracy: Descriptors provided for each task help teachers assess own level, understand achieved results, identify areas for improvement. Support development of reflection skills. Transparency and fairness of assessment: Assessment process through rubric becomes open for teachers. Assessment criteria and expected outcomes are given at beginning of lesson. Objectivity and efficiency for teacher: Trainer can assess more easily using clear criteria. This saves time and increases assessment reliability. Facilitation of feedback: Trainer provides evidence-based feedback using rubric descriptors, clearly indicating teacher's strengths and weaknesses. Weaknesses or limitations of rubric-based assessment: Low content quality of rubric: If learning goals and criteria are poorly constructed, assessment becomes invalid and fails to reflect real achievement. With vague, indistinct descriptors, assessment process may be unclear. Limiting critical thinking of teachers: In some cases, rubric restricts teacher's thinking freedom, forcing actions within fixed structure. Mismatch between task and rubric: If task content and rubric criteria do not align, it harms assessment relevance. In such cases, assessment may become unfair. Technical complexity: For some trainers, rubric development is time-consuming, methodologically demanding process. This may cause difficulty for less experienced trainers. Low level Lesson goal does not match learning goal, not formulated using SMART, does not support goal achievement, does not ensure participation of all learners. Does not support development of functional literacy. Medium level Lesson goal matches learning goal but not formulated using SMART. Supports goal achievement but does not ensure participation of all learners. Does not support development of functional literacy. High level Goal matches learning goal and

formulated using SMART. Supports goal achievement, ensures participation of all learners. Supports development of functional literacy. Rubric-based assessment is effective tool aligned with learning goals but becomes impactful only with methodologically accurate, competent design. Rubric quality directly determines overall quality of assessment, as it serves as foundation for objective, consistent evaluation. While creating rubric, teachers must rely on goals, include measurable, clear, relevant criteria. Collaborative rubric analysis and its connection with learning goals improve assessment quality.

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