Reflection Report

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1. CBC, CBE, and CBA as a System

1. I understood the relationship between the CBC (competency-based curriculum), CBE (competency-based education), and CBA (Competency-Based Assessment) Systems. The CBC system involves the compilation of learning objectives in relation to competencies. CBE allows learning to be individualized and adapted to the needs of learners to achieve these goals. And the CBA clearly evaluates the results of training and determines the level of competence formation. This triple system, as before, is aimed at combining knowledge with practice, developing specific skills, and not relying only on theory. As a result, the quality of training increases, and the dynamics of student development is clearly measured. During the course, I explained the relationship of these systems to the audience through seminar classes. In my own practice, during the passage of the topic "text structure and style", I taught listeners how to correctly set SMART goals, compose tasks in accordance with Bloom's taxonomy and determine evaluation criteria. In the practical part, the students were given the task of writing a text in a scientific style. Purpose of training and expected results purpose of training: can create a text in a scientific style and improve their work through evaluation criteria. Expected result: students should be able to maintain the structure of the text and use the evidence on a logical basis. When evaluating, the use of terms, the structure of the text and the validity of the evidence were taken into account.I noticed the need to spend more time analyzing the work of each trainee individually and giving feedback with specific recommendations. I plan to strengthen work in this direction in my upcoming courses. The interconnection of the CBC,

CBE and CBA systems contributes to improving the efficiency of the educational process.Improving the feedback process is possible using (Padlet, Google Classroom). This saves time and enables the delivery of quality feedback to each listener.

2. Curriculum Development and Learning Goals

The importance of developing a competency-based curriculum is significant. The objectives of a new curriculum must adhere to SMART (Specific, Measurable, Achievable, Relevant, Time-bound) principles. This approach ensures that learners achieve concrete results. The curriculum should consider interdisciplinary connections, include practical tasks and provide feedback mechanisms. This enhances the effectiveness of teaching.The importance of developing a competency-based curriculum is significant. The objectives of a new curriculum must adhere to SMART (Specific, Measurable, Achievable, Relevant, Time-bound) principles. This approach ensures that learners achieve concrete results. The curriculum should consider interdisciplinary connections, include practical tasks and provide feedback mechanisms. This enhances the effectiveness of teaching. When I developed a module for writing an essay on the topic" subscription works", I combined reading, listening and subscription skills. I instructed the listeners to read articles on a specific topic, identify their main ideas, and then write an essay expressing their point of view.This task was aimed at developing students ' skills of critical thinking, analyzing information and expressing their thoughts in writing. Thus, I made it possible to develop students ' competencies in a comprehensive manner. Ensuring a constructive alignment between the structure of the lesson and the goals of the lesson was a successful step. This contributed to the systematic and effective learning process. However, it is necessary to improve the work with rubrics in organizing feedback. In conclusion,creating rubrics containing specific criteria and descriptors for each task increases the fairness and clarity of the assessment. Therefore, in the future, it is planned to strengthen work in this direction. Rubrics help students evaluate and improve their work.

3. Assessment Quality: Validity, Reliability, and Fairness

I have learned the importance of ensuring assessment quality through the principles of validity, reliability, and fairness. For an assessment to be valid, it must align with the specific learning objective.For an assessment to be reliable, it must show the same results as different evaluators. For the assessment to be fair, it must provide equal opportunities for all students. These three aspects of the assessment allow a realistic assessment of learning outcomes. As part of the course, in the lesson on the topic "linguistics of the text" I gave the students a task to determine the genre specificity. This task ensured the validity of the content, because the

purpose of the assessment was adjusted to the specific purpose of the study. We have adjusted the validity guarantee tasks to 4-5 levels of Bloom's taxanomy. The reliability of the assessment was strengthened by group examinations - several teachers evaluated one task and analyzed the adequacy of the scores. According to the principle of fairness, teachers prepared and offered a differentiated option for students with special educational needs (reduced volume, support through visualization). The need for a student with dyslexia to be given more time to complete a task was analyzed. As part of the course – to stimulate the interest of the target audience, I organized a lesson for the purpose of reading texts in different genres. At the lesson, students completed tasks for composing texts in such genres as news text, advertising text, announcement and comment text. These tasks clearly met the educational goals and ensured the validity of the content. In the task of creating an advertising text, listeners took into account the age, interest of the audience, adapted the style and vocabulary. In the task of writing an announcement, it was required to provide accurate information, observe the norms of style. In the task of writing a review, it was evaluated to make a reasoned opinion and maintain a logical structure. The listeners also used the mutual assessment method, which increased confidence. In order to comply with the principle of fairness, students with special educational needs were offered simplified options for the task. The relevance of the tasks to the learning objective is due to the validity and the coherence assessment by several evaluators on a single task is due to the reliability.It is necessary to introduce more adapted forms of assessment, taking into account the learning style of each trainee.

4. Grading and Standard Setting

I realized the importance of pricing and setting standards, in particular, developing an assessment scale, determining the threshold score, and ensuring transparency in the assessment process. The rating scale should include specific criteria and descriptors. The cutoff score must be consistent with the learning objectives. For the evaluation process to be transparent, students must be familiar with the evaluation criteria in advance. It is also very important to provide descriptors according to the criteria. Descriptors instruct students to complete the task according to the algorithm. In accordance with the long-term plan 7.3.4.1 in the process of determining the threshold score and evaluation interval (Discussion Essay), training goals and headings were taken as a basis in order to maintain the structure and direction of development of the essay, to write their point of view on the ways or reasons for the optimal solution of a given problem related to the topic. In this process, the method of absolute standardization was used: if his work meets a certain criterion, the student receives points. Compliance with the structure of the essay, the clarity of the thesis, the correctness of the arguments and the correct use of grammar were determined as evaluation criteria. In the

course of the assessment, scores were set for these criteria. A successful implementation was the joint development of a rating scale with the audience. An issue that needs to be improved is to explain to students in advance. To do this, it is recommended to use reflection sheets and assessment cards before the assessment.

5. Use of Rubrics

A rubric is a structural assessment tool that determines the expected results in relation to a particular task. It describes the criteria to be evaluated and the quality levels for each criterion. They make the assessment transparent, consistent and consistent with the learning objectives. Rubrics clearly inform students about what is expected of them at different levels. This will help them understand the difference between the best, most satisfying and worst jobs and manage the learning process on their own. A rubric is a set of criteria and descriptors used to evaluate the performance of students. Rubrics help students understand the basic assessment requirements and implement transparency in the assessment process. Therefore, the rubrics should be specific, dimensional and action-oriented.During the course, in the lesson "comparative analysis of component texts of different genres", the rating rubric was developed at 3 levels (low, medium, high) and fixed using specific descriptors. For example, on the understanding and analysis of the text: low level – not fully understood the content of the text, the comparison does not show clear evidence and differences.Middle- level-partially understands the content of the texts, analyzes genre features, but there are some discrepancies in the comparison. High level-fully understand the content of the texts and make a comparative analysis in accordance with the specifics of the genre.Clearly shows the advantages and disadvantages. The rubric was supplemented with specific examples corresponding to each level.Successful implementation-teachers realized that with the help of the rubric,students can predict their results in advance. Improving points: learning that teachers can develop rubrics in collaboration with students and allow students to present evaluation criteria for themselves.

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