Reflection Report

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1. CBC, CBE, and CBA as a System

Life consists of learning and good knowledge skills. When I came to this course, I asked myself a few questions that I needed to get answers to. "What will I learn from this course? Why did I come, what will I take away in five days? There is a problem, how do we solve it? During my participation in the course "Development and application of competency-oriented assessment tools", I received detailed answers to these questions. It was the most useful course for myself. https://www.facebook.com/share/p/18xXpdBowz/ A competency-based education requires that the three basic concepts work in harmony. • The CBC (curriculum) determines what skills students should acquire. • The CBE (education) provides specific teaching methods to acquire these skills. • The CBA (assessment) checks whether students have mastered these skills. These three are closely connected with each other and complement each other at all stages of the educational process. Students first learn the necessary competencies (CBC), then learn these competencies in the course of learning (CBE), and finally test them by evaluating how they are used (CBA). It is a learning approach based on development of useful skills named as XXI century skills that influence on the development of individual abilities of a student. Competence-based assessment (CBA) evaluates what a learner can do in practice. For example, I emphasize the necessary skills of a student on the first day of the course giving them a task. Make a presentation on the "work schedule" after reviewing the curriculum using the strategy "Suitcase of knowledge and skills". They should pay attention to the skills applied over the 10 days course. This is the first step to reflection of 10 days in advance. By listing the

necessary technical, cognitive, social and metacognitive skills in the work schedule trainees create their own route and it prepare students to apply their knowledge in real life.

2. Curriculum Development and Learning Goals

What are learning goals? What should students know? What should be able to do? The curriculum sets clear goals and focuses on developing skills. Learning goals are important tools in a competency-based system. They link learning and evaluation to help all participants understand the purpose of learning and how success is measured. In order for the learning goal to be truly effective, it is necessary that it is clearly defined, purposeful and understandable to teachers and students. The SMART principle is a powerful tool that guides learning, supports student progress, and provides a clear basis for evaluation. I explain the SMART principle in a life example like this: you now have an hour of time. Make a very smart plan for this one hour! "find information related to Saks and ask questions at each level on Bloom's taxonomy "on the website"E-history"! This is the general goal. And if we turn to the SMART principle, we will be able to analyze the main reasons for the three Saks characteristic of the economy. S - (identifies 3 types of economy characteristic of Saks), * Measurable (according to bloom's taxonomy level, writes questions), * Achievable (explains the reason for the formation of 3 types of farms), * Relevant (work with information and ask questions), * Time-bound (one hour with a specific time frame specified). This type of work can be given both in the form of teamwork and in a role-playing game. The knowledge gained by students should be measured. It is important to think and evaluate both teamwork and role-playing. The information work performed by which group is useful? What criteria is better to set next time? Learning goals, teaching methods, assessment constructive identification is the most basic principle.

3. Assessment Quality: Validity, Reliability, and Fairness

How to design quality test questions? How is a reliable and valid test done? When creating a test, we should be guided by the concept of reliability, validity and fairness. Reliability ensures consistency, accuracy and fairness of the assessment. Validity of the test-measures how well it is performed. The concept of validity – indicates compliance with the educational goal. For an exam to be of high quality, it must meet the following two requirements: reliability – it is necessary to give a stable result under the same conditions. Validity-should only measure the skill that is actually evaluated. In my own practice, the "test task" is a set of tasks that reliably assess the knowledge and competencies of a student. The Kazakh education system has a specially approved standard. The test Control and the set of tasks are not sufficiently studied in

terms of content. Creating a test requires a lot of creative work. I also met test questions that do not meet such international standards in the unified national test in the education system. In my practice, I offered advice on how to draw up a test. Analytical work is being carried out to implement and apply testing, select the type and form of testing, dose the execution time, and determine the target audience. This does not mean that it meets the international standard, the level of competence. For example, despite the fact that there is only one approved standard, the textbook is presented only in the form of a resource. Each textbook provides different information. This leads to incorrect content transmission. Reliability and validity do not work together here. Students ' knowledge is not evaluated accurately and fairly. Therefore, our first goal is to determine the standard measurement of the level of tests, to compile a collection of scientifically studied test tasks.

4. Grading and Standard Setting

What could he do? How exactly can he realize what he has learned? How do I assess this? In Competency-Based Assessments, the focus is not only on what the trainees know, but also on how they can apply their knowledge in practical, real-life situations. Let me give an example from my own experience. At the end of the topic" Alash public thought and national idea", students are given a project task to create an" event map". Actively participates in training through discussion, problem solving and teamwork in the design of the project. I clearly wrote down the evaluation criteria in accordance with the training goals; * I gave instructions for compiling tasks in accordance with the evaluation criteria; * I have provided steps (descriptor) for how to complete the task; * effective feedback was given to the listeners; • I have made timely adjustments to the training and evaluation process. As a result, I got a sample of teamwork based on the following competencies. 3-points assessment guide for project work: 3 points: names the text, determine the characters, find pictures that meet the criteria. analyzes the situation at that time, disconnects the event. identifies the problem that has arisen, determines the final result and makes a decision. 2 points: although the text is found, the characters are incomplete, there are errors in the analysis of the situation, the story cannot be fully distinguished. It is difficult to identify the problem. The solution is not clear. 1 point: does not work correctly with information, answers are not clear, unclear answer. 0 point: absolutely not suitable for the purpose of training. This connection provides a harmony between what students learn, how they learn, and how they are evaluated. As a result, learning will be more effective, relevant to individual needs and useful.

5. Use of Rubrics

When do we use the rubric? How do we use the rubric? How was my level when I came to this competency-oriented course? At the initial level of the rubric the criterion for all of us is one. The threshold level is to successfully pass the RCEC exams and be certified. At the initial level, we attended the lecture for five days offline and received a certificate of participation. Now we have fully familiarized ourselves with the syllabus and moved to the middle (developing) level to clarify the expected results. Equally accessible to all of us. Each participant performs and passes according to their level. I am at the middle level of growth. In front of me is the upper level. God willing, if I master this level, I will reach the main criterion, the correspondence of my level will be determined. The rubric was given to me before the task was completed, and I strive to do it as efficiently as possible. But I do not want to say that I have fully conveyed all the key ideas. If I successfully passed the test and was submitted for certification, then I reached the last fourth level of the rubric. Since this reflexive report can only be perceived as text, I could not put it in a table. The full rubric is usually presented in the form of a table. This format would be easy for you to judge me. A well-designed rubric will help both the trainer and the student determine what is expected of them and the quality. This is how I gave feedback on the knowledge and competencies I received from you. I still have a lot to learn in terms of competence in the position" Live a century, study for a century".
Astana-Netherlands-Baku-Almaty

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