Reflection Report

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Submitted At:	2025-04-18 14:48

1. CBC, CBE, and CBA as a System

CBC (Competency-Based Curriculum) refers to a curriculum model focused on the development of specific competencies and practical skills, shifting away from traditional content-heavy approaches. CBE (Competency-Based Education) is the instructional method that supports this model, allowing learners to progress at their own pace while prioritizing mastery. CBA (Competency-Based Assessment) is an evaluation approach that measures how well students demonstrate the targeted competencies, ensuring that assessments are aligned with actual performance. These three components function as an integrated system. CBC defines the desired outcomes, CBE guides the instructional delivery to support those outcomes, and CBA ensures that evaluation is competency-based. Together, they promote a more learner-centered, skills-oriented approach to education. However, their implementation can present challenges, particularly when transitioning from conventional systems. In my own teaching experience, the integration of these frameworks revealed both difficulties and growth. A student named Shyngys performed well in theory-based tasks such as memorization and reproduction of information. However, when assessed through a CBA lens that emphasized applied skills, his performance initially declined. This highlighted a gap between his theoretical knowledge and practical competencies. To address this, educators adjusted their instructional strategies, applying the CBE approach to provide targeted, skills-based learning opportunities. Over time, Shyngys began to demonstrate stronger practical abilities. Simultaneously, the assessment model was refined to more accurately balance theory and application. This

example illustrates that while integration can be complex, the CBC, CBE, CBA framework-when thoughtfully implemented can lead to more equitable, relevant, and meaningful learning outcomes.

2. Curriculum Development and Learning Goals

In the context of a Competency-Based Curriculum (CBC), defining high-quality learning goals, activities, and assessments requires setting clear, measurable objectives focused on developing each student's skills. Learning goals should encompass not only theoretical knowledge but also practical abilities. Additionally, learning activities should be designed to develop skills and enhance students' ability to learn independently. The assessment system, based on the CBA method, should evaluate the level of mastery and development of each skill to provide a clear and fair representation of students' progress. The Competency-Based Curriculum (CBC) serves as the foundation for this approach. It includes specific learning goals, tasks, and interdisciplinary connections. Students actively participate in learning through discussion, problem-solving, and group work. CBC also allows for flexible pacing of learning, and assessments should be used during presentations and project defenses as part of the evaluation process. One project I observed was a history lesson on "The Independence of Kazakhstan." The learning goals were focused on deepening students' understanding of the historical periods and key events on the path to Kazakhstan's independence, ensuring they could analyze and present their thoughts and conclusions about these events. As part of the learning activities, students were tasked with researching important historical figures and events related to Kazakhstan's independence, conducting group discussions, and comparing different perspectives. During the assessment, the CBA method was used to evaluate students' understanding of historical periods and figures, their historical analysis skills, and their ability to express their opinions through creative work. The strengths of this project included active student engagement in exchanging opinions and discussing various historical perspectives. During group work, students apalazed historical events with their viewpoints, building trust, relevance, and fairness in their interactions. They also learned to defend their opinions using evidence from historical data and various sources. The students were able to ask sufficient questions to cover the topic in detail. An area for improvement was that some students were not very active in group work and needed assistance in expressing their thoughts. Additionally, it would have been important to make the assessment criteria clearer, as some students did not fully understand what outcomes were expected from the task. Good, targeted questions for the groups could help distinguish between strong and weaker students, especially those who were merely "satisfactory." If the lesson plan is well-structured and thorough, it can only be effectively taught if the teacher is able to analyze it properly.

3. Assessment Quality: Validity, Reliability, and Fairness

I developed a test for Grade 8 students on "The Establishment of the Kazakh Khanate" in the History of Kazakhstan course. It consisted of 10 closed-ended and 2 open-ended questions. In terms of validity, the test aimed to assess students' understanding of the topic. The questions were aligned with learning objectives and helped identify historical facts and cause-effect relationships. However, some questions focused more on recalling information than evaluating higher-order thinking, which reduced the test's overall validity. For reliability, the test results were reviewed collaboratively with colleagues using a standardized rubric, which helped maintain consistency. Clear scoring criteria for open-ended questions contributed to reliability. However, teacher subjectivity affected grading in some cases. Using a point-based system for each question, rather than a total score out of 100, helped ensure consistency and reliability. In terms of fairness and student diversity, the test was administered equally to all students. However, it lacked differentiation for students needing additional support. Some students struggled with the more complex questions, which limited their performance. For future assessments, tasks should be arranged from higher to lower complexity, considering the principles of inclusive education and individual student needs. In conclusion, the test was reasonably valid and reliable, but there is room for improvement in terms of fairness and accommodating learner diversity. Reliable assessments reflect not only memory but also what students can do. Well-designed questions aligned with learning goals are essential for fairness and consistency. These questions help ensure that assessments are meaningful, providing valuable feedback and guiding further learning.

4. Grading and Standard Setting

In my experience, grading is closely aligned with the curriculum and learning objectives, ensuring that each lesson supports these goals. At the beginning of each lesson, I clearly communicate the learning objectives and the specific criteria students need to meet. This helps students understand the purpose of each task and how they can achieve success. After completing tasks, students participate in self-assessment, which helps them reflect critically on their performance and identify areas for improvement. This process promotes student engagement and ensures transparency in grading. I use a criteria-based assessment system, which is key to maintaining fairness. For example, when evaluating written assignments, I apply specific criteria such as "completeness of response," "historical accuracy," "use of evidence," and "correct use of maps." These criteria are applied consistently to all students, ensuring fairness and transparency in evaluation. Additionally, predefined cut-off scores are determined based on task complexity and the level of proficiency required. For example, if a student answers 7 out of 10 questions correctly, they receive a "good" grade. For open-ended

questions, I use a rubric that assigns points: 3 points for a complete response, 2 for partial, and 1 for incomplete. This rubric allows for more precise grading, and students are aware of how their work will be assessed, which guides their efforts and helps them understand their progress. However, there are times when students may struggle to fully understand the assessment criteria. To improve this, I would offer more frequent and clearer explanations using concrete examples. I also believe incorporating student feedback into the grading process is crucial for continuous improvement. Gathering feedback helps prevent misunderstandings that could negatively impact motivation.. Overall, I consider the grading system to be transparent, fair, and aligned with learning goals. In the future, I would like to enhance student involvement in the grading process by giving them more voice and further strengthening communication about assessment expectations. I also recognize the Angoff method as an effective technique for standard setting in high-stakes testing, ensuring fairness and credibility in assessment.

5. Use of Rubrics

In my teaching practice, I use rubrics to assess student work transparently and consistently. Rubrics offer clear guidelines for evaluation, ensuring fairness and objectivity. For instance, in a 9th-grade history class, I assigned an essay on the "National Liberation Movement of 1916." The rubric focused on four key criteria: content, argumentation, organization, and language proficiency, each scored on a scale from 0 to 3. By informing students about the rubric beforehand, they understood the assessment standards and were motivated to improve their work. This demonstrates how rubrics support learning by providing clear expectations. Key success factors for effective rubric design and implementation include: 1. Clarity - The rubric should be written in simple, accessible language, making it clear to both teachers and students. 2. Alignment with Learning Objectives - Each criterion should directly reflect the lesson's goals. 3. Prior Introduction - Students should be introduced to the rubric before starting the task to ensure they can use it as a guide. 4. Feedback-Oriented Use - Rubrics should not just score work but also provide constructive, student-friendly feedback to guide improvement. Rubrics provide structure and transparency, enhancing self-assessment skills. They help students identify strengths and areas for growth, enabling them to plan steps for improvement. When shared in advance, rubrics guide students in preparing higher-quality work and ensure that assessments are objective and consistent. They also support equitable instruction, as teachers can maintain consistent standards while offering individualized feedback. Rubrics, therefore, promote a culture of meaningful assessment and help strive for excellence, making the teaching and learning process more inclusive and effective.

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