

Reflection Report

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Submitted At: 2025-04-19 20:20

1. CBC, CBE, and CBA as a System

A Competency-Based Curriculum (CBC) is a learning program focused on knowledge and practical skills. CBC promotes the application of acquired knowledge in real life. It aims to teach students specific skills through effective methods. The program has six key features: clear learning goals, practical learning, interdisciplinary learning, active learning, flexible pace, and real-world assessment. Competency-Based Education (CBE) is an approach centered on developing meaningful skills. CBE allows students to progress at their own pace in building cognitive, technical, social, and metacognitive competencies. It is based on six principles: equity, skill-orientation, clear objectives and assessments, personalized support, mastery before progress, and flexible timing. Competency-Based Assessment (CBA) evaluates a student's ability to apply knowledge in real-life contexts, rather than memorizing facts. It focuses on the application of learning in authentic situations. Constructive alignment ensures that learning objectives, activities, and assessments are harmoniously aligned. CBC, CBE, and CBA together help students not only pass exams but also build confidence, independence, and real-world problem-solving skills. In practice, as a trainer, I require teachers to plan lessons based on this integration. Their strength lies in focusing on cognitive skills related to the topic. For instance, when studying the Renaissance, students compare it to the Middle Ages. However, this doesn't always ensure the relevance of historical knowledge to real-life needs. Technical, social, and metacognitive skills are often overlooked, leading to incomplete competency development. To improve this, I propose a situational task: "You are a young

consultant at the Center for Contemporary Culture. Society's interest in science and art is declining. How can Renaissance ideas inspire today's youth?" Students respond using AI, linking Renaissance ideas to modern society with concrete examples. This fosters the development of technical, social, and metacognitive skills.

2. Curriculum Development and Learning Goals

Learning objectives are a key element in achieving outcomes within the CBC framework. The purpose of a learning objective is to make learning more understandable for students, help them identify what they have learned, and organize outcome-oriented incentives. Objectives guide teachers in lesson planning, material selection, and task development. They also establish a clear connection between the lesson and assessment, allowing knowledge, skills, and perspectives to be defined by the end of the lesson. High-quality learning objectives follow the SMART principle. SMART helps ensure that each objective is Specific, Measurable, Achievable, Relevant, and Time-bound. In practice, when teachers are in charge of lesson planning, a strength is their use of SMART to formulate objectives. They take into account students' age characteristics and strive for alignment between objectives, activities, and assessments. However, mismatches sometimes occur. For example, the objective may target analysis of cause-and-effect relationships in history, but the activity involves only reading and storytelling. These actions do not meet the cognitive complexity of the objective. To determine complexity levels, Bloom's Taxonomy should be used. It helps teachers systematically organize the process and clearly formulate goals. Bloom's Taxonomy breaks learning into three interconnected domains: cognitive, affective, and psychomotor—each with its specific learning focus. This enables a balanced and holistic educational experience. We should integrate cooperative learning, experiential learning, and problem-based learning (PBL) models. For example, if the objective is to analyze the causes and consequences of World War I, a research activity could involve discussing the Versailles Treaty from the perspective of countries like the USA, Germany, or France. Students defend their views as historical figures or groups. Through practical learning, they develop communication, opinion expression, respect for opposing views, and leadership. Constructive feedback is essential. Peer support is encouraged, and students feel more comfortable (affective domain) expressing ideas respectfully.

3. Assessment Quality: Validity, Reliability, and Fairness

Assessment is based on three key concepts: reliability, validity, and fairness. These principles help in developing a clear, consistent, and inclusive exam. Reliability means that a test

produces the same consistent results over time. If a skill is stable, the result should be independent of time, place, or evaluator. For example, if one student's essay is assessed by several teachers using a clearly defined rubric, the result will be similar (e.g., based on content depth, source use, and structure). Because the criteria are clear, teachers remain consistent in scoring. Factors influencing reliability include test length, clarity of questions, equal testing conditions, and consistent scoring. Tools for ensuring reliability include pilot testing, quality control of items, analysis of results, and systematic test revision. One of the most important principles in assessment is validity. A valid test measures only what it is supposed to measure. It accurately reflects specific student knowledge, skills, or abilities. There are three types of validity: Content validity: the test fully covers key topics and skills; Criterion validity: results from formative and summative assessments align; Construct validity: the test measures a specific skill without being affected by external factors. For example, students are asked to "give an example of the development of science and art during the Renaissance and explain its influence on European society." This task matches the learning objective ("describe the impact of a historical period on society") and directly assesses student knowledge and analytical skills. Reliability is about the consistency of results, while validity reflects how well a test measures the intended skill. The principle of fairness means all students have equal opportunities for success, regardless of background, identity, language, culture, ability, or personal characteristics. To promote fairness, I suggest anonymous grading of written tasks (when possible). This ensures equal opportunity for all learners.

4. Grading and Standard Setting

An important stage after testing is the analysis and interpretation of results. This involves examining student achievement and making informed pedagogical decisions. The norm-referenced analysis method compares student performance to a specific group (class, school, region), and is effective for competitive selection. In contrast, criterion-referenced analysis compares a student's performance against a predefined standard or set of learning objectives. In my practice, I rely on criterion-referenced analysis. At the end of a unit, points are assigned according to assessment criteria aligned with learning goals. The student is not compared with others, but evaluated based on fixed expectations. This is the main advantage of criterion-based assessment. The final grade converts the total score into a descriptive or scaled level. I frequently use closed-ended test items in assessments. I consider the dichotomous method effective—it uses a binary "correct" or "incorrect" scoring system. It allows for quick, objective evaluation. However, my weakness in test construction lies in ineffective distractors. Often, the distractors are unrealistic or too easy to eliminate, and I don't include plausible distractors that might be selected as correct. I also haven't used the A-value to measure distractor quality. Standard setting is a key part of decision-making based on test

results. It involves defining the score or performance level required to pass, receive a grade, or earn certification. I typically use the absolute method—setting a fixed passing score. For example, with 25 questions, 60% (15 correct answers) is the threshold. But this does not account for test difficulty, which may create unfair situations for students facing harder versions. From the course, I learned about the discrimination index, which measures how well a test item distinguishes between students who have or have not mastered the content. Rit (item-total correlation) shows how a question relates to the whole test. Rir measures the correlation when the item is excluded. I aim to apply and further develop integrated standard-setting in my practice.

5. Use of Rubrics

In competency-based education, rubrics and feedback ensure fair and transparent assessment. A well-structured rubric makes it possible to determine a student's success and provides the teacher with an objective evaluation tool. Rubrics are not only assessment instruments but also valuable for feedback and self-assessment. They help students identify their strengths and areas for development, as well as plan ways to improve. When a rubric is provided before the assignment, the student can prepare more effectively and complete the task with higher quality. Components of an effective rubric include: criteria, level, and descriptors. . For example: task – a project on a historical figure (presentation/essay/poster). Criterion – use of historical sources Level – medium. Descriptor – sources are present but require addition. The student realizes that few sources were used, so they add more links and research materials to the project. Specific descriptors allow the teacher to assess each part of the work. A good rubric, acting as both an assessment and learning tool, helps students succeed and gives the teacher clear feedback. It allows scoring levels with fixed points. Subjectivity is reduced, and the same expectations apply to all students. Rubrics also support differentiation, as they address the needs of learners at different levels. With the rubric, the teacher can determine how well each student has mastered the material and where support is needed. This enables personalized learning and appropriate task assignment. A drawback from my experience: some rubrics use vague words like “good,” “complete,” or “sufficient,” without explaining what they mean. This can confuse both students and teachers. A good rubric is not only for assigning grades but for giving clear feedback. Feedback should be specific, timely, and practical—outlining steps to reach the highest level. When used effectively, rubrics become powerful tools for learning and skill development.

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