Reflection Report

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1. CBC, CBE, and CBA as a System

The systems of Competency-Based Curriculum (CBC), Competency-Based Education (CBE), and Competency-Based Assessment (CBA) are aimed at enhancing the effectiveness of the educational process. CBC focuses on students mastering specific skills and competencies, while CBE allows for the adaptation of the educational process to meet students' needs. CBA helps identify students' knowledge levels, skills, and competencies through assessment methods. These three systems are closely interconnected, as CBC and CBE define the teaching and learning objectives, while CBA evaluates the achievement of these objectives. In my experience, integrating these three systems has allowed for a more effective organization of the learning process. When developing the curriculum, it is essential to formulate learning objectives that are specific, measurable, and attainable, considering the principles of CBC, CBE, and CBA. For example, I set learning objectives aimed at developing students' critical thinking, creativity, and communication skills. The structure of the curriculum should align with students' individual needs, interests, and abilities. By applying the SMART (Specific, Measurable, Achievable, Relevant, Time-bound) principles in formulating learning objectives, I can assess students' achievements effectively. Assessment quality is a crucial aspect of the educational process. The principles of validity, reliability, and fairness ensure the effectiveness of assessment tools. • Validity: This refers to the alignment of assessment results with learning objectives. • Reliability: This indicates the ability of assessment tools to yield consistent results under similar conditions. • Fairness: This ensures equal opportunities for all students. In my

experience, when developing assessment tools, I strive to objectively evaluate students' knowledge levels while considering these principles. Assessment methods and tools provide effective ways to evaluate students' knowledge, skills, and competencies. I utilize both formative and summative assessment methods. Formative assessment allows for monitoring students' progress during the learning process, while summative assessment identifies knowledge levels at the end of a learning period. I use tests, projects, presentations, reflective reports, and portfolios for this purpose. These methods help comprehensively evaluate students' knowledge and determine their individual development trajectories. Encouraging students to assess their own knowledge, skills, and competencies fosters their active participation in the learning process. This enables them to monitor their learning, reassess their goals, and improve their performance.

2. Curriculum Development and Learning Goals

In the context of a Competency-Based Curriculum (CBC), learning objectives, activities, and assessment strategies must be clearly defined. Learning objectives should be specific, measurable, and attainable. For example, setting the objective "Students can analyze programming languages" aims to develop their analytical skills. Learning activities should ensure active participation from students. For instance, activities such as group projects, discussions, and research work allow students to apply their knowledge in practice. Assessment should be both formative and summative. Formative assessment provides opportunities to monitor students' progress and give feedback. Summative assessment, such as final projects or tests, allows for the evaluation of learning outcomes. When describing any project, I consider both its strengths and areas for improvement. The tasks assigned to students should vary in complexity, and it is sometimes appropriate to provide additional support to certain students. By clearly defining assessment criteria, students can better understand their achievements. In competency-based education, the focus is on developing students' active participation, critical thinking, and practical skills. Utilizing various methods and approaches in the learning process enhances students' understanding. Competency-based education allows students not only to acquire theoretical knowledge but also to develop practical skills. Their abilities to conduct independent research, solve problems, and work in teams have improved. In my experience, the aforementioned project helped enhance students' environmental literacy, develop critical thinking skills, and strengthen their ability to work in teams. Competency-based education contributes to the holistic development of students, fosters their life skills, and encourages them to become active citizens in society.

3. Assessment Quality: Validity, Reliability, and Fairness

The quality of assessment, encompassing the aspects of validity, reliability, and fairness, is extremely important in the educational process. In my experience, while analyzing the test tasks I have developed, I would like to highlight several key points. Validity: The validity of the test tasks I have considered is assessed based on how well they align with the specific evaluation objectives and the various levels present in the tasks I have created. For instance, if the test is designed to evaluate the fundamental concepts of the subject, the tasks must explicitly address those concepts. If the tasks merely require rote memorization, they would be deemed weak from a validity standpoint. Reliability: In terms of reliability, the stability and repeatability of the results in my test were relatively high. During the evaluation of tasks, each participant's work was assessed according to the same criteria, ensuring consistency in the evaluation process. However, some tasks contained elements of subjectivity, particularly when it came to evaluating creative works. Fairness: The aspect of fairness was also crucial in the development of test tasks, taking into account the diversity of learners. I made efforts to differentiate tasks for students at various levels. For example, some tasks were presented in simplified versions, while others required a deeper understanding. This approach allowed each learner to be assessed according to their individual capabilities. Competency-Based Education: In alignment with the principles of competency-based education, I focused on evaluating students' practical skills, critical thinking abilities, and problem-solving skills when developing test tasks. This approach enabled the assessment of not only students' theoretical knowledge but also their ability to apply that knowledge in practice.

4. Grading and Standard Setting

In my experience using assessment methods in describing the evaluation process, the assessment is carried out in different ways: through tests, projects, presentations, and practical tasks that I have considered. The assessment criteria are established in advance and communicated to students, making the evaluation process transparent. In addressing transparency and fairness, the assessment criteria and scales are presented to students in an understandable manner. Students are aware of how they will receive their grades, ensuring fairness in the process. However, there are times when the explanation of assessment criteria may be insufficient, leading to misunderstandings among students. Regarding alignment with learning objectives, the assessments correspond to the educational goals, as each task is designed to evaluate specific skills and knowledge. For example, the evaluation of a scientific project encompasses not only theoretical knowledge but also skills in conducting research and analyzing results. When establishing threshold scores, these are predetermined for each task and test. For instance, in a test scored out of 100, a score of 60 is accepted as the threshold level. Sometimes, the setting of these thresholds considers the requirements of the curriculum and the students' levels. When considering aspects for improvement, it is essential to provide

better explanations of assessment criteria and threshold scores to students. For example, offering sample questions and evaluation scales to students before a test would be beneficial. During feedback sessions, providing specific feedback based on assessment results helps students identify their developmental paths. From a competency-based education perspective, assessments should evaluate not only knowledge but also skills. To develop students' practical skills, greater emphasis should be placed on tasks and projects. In my experience, for instance, in a programming project, students defended their research findings. In this project, the assessment evaluated not only scientific knowledge but also teamwork and critical thinking skills.

5. Use of Rubrics

n the professional use of rubrics, I would like to dwell on the description, definition of the rubric. A rubric is a tool designed to systematize and standardize the evaluation process. It defines the criteria for tasks, the levels of assessment, and the points corresponding to each level. In my experience, I use rubrics to evaluate assignments such as projects, essays, and presentations. Rubrics allow students to understand how their work will be assessed and help them identify their strengths and weaknesses. Rubrics contribute to learning and assessment. For example, during the "Artificial Intelligence Project," I used a rubric. The evaluation of students' research work was based on scientific evidence, creativity, and presentation skills. As a result of the rubric-based assessment, students received specific directions to improve their work. The key factors for successfully developing and using rubrics include: • Clear Criteria: The evaluation criteria in the rubric must be clear and understandable. Presenting the criteria to students in advance helps them improve their work. • Feedback: Providing constructive feedback to students after the evaluation through the rubric. • Practical Application: Developing the rubric to align with specific tasks enhances its effectiveness. From the perspective of competency-based education, rubrics allow for the assessment of students' practical skills. They are aimed at evaluating not only knowledge but also skills and behaviors. In my experience, for example, in the "Information Writing" project, a rubric was used to assess students' ability to write information, grammatical accuracy, and stylistic features. As a result of the rubric-based assessment, students received specific suggestions to improve their writing. Rubrics play a crucial role in the learning and assessment process. They enable students to evaluate their work, operate according to specific criteria, and develop their skills. The keys to success in the development and use of rubrics are clear criteria, constructive feedback, and practical application.

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