Reflection Report

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1. CBC, CBE, and CBA as a System

CBC focuses on developing practical skills, problem-solving, and collaboration. CBE emphasizes applying knowledge in real-life situations, promoting personalized, student-centered learning. CBA evaluates how well learners can use their skills and knowledge in realistic contexts. These approaches are CBC – What will I learn? CBE – How will I learn? CBA – How will I be assessed? In my experience, these methods were effectively combined during a "Writing Business Letters" task. Using the CBC approach, I provided a clear structure and formatting rules for writing business letters. The CBE method helped learners connect the task to real life by selecting workplace problems and writing letters based on them. CBA was applied through clear assessment criteria: content, structure, formal style, language accuracy, and overall coherence. This ensured a fair and realistic evaluation of their skills. In conclusion, the close connection between the CBC, CBE, CBA approaches plays an important role in the educational process. The method allows students not only to acquire knowledge but also to apply it in real life. Especially assignments based on real-life situations increase the students' engagement and help them effectively conduct the learning process. In my experience, the integration of methods was successful. Because the assignment was based on a real situation and made sense. They actively participated in the learning process cause of chosen work problem. Moreover, the evaluation criteria were established before, fairness was maintained to see clear results. However, some listeners had difficulty in writing structure and formal style. I did not sufficiently master the structure and language requirements. I strengthened it, provided

additional samples and made corrections to address this issue. I offered samples of official letters for various situations and worked with a structural template. I drew the listeners' attention to style, content. These applications enhanced the listeners' confidence and writing proficiency.

2. Curriculum Development and Learning Goals

The main goal of CBC is to master skills that can be applied in life and to assess what the student can do at their own pace. This is aimed at acquiring knowledge, helping to understand how to use knowledge in real-life situations. Assessment is based not only on memorization but also on verifying what the student can do. To support the learner's development, it is important to correctly define learning objectives, learning activities, assessment. I prioritize allowing course participants to practice and complete assignments related to real-life situations. I focused on the following criteria to determine what the participant can do in practice rather than theoretical knowledge such as problem-solving methods and providing evidence which is relevant to real life. During the "Mutual Interviews" activity, learners practiced skills relevant to their work. Assessment focused on the purpose of the interview, clarity and relevance of questions, cultural appropriateness to simulate authentic professional interactions. I concluded the necessity of prioritizing tasks that require creativity to create conditions that allow listeners to express their thoughts freely. In the evaluation process, I will continue to apply the criteria and systematically work towards deepening self-assessment and mutual assessment. By analyzing the results of reflections after each session, I plan to adapt educational activities according to the listeners' needs and consider the practical use of methods "Clarify the Answer" and "Interview Map". In general, a high-quality educational process should ensure active participation of the learner, work with real situations, and the ability to evaluate their actions. Educational goals, actions, assessments must be interconnected, specific, and related to life. Therefore, it is necessary to use more methods aimed at maintaining language communication, increasing the activity of each party, developing dialogue. "Clarifying the answer", "Conversation map" contribute to strengthening learner interaction and developing speech culture. These approaches are purposeful and effective

3. Assessment Quality: Validity, Reliability, and Fairness

When creating an assessment system, it is essential to ensure validity, reliability, and fairness. Clear and consistent assessment methods allow for an accurate evaluation of learners' performance. In my practice, I focused on competency-based assessment, evaluating not only

theoretical knowledge but also its practical application. In a professional development course, I suggested participants to design text-based tasks aimed at developing functional literacy. According to the course goals I considered it is valid. About 70% of participants created tasks that promoted skills like expressing opinions, arguing, comparing, and problem-solving and encouraging critical thinking. However, 30% submitted tasks that lacked validity, often asking questions such as "Find in the text" or "What is it about?" To improve validity I clarified the goals related to skill development, showed how tasks should reflect these goals, and analyzed examples of both strong and weak assignments. I also demonstrated how to design meaningful tasks. The consistency of the assessment was maintained, everyone was provided with assessment criteria in advance, and the tasks were evaluated based on the following indicators alignment with the learning objective, effectiveness of the task type, and the level of skill development. In context, samples, keywords, and task composition instructions were provided for listeners. I will continue focusing on validity by aligning tasks with learning objectives and using well-formulated criteria. Reliability will be ensured through form criteria, so results are not dependent on the evaluator. Fairness will be supported by offering feedback, ensuring equity, and freedom in task creation. Therefore, to improve the quality of the assessment, it is important to deepen the understanding of the relationship between the task and the learning objective, refine task samples aimed at developing functional literacy, and develop the skills of self-assessment and peer assessment, which will become one of the main directions of my work.

4. Grading and Standard Setting

In my experience, assessment is an ongoing process used at all stages of teaching - not only for the measuring progress but also as a supportive tool for learner development. I consistently align assessment with the learning objectives and apply clear criteria to ensure fairness and transparency. Before each task, I present clear goals and corresponding evaluation criteria. These are consistently applied and paired with motivational feedback to support growth. I believe that when aspects like "systematic delivery of thought," "adherence to language norms," and "providing evidence" are openly emphasized, they become effective and productive tools for guiding communication and promoting fairness. For example, when assessing essays or oral responses, I prioritize the content and structure. I consider the task's complexity and align scoring standards with learning outcomes. A typical task might include three criteria, each scored 2-3 points, resulting in a total score of 6-9. This approach helps learners understand expectations and recognize specific areas for improvement. To further in order to enhance the quality of assessment, I am going to make several improvements which assists to provide individual feedback to each learner, strengthen self-assessment and peer-assessment skills, increase opportunities for verbal feedback, write criteria in simple,

clear language, help learners analyze their results and outcomes. I have found that offering models and examples based on the criteria improves transparency. Clear and consistent standards across learners ensure assessment reliability. I focus on the fairness by creating equal opportunities for the learners to succeed and grow. In conclusion, the effective and productive assessment requires transparency, alignment with objectives, and fair, supportive practices. It should not only measure achievement but also guide development. By refining assessment tools and providing learners with clear expectations and meaningful feedback, I aim to make assessment a powerful part of the learning process.

5. Use of Rubrics

In my experience training educators, rubrics are essential tools for ensuring transparency, fairness, and consistency in assessment. During this course, they are essential for identifying the achievements of the participants, understanding their strengths, and outlining areas for improvement, as well as for defining the expected outcomes. I use them not only to evaluate performance but also to guide the learning process, helping participants understand expectations, identify their strengths, and exact the areas for improvement. Rubrics are especially valuable in practical tasks where clarity and alignment with learning objectives are critical. I provide rubrics before participants begin a task to ensure that they fully understand the criteria and expectations. This early introduction allows them to use the rubric as a planning tool, a self-assessment guide during the task, and a reference for reflection afterward. I always aim to develop rubrics with simple, clear language and measurable indicators to support ease of use and transparency. One example from a recent course involved a task requiring participants to design a learning activity aligned with a specific educational goal. The rubric focused on four key criteria. They are alignment with the objective, potential for skill development, clarity of the task, and presence of evaluation criteria. Participants reported that the rubric helped them shift their approach—from simply writing a question to developing a meaningful, skills-based assignment. The use of rubrics eliminated subjectivity in grading, as each task was assessed against the same clear standards. This allowed participants to see exactly where they succeeded and where improvement was needed. Additionally, rubrics supported self- and peer-assessment, fostering critical thinking and reflective practice. Overall, well-designed rubrics support fair evaluation, encourage intentional planning, and promote continuous improvement. They serve as a bridge between teaching and assessment, making the evaluation process more open and effective for educators and learners alike.

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