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## **Meaning-making through Interaction: Focusing on Competency-Based Assessment Rubric**

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### **Meaning-Making through Interaction: Focus on the Competency-Based Assessment Rubric**

Masao Mizuno

The purpose of this symposium is to examine the effect of the competency-based assessment rubric on students' learning in practice. Emphasis is placed here on the possibility of reconstructing teaching by facilitating 'active learning' in a classroom through this assessment rubric. 'Meaning-making through interaction' is defined as a type of effective in-depth learning design which facilitates students' active participation in classrooms. The competency-based assessment rubric, which is of qualitative nature, illustrates the students' learning process in knowledge construction in three phases, C: knowing; B: connecting; A: higher order thinking. The use of such specific phases in an assessment rubric is believed to be able to lead to the realization of subjective, interactive and in-depth learning in a classroom. Consequently, teachers are allowed to re-examine their concept of teaching and learning. In particular, when designing for such activities, iterative collective thought processes are ensured to take place in the classroom: 1. The process of deliberating, knowing and presenting various ideas (Knowing), 2. The process of discovering new things and deepening understanding by connecting ideas through dialogues (Connecting), and 3. The process of developing acquired knowledge and understanding, and application from different aspects (Higher order thinking).

### **Curriculum Improvement through the Competence-Based Assessment Rubric in Mongolia**

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In this presentation, we would like to reconsider the curriculum improvement by using a competence-based assessment rubric in Mongolia. We have conducted a research study on ways to improve academic curriculum via the rubric method, held formative assessment. Now we are working on introducing the rubric assessment into elementary school and university in Mongolia. The main goal of the research was to prove that the rubric method has potential to facilitate students with positive outcomes such as using team-work for participation of every student, self-assessment of academic attainment and study progress, feedback information about the curriculum content and individual performance, seeking

ways and means to reflect their comments and recommendations into the curriculum. In practice utilizing this rubric which we conducted this time, in order to establish the view of lesson that the lesson's main character is students, it was first aimed at realizing "B: connecting". As a result, the teacher was severely shaken by the view of teaching so far, while seeking the way of teaching that would promote the connection between students in lesson.

## **Realizing High Quality Learning through the Competency-Based Assessment Rubric in Japan**

Takashi Soejima

What is strongly desired in present Japan is high quality learning. In the new Course of Study Guidance, it is expressed as "subjective, interactive and deep learning". For this research we are practicing using the competency-based assessment rubric in elementary, junior high, high school and university all over Japan. Teachers who have practiced collaborative learning also struggle to create rubrics. Because they are aware that it is also a task to rethink the practices so far. On the other hand, some teachers who do not practice cooperative learning make it easily, and in many cases, they regard it as mere stage theory. Through to create this rubric and self-evaluation, this rubric is not only for teachers, but also encourages students to change the way they look at their lessons. A learning community is being born in the classroom by aiming at classes to make up with students. In addition, it is expected that a learning community that extends beyond a single classroom will be expanded by presenting this rubric for the class participants as classmates of lesson studies and repeated post-lesson conference.