Reflection Report

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1. CBC, CBE, and CBA as a System

A competency-based program is a learning is created around the core competencies that a student must know.That is, the focus is not only what the student knows, but also what he can do with this knowledge. For example: not only learning a formula, but being able to use it to solve specific problems. Competency-based education-a broader approach than a curriculumIt covers the entire educational system, including teaching methods, assessment and learning indicators. The main idea is that students only progress when they demonstrate mastery of the required competencies. Example: A student does not move to the next unit until they have demonstrated full understanding of the current unit. Competency-based assessment shows not only how many points the student has scored, but also how well he has mastered certain skills and knowledge. Not only theoretical answers , but also specific actions and skills are evaluated. Example: Instead of a test, a student uses a project that shows how they apply their knowledge in practice. Compatibility of three concepts: the program is competency-based, learning is individualized, and assessment accurately measures specific skills. I prove it with an example: Learning objective:"Planning household chores by calculating with multi-digit numbers" Learning task: "Your family spends 90,000 tenge on food in a month Your father's salary is 150,000 tenge, and your mother's is 120,000 tenge. How much money is left in a month? If ■ of the remaining money is used to buy school supplies for the child, how much money will be spent?" Competency-based assessment: allocate the necessary numbers; shows step-by-step ways to solve the problem; connects with life; They adapt to life by asking

the question "How would you use the other money?" Not only the correct answer, but also their ability to think and explain will indicate the success of the assessment integration. PBL is a student-oriented learning, professional development of teacher and individualized support. With these elements, education becomes an engaging, fair, and effective process.

2. Curriculum Development and Learning Goals

Competency-based curriculum–requires an effective and accurate definition of learning objectives, learning activities, and assessment. High-quality learning objectives – specific, measurable, achievable, and relevant to students – provide the SMART principle. Bloom's Taxonomy also helps organize and structure learning objectives in a clear and meaningful way. High-quality learning objectives are demonstrated by students striving to achieve higher levels of Bloom's Taxonomy (analyze, evaluate, create). And "critically" establishing learning objectives for quality education is one of the principles of competency-based education and assessment, and ensuring the coherence, purposefulness, and effectiveness of learning. For example, the learning objective "The student solves problems related to everyday life situations by adding multi-digit numbers" requires a high level of achievement. The objective is specific, focusing only on the skills of solving problems by adding multi-digit numbers. The learning result is based on a specific measurable indicator - the student's example (5)solving the problem. The student's ability to add multi-digit numbers is an important skill that can be achieved in their everyday lives (e.g., shopping, counting money, time planning). The learning objective is limited in time - aimed at mastering in a week. For example: Students work in small groups and calculate the family budget. They present their decisions to the class, analyze them and justify their proposals. In this activity:they use mathematical skills and develop communicative skills.It contributes to cognitive competence. High-quality competency-based assessment in the program not only assesses the result, but also takes into account the student's level of thinking, creativity and self-esteem. I plan to put into practice the creation of high-quality learning objectives based on the psychomotor domains of Bloom's Taxonomy. A quality goal is real result, a quality action is a meaningful experience, and a quality assessment is a development tool.

3. Assessment Quality: Validity, Reliability, and Fairness

Validity of the task on the topic "particles" in mathematics: The task corresponds to the topic of the lesson.: The test checks the basic concepts learned in class, such as dividing into parts, comparing fractions, and using fractions in situations. It accurately measures the knowledge and skills that students should acquire. The tasks are different.: they include theory

(calculation, comparing fractions) and practical application (representing fractions through drawings). This helps to test not only theoretical knowledge, but also how to apply it in everyday situations. The sequence went from simple to complex, The sequence of tasks goes from simple to complex, which allows you to check how the student solves basic calculations and moves on to more complex tasks. For example, first calculating with fractions, then comparing them and solving situational problems. All tasks had the same evaluation criteria: for example, for calculation problems, only the correctness of the result was evaluated, for problems with drawings — the accuracy of the image, for practical problems — the correctness of the calculations and the logic of the solution. Fairness and diversity of students: It was fair: All students had the same conditions for completing the tasks: the test was conducted at the same time, with the same tasks, and there were no differences in assessment for different students. All tasks were clear and understandable, which ensured fairness: no one was at a disadvantage due to confusion or misunderstandings in the issues. Evaluationwas based on specific criteria: the correctness of solving problems, the accuracy of representing parts through drawings, and the logic of solving practical problems. Each task had specific points that ensured objectivity.

4. Grading and Standard Setting

Competency-based education is more important than just scoring or marks. Competency-based education is more than just grades or marks. It requires careful assessment of student achievement, comparing it to specific standards, and summarizing it with fair, meaningful, and pedagogical justifications. In practice, we use methods for evaluating test results to convert these grades into meaningful and understandable scores, standard methods for the student's success: "satisfactory", "good", "excellent". The sum of these processes reflects the relationship between assessment and learning outcomes. Transparency:The evaluation criteria for each task should be clear and accessible to the student; After the work is checked, feedback is provided, indicating which aspects are correct and which need improvement; There is an option to appeal if necessary, which increases credibility Fairness: All students perform the same tasks with the same criteria. If the tasks are aligned with the goals, then the assessment is objective. Compliance with learning objectives: Assessment is structured according to the main learning objectives in the curriculum, and each task is aimed at testing a specific skill or knowledge. This helps to see what results the student has actually achieved. The cut-off score is set taking into account the complexity of the material and the general preparedness of the students. For example, 8-10 points - "high level" of knowledge and skills, 5-7 points - "average level" (understanding of basic concepts, but errors in solving problems), 0-4 points - "low level" is set when there is insufficient deep understanding of the material, errors in calculations. The cut-off scores provide a clear

boundary for the student to know what to expect in their learning. I can adapt the scale to the individual characteristics of the class if I notice that certain students are having difficulty with any part of the topic. I will introduce into practice both "absolute" methods and "specific" (Angoff, Ebel and Nedelsky, Weinen (comparative) methods) in improving pricing and standardization.

5. Use of Rubrics

Rubrics are a structured assessment tool that helps teachers clearly define assessment criteria and expectations for students. They provide transparency and fairness in assessment and help students understand what is expected of them. Quality rubrics are built on a clear and consistent foundation. They include three components: criteria (what is being assessed), levels of task performance (the degree of achievement), and descriptors (describing each level). 1.Students understand why and what grade they received: • Student: "I made the right comparison, but my score was reduced because my explanation was weak. I'll explain it next time." • This is how the student began to learn by demanding things of himself. 2. Mutual evaluation and self-evaluation are facilitated: • Students work in pairs, checking each other's work with a rubric and providing feedback. • This develops critical thinking and responsibility. 3. The assessment was fair and transparent: • Both the teacher and the student can prove why they received a given score. • Subjectivity is reduced. Key factors for creating a successful rubric: • Write in language that is understandable to the student,It is important to write in short, simple words that the student can understand. • Be consistent with learning objectives,because what is assessed in the rubric must be in line with the specific objectives of that lesson. • Involving the student in assessment, Discussing criteria together increases accountability. • Regular use,because systematic use of a rubric teaches students to evaluate. • Use with feedback because A rubric is needed not only for grading, but also to guide development. A rubric is not just an assessment tool, but also a part of teaching.It teaches the student to reflect on their work, set goals, and strive to improve.

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