

Reflection Report

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1. CBC, CBE, and CBA as a System

Competency-Based Curriculum (CBC) is an educational approach that differs from the traditional one in how it defines success. In traditional curricula, success is measured through tests and memorization, while in CBC, success is measured through practical skills and real-life assignments. Competency-Based Education (CBE) is a flexible approach that focuses on students' ability to apply the knowledge they've gained. It involves personalized learning, flexible pacing, and continuous assessment to ensure every learner achieves the set competencies. Competency-Based Assessment (CBA) is a practical and student-centered method of evaluation. It assesses how well students can apply their knowledge in real-life situations, and allows them to demonstrate essential skills like teamwork, problem-solving, and communication. For example, instead of traditional written tests, it uses projects and hands-on activities. These three elements work together: CBC outlines the competencies, CBE provides the methods and environment to develop them, and CBA evaluates whether students have achieved them. When I was at school, my English teacher applied CBC. She used group discussions and creative projects like posters and videos, which helped us apply what we learned to real-life situations. This made learning more engaging and meaningful. However, in other classes, assessment was still based on traditional written tests. As a result, we often just memorized facts to pass exams without truly understanding the purpose of what we were learning.

2. Curriculum Development and Learning Goals

High-quality learning goals are clear, focused statements that describe what students should be able to do by the end of a lesson or unit. They go beyond memorizing facts and emphasize real understanding, practical skills, and the ability to apply knowledge in real-life situations. These goals are specific, measurable, and directly linked to the competencies students need to succeed both inside and outside the classroom. Learning activities are structured tasks that support students' learning goals. They can be designed in many forms, such as group work, role-playing exercises, or hands-on projects. In a CBC context, assessments should include both formative and summative methods, giving students opportunities to demonstrate their competencies in real-life or practical situations. In the first year of university, we were given a collaborative project to design and build a Van de Graaff generator. The main aim was to connect new students through teamwork while applying core concepts from physics, particularly electrostatics. It was both a learning experience and an opportunity to build social and academic connections. We worked well as a team, designing and building the Van de Graaff generator together. It worked during testing, which showed we understood the physics behind it. The hands-on process helped us apply theory in a practical, engaging way. However, a small part broke just before the demonstration, so we couldn't show the final result. We learned the importance of using stronger materials, preparing backup plans, and testing earlier. Assigning clear roles could also have improved efficiency and readiness.

3. Assessment Quality: Validity, Reliability, and Fairness

When reviewing an assessment I created for a university project, I considered the validity, reliability, and fairness of the test. Validity: The assessment effectively measured students' ability to apply concepts from the course, but some questions were more theoretical and didn't fully capture the practical skills we aimed to assess. Reliability: Scoring was mostly consistent thanks to a clear rubric, but there were minor discrepancies between graders, especially in subjective areas like presentation style. Fairness: The assessment allowed for various presentation formats, but I could have done more to accommodate diverse student needs, such as extra time for those with disabilities.

4. Grading and Standard Setting

In my context, grading is typically based on a combination of assignments, projects, quizzes, and final exams. The grading criteria are clearly outlined at the start of the course, with rubrics

provided for projects and assignments to ensure transparency. **Clarity and Fairness:** The grading system is generally clear because students are informed about the weight of each assessment component and the expectations. However, there are sometimes challenges with ensuring fairness in subjective assessments, such as presentations or essays, where grading can be influenced by personal interpretation. **Alignment with Learning Goals:** The assessments are designed to align with the learning goals, ensuring that students are graded on their ability to demonstrate the skills and competencies specified for the course. For example, a science project may focus on problem-solving and application of concepts, while exams test conceptual understanding. **Cut-off Scores:** Cut-off scores (such as passing thresholds or grade boundaries) are usually set based on historical performance or departmental standards. For example, 50% might be the minimum passing grade, but some courses may set higher expectations depending on the difficulty and nature of the content. These cut-off scores are sometimes reviewed at the end of each semester to ensure they are appropriate. **What Could Be Improved:** The process of setting cut-off scores could be more data-driven by considering overall performance trends across assessments rather than fixed percentages. Additionally, more flexibility in assessments (e.g., opportunities for revision or additional feedback) could make the grading system more supportive of diverse learning styles.

5. Use of Rubrics

In my university courses, my professors used rubrics to assess student projects, assignments, and presentations. The rubrics provided clear, specific criteria for evaluating performance, ensuring consistent and objective grading. They also helped students understand the expectations and gave feedback on areas for improvement. For a group project in one of my courses, my professor used a rubric to assess our final presentation. The rubric included categories such as clarity of communication, teamwork, depth of content, and visual aids. The rubric guided us in organizing our work and made sure we focused on all key aspects. After the project, the rubric allowed my professor to provide specific feedback on each element of our presentation, which was incredibly helpful in improving our skills for future assignments. **Key Success Factors for Good Rubric Design and Implementation:** 1) **Clarity:** The rubric had clear, detailed criteria so students knew exactly what was expected of them and how they would be evaluated. 2) **Alignment with Learning Goals:** The rubric was aligned with the course objectives, ensuring we were assessed on the skills and competencies intended for the learning experience. 3) **Consistency:** The use of the rubric ensured fair and consistent grading across different students and projects. 4) **Feedback:** The rubric helped provide actionable feedback that we could use to improve our work in future projects.

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