

Reflection Report

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1. CBC, CBE, and CBA as a System

1. Understanding and applying the CBC/CBE/CBA system In a rapidly changing world, it is important to adapt and be prepared for changes. Learners need to learn skills that they can use in real life. Competency-Based Education (CBE) realizes learning through active methods, flexible pace and practice-oriented assignments. CBE provides opportunities to develop practical skills that can later be used in real life, to apply knowledge in practice. CBC (Curriculum Based on Competencies) is the foundation of this approach. CBC sets clear learning objectives focused on real-world skills needed in life, school, and the professions. How do we assess practical skills that learners will be able to apply in a real context? CBA (Competency-Based Assessment) emphasizes the demonstration of skills, understanding, and problem-solving abilities. Competency-based assessment plays an important role in making learning more meaningful, relevant and lasting. Together, the principles and practices of CBC, CBE, CBA help learners gain confidence and prepare for success in school, work, and everyday life. Understanding the key principles of this approach allows you to organize the learning process more effectively, focusing on the needs of learners and the requirements of the modern world. During the professional development courses for teachers of Russian language and literature I conducted a lesson on the module “Interactive learning: formation of comfortable and effective educational environment”, where the learners were offered to develop a fragment of a lesson with methods and techniques for the formation of a comfortable and effective educational environment. The learning objective was clearly formulated in

SMART format, the activity had a practical orientation, so that learners could later apply skills and knowledge in designing their own lessons. In the assessment, the learners observed the results. This approach gives a clear picture of the learners' understanding and shows that the trainees not only know how to design a lesson, but also practice and simulate real-life situations.

2. Curriculum Development and Learning Goals

2. Developing a competency-based training program Constructive alignment is an important concept in a competency-based education system and is one of the key principles for achieving consistency and effectiveness in training. It integrates the three main components of the educational process: learning objectives, learning activities and assessment methods, ensuring that they are interrelated and function in a coherent manner. When these three components work in harmony, they support each other, creating a holistic learning process. For example, in a professional development course for guidance counselors, the topic is "Generation Z: How to Find Common Ground". The aim of the class was defined as follows: to assess the need to change pedagogical tactics of communication with modern children. I invited the learners to create a poster "Portrait of Generation Z: How to Find Common Ground". At first glance, this assignment may seem simple, but it actually involves many important skills. Learners need to conduct research about Generation Z by examining various sources of information. Then they must organize their thoughts and decide how best to present key ideas in a visually appealing and understandable way. This assignment also helps develop communication skills, both in writing and visual design. The final product is not just a poster, but a reflection of the learner's ability to understand complex issues and share them with others in an understandable and meaningful way. Such an assignment not only assesses academic knowledge, but also promotes self-confidence, self-awareness, and future readiness. It makes learning deeper, to be more inclusive, and more meaningful. When meaningful alignment is absent, learners can face significant challenges. They may engage in activities that are not linked to learning objectives, summative assessments. This reduces the effectiveness of learning because learners do not understand why they are doing certain tasks and how their progress will be assessed. However, If constructive alignment is applied correctly, the benefits become clear. Learners become clear about their expectations, become more engaged in the learning process, and can focus on their learning. Assessments then become more accurate, fair and useful because they reflect the real knowledge and skills that learners have acquired.

3. Assessment Quality: Validity, Reliability, and Fairness

3. Assessment quality: validity, reliability, and fairness Test makers should actively engage with the curriculum and learning objectives. This ensures that each question is aligned with a specific learning objective and that the test reflects learners' comprehensive knowledge. Validity ensures that a test is meaningful, accurate, and consistent with its purpose. Even if a test is reliable, lack of validity can lead to misrepresentation of information. Therefore, both reliability and validity are necessary to create an effective, fair, and useful assessment system, especially in the context of competency-based learning, which emphasizes not only memorization but also real-world skills and understanding. In the process of developing the test for the "Transforming Methodology" course, I was faced with various aspects of validity and reliability. It was important to make sure that the test questions really reflected the key knowledge, concepts that the learners were learning about the topic. For example, I included questions in the test content that required learners not only to memorize facts but also to apply knowledge to develop a project. This helped ensure the validity of the test as it measured real skills and the learner. In order to test whether the questions were clear, fair, and appropriate for the skill or topic being measured, I organized pre-testing for the co-developers before they were used in the actual test. Pre-testing helped us identify problems such as: confusing wording; questions that were too easy or too difficult; and questions that were not aligned with the learning objectives. Based on the feedback and results, the questions were revised. This process helps ensure that the final version of the test is valid and effective, providing a more accurate picture. Fairness and diversity of learners are also important aspects. I usually face the problem when there is a translation of a test from the original to a second language. Not all learners have equal opportunity. In such cases, I try to provide materials in multiple languages with the same context. Overall, this experience emphasized the importance of careful development of assessment materials and consideration of learner diversity to enhance learning.

4. Grading and Standard Setting

4. Scoring and setting standards After creating and administering a test, the next key step is to analyze and interpret the results. In a competency-based education system, this involves more than simply assigning scores or grades. It is important to carefully evaluate learners achievements against established standards and make informed decisions that are fair, meaningful and conducive to learning. In my context, grading is based on clearly defined learning objectives, ensures transparency and fairness of the process. Each task is linked to specific competencies and the assessment criteria is informed to learners earlier, allowing them to understand what to focus on. When completing the assignments, learners are provided with a step-by-step algorithm for completing the assignments - descriptors. Each step - descriptor is graded with 1 point, which promotes fairness by setting the same expectations for

everyone. Along with the descriptors grading rubrics, success criteria provide this clarity. Threshold setting is a systematic process for determining the level of performance required for a learner to earn a specific grade, pass an exam, or earn a certificate. This process establishes a minimum threshold or boundary that separates different categories of performance - such as pass/fail or grades such as A, B, or C. Commonly used methods for establishing thresholds are: 1. Absolute method (specific methods - Angov's method, Nedelsky's method, Abel's method) 2. Relative method (Weyne method). 3. Combined methods Each method has its advantages and limitations, and the choice depends on the purpose and context of assessment. It is important that assessment, evaluation and standard setting processes are clear, consistent and fair to effectively assess and support learner learning.

5. Use of Rubrics

. Professional use of rubrics In a competency-based education system, rubrics and feedback are key elements of fair, transparent, and meaningful assessment. It helps both learners and instructors understand what constitutes quality work. Rubrics clarify expectations, reduce subjectivity, and support learning by offering detailed and consistent assessment of learner outcomes. In my teaching practice, I actively use rubrics to assess trainees' work. Rubrics help to clearly define the evaluation criteria and make the process more transparent for both me and the trainees. For example, when evaluating a creative essay on a work of classic literature, I use a rubric that includes criteria such as content, structure, language and style, and originality of thought. In applying the rubric to evaluate the essay, learners were able to gain a deeper understanding of what exactly I was focusing on when grading. This contributed to their learning as they began to become more aware of how to improve their writing and what to emphasize. Key factors in the successful development and use of rubrics are clarity of criteria, alignment with learning objectives, and opportunities for feedback. Rubrics should be clear and accessible so that learners can use them as a tool for self-assessment and self-improvement. This approach not only improves the quality of learning, but also increases learner's motivation.

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