Reflection Report

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1. CBC, CBE, and CBA as a System

The CBC is a competency-based curriculum. The program is designed to provide students with the knowledge to solve real-life situations and problems. CBE is competence–based learning. Such training provides an opportunity for students to learn at an individual pace, an individual learning trajectory. CBA is a competency–based assessment. This assessment makes it possible to measure the practical and applied skills of students. The assessment is carried out through practical assignments, presentations and projects, and tests. These concepts are closely related. The CBC sets a goal (what needs to be mastered), the CBE helps to achieve this goal using appropriate methods, and the CBA checks whether the student has achieved this goal through practice. An example from my teaching practice: In the 9th grade, in Biology, we studied the topic "Modern agricultural technologies for increasing yields. New alternative ways of conducting highly productive agriculture". The purpose of the training was to explore the use of modern agricultural technologies to increase crop yields based on the local region. The students chose a local problem, conducted a study (CBE — everyone worked at their own pace), and then presented a project and proposed a solution (CBA — assessment of the actual application of knowledge). It was a good case: the children were involved, and the result was practical. The success was that all three elements worked together. The success of studying this topic was determined by the understanding that each student needs an individual learning pace. When evaluating the study of this topic, along with traditional tests, projects were evaluated.

2. Curriculum Development and Learning Goals

The qualitative learning goals in the CBC are specific, achievable, and aimed at developing skills, not just knowledge. They answer the question: what does the student know how to do after the lesson? Learning activities should be active, connected with real life, allowing you to apply knowledge. Assessment in the CBC is not just about tests. The assessment should reflect the actual application of knowledge. It is carried out through projects, practical tasks, observations, presentations. An example from my teaching practice: Lesson topic: Sexually transmitted diseases: AIDS, syphilis, gonorrhea, hepatitis B, C. Preventive measures. The purpose of the training: the student explains the consequences of sexually transmitted diseases and their prevention measures. The following tasks were used in the assessment in the lesson: develop an information booklet that will help raise awareness among young people about sexually transmitted diseases, ways to prevent them, and the importance of safe behavior. What turned out well: High engagement, the children argued and argued. The skills are really applicable: the information is relevant among high school students. The students accurately conveyed important information. We used a clear language and an accessible presentation style. What didn't work out: Some students did not have enough time to complete this assignment. What can be improved: Plan such assignments as homework, outside of school hours, because the lesson time does not allow all students to complete this task efficiently.

3. Assessment Quality: Validity, Reliability, and Fairness

Here is an example of the biology assessment analysis that I worked with: Topic: "Human circulatory system" (8th grade) Form: combined test (part A is multiple choice, part B is open-ended questions, part C is a task for applying knowledge in a situation) Valid aspects: The test tested exactly the knowledge and skills that were indicated for educational purposes - anatomy, functions, practical understanding (for example, why it is important to stop bleeding in case of injury). The combined form (test + situational task) allowed us to evaluate both factual knowledge and understanding. Invalid aspects: The assignments were only theoretical, with no laboratory element or observation, which limits validity in the context of a WEDDING. Part A (test) — was evaluated objectively. Parts B and C (open answers) — the assessment was not always consistent. Different teachers interpreted the "full answer" in different ways. There was no moderation.

4. Grading and Standard Setting

The assessment is carried out according to the criteria. Success criteria are defined in advance for each assignment (what exactly the student should be able to do). Descriptors are used, for example: "demonstrates deep understanding", "partially reveals the topic", "needs help". Students know in advance the criteria by which they will be evaluated. It helps them understand what is expected of them. All are evaluated according to the same criteria. The papers are checked regardless of the student's identity. Sometimes descriptors are formulated too abstractly - it is difficult for students and even teachers to interpret them. The level of tasks may not be balanced - one is easy, the other is too difficult. The tasks and criteria are directly related to the learning objectives. In practice, it happens that only knowledge is evaluated, and not the skills or abilities specified in the goal. Thresholds (the boundaries between the levels "high", "medium", "low") are set either in advance (for example, 80-100% - "excellent"), or based on categories with levels. However: it is not always clearly explained why such a score is considered sufficient. What would I improve: It is necessary to measure the validity of the tests after each application of the test. Preliminary testing (approbation) of the test. Regular review of the test content. Take into account equal opportunities for students when performing tests. Defining clear evaluation criteria.

5. Use of Rubrics

I use headings for project assignments, essays, presentations, and other types of work where not only correctness is important, but also depth, logic, and design. I distribute the category in advance so that students understand what is expected of them. I use the category as a basis for feedback. After completing and evaluating the assignment, I show the students what turned out well and what can be improved. An example from teaching practice: Assignment: create a presentation on the topic "The role of DNA in heredity" (8th grade, biology). The heading contained the criteria: scientific accuracy, structure, visual design, oral presentation. As a result, students actively focused on the heading during their preparation. The work has become clearer, less "water", more scientific facts. The level of performances increased because the students realized that not only the slide was being evaluated, but also the way they spoke. Key factors for the success of categories include: Connection with learning objectives - each criterion should evaluate what we really teach. Clarity and simplicity - the heading should be clear to both students and parents. Without unnecessary terminology. Flexibility is the ability to adapt the category to the needs of different students (for example, those with special needs). Feedback is to use the category not only for evaluation, but also as a growth tool.

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