Reflection Report

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Submitted At:	2025-04-19 12:14

1. CBC, CBE, and CBA as a System

CBC is an approach aimed at developing the skills and abilities that learners need in real life. By applying this method, learners have the opportunity to develop practical skills, communication culture, teamwork, and the ability to express their thoughts freely. CBE ensures that learners can apply the knowledge they acquire in real-life situations. In my practice, when using this approach, I created conditions for course participants to analyze the topic by connecting it to their personal experiences and make decisions. This allows learners not just to absorb knowledge in its ready form but to actively search for solutions and relate them to their experience. CBA is a method for evaluating how learners can apply their knowledge in real-life situations. This method does not just check theoretical knowledge but also aims to develop the ability to use that knowledge in practice effectively. The three approaches are closely interconnected. CBC sets the goal, CBE suggests the way to achieve it, and CBA determines the result. For example, in a course on literary reading for elementary school, where the goal was to develop the skill of identifying the main idea in a text, I focused on the question CBC — what should I teach? To achieve this goal, I used the "Insert" and "Denotative Graph" methods. Learners, while reading the text, engaged in tasks such as expressing opinions, connecting the material to life situations, and evaluating the character's actions. At the end of the lesson, I used CBA — how will I evaluate? — to assess their work based on criteria like identifying the main idea, connecting to life, and justifying their personal viewpoint. In my practice, these approaches are integrated, allowing learners to connect their professional experiences and

effectively evaluate knowledge application in real-life contexts, helping them understand the importance of practical skills

2. Curriculum Development and Learning Goals

In the context of CBC, I place great importance on developing practical skills that are connected to real life when setting high-quality learning goals. I believe that learning goals should be formulated through actions that demonstrate what the learner can do. When planning learning activities, I choose tasks that increase learner engagement and allow them to work with real-life situations. For assessment, I provide clear criteria in advance that align with the learning goal and define the outcome of the actions. To strengthen the connection between theory and practice, I used the "Mutual Interviews" method. My goal was to improve participants' interviewing skills, keeping the CBC question — What am I teaching? — in mind. First, I explained the structure of the interview and gave the learners the opportunity to create questions based on real-life situations. The participants built an interview based on one situation and applied it in practice. The assessment criteria were provided in advance: clarity of the interview's goal, precision of the questions, and ability to establish contact with the partner. The assessment was conducted based on these criteria, including self and peer assessment. This method showed the logical connection between learning goals, activity, and assessment. At the end of the lesson, based on pre-prepared questions, I identified difficulties in conducting interviews and used the "Role-play Interview" method to solve them, grounding the situation in real life. During the learning process, the participants developed their communication, listening, and responding skills. I explained the steps of selecting the situation, role distribution, conducting the interview, and assessment. This method was effective in helping model real-life situations, rather than relying on pre-made questions. In conclusion, for effective learning, goals, actions, and assessment must be closely connected. These methods help learners act in real-life contexts, develop communication skills, assess their progress.

3. Assessment Quality: Validity, Reliability, and Fairness

In organizing the assessment system, the main principles are validity, reliability, and fairness. By adhering to these principles, it is possible to accurately and fairly evaluate the learning outcomes of students. In my practice, by using a competency-based approach, I focus not only on the theoretical knowledge of the learners but also on how they can apply this knowledge through practical tasks, ensuring that both aspects are addressed. To improve the quality of assessment, I analyzed valid and invalid tasks during the lessons and worked to clarify their differences. For example, a valid task is one based on the content of the text, such as

evaluating the actions of a character or relating it to real-life situations. An invalid task, on the other hand, consists of simple questions aimed at finding information in the text, such as "What is the text about?" or "Who said it?". To explain this difference, we analyzed correct and incorrect task examples with the learners. To ensure the reliability of the assessment, I provided common criteria: alignment with the learning goal and the connection of the task to real life. To ensure fairness, all learners received support: sample tasks, key words, and instructions were provided. These methods increased the validity of the assessment and encouraged students to critically reflect on their own work. During the course, students were asked to develop tasks aimed at promoting functional literacy based on a text. Since the tasks were connected to the learning goal, I believe their validity was maintained. Around 75% of the students developed tasks based on expressing opinions, making decisions and comparisons, providing evidence. These tasks aligned with the expected outcomes and learning content. However, 25% of students' tasks did not maintain validity, focusing on simple recall, resulting in inconsistent assessment outcomes

4. Grading and Standard Setting

I see assessment not just as a tool to determine results but as an essential approach within the learning and teaching process. I strive to effectively integrate formative assessment into my lessons, ensuring each task allows learners to showcase their progress. To ensure a systematic approach, I focus on clearly defining the learning objective and setting clear assessment criteria. This method ensures transparency and fairness in the evaluation process. Learners fully understand what is expected of them and what results they must achieve. I make sure the criteria for tasks are clear, understandable, and accessible. For example, when assessing an essay or oral response, I focus on aspects like content completeness, logical structure, and the ability to provide supporting arguments. This ensures fairness and reliability in the assessment. When setting score thresholds, I consider the learning objectives and task complexity. For instance, when assigning a task to develop functional literacy, I break down the criteria as follows: 1st criterion – understanding the information (2 points), 2nd criterion – presenting the idea logically and adhering to language norms (3 points), and 3rd criterion – justifying opinions and drawing conclusions (4 points). This results in a total score of 9 points. This method helps emphasize the importance of each criterion and allows me to assess not only the learner's response but also their analytical and reasoning abilities. To ensure consistency during assessment, I offer various tasks for comparison. Each learner evaluates their own work or a peer's, justifying their score. They also identify areas for improvement, helping them develop further. In the future, I 'm going to to introduce individual feedback, foster self-assessment and peer-assessment skills, provide task examples, and expand opportunities for oral feedback. By maintaining consistent standards, fairness is preserved. In conclusion, I

believe assessment should support learners' development, not just determine outcomes

5. Use of Rubrics

In organizing the assessment system, I prioritize the fairness, transparency, and systematic principles. During the course, I frequently use rubrics as the main tool for evaluation. A rubric is an effective method for clearly explaining task requirements to learners in advance, developing self-assessment skills, and ensuring fair grading. During practical tasks, learners clearly understand how to connect the task with the learning objective through the rubric. I use it for explaining the requirements, self-monitoring during the process, and providing meaningful feedback once the work is completed. For example, when developing tasks for teachers related to specific learning objectives, I created a rubric including the following criteria: alignment with the learning objective, task clarity, and the presence of evaluation criteria. Before starting, learners carefully reviewed the rubric and designed tasks according to the outlined requirements. After working with the rubric, some learners provided helpful feedback. For instance, one learner shared, "Initially, I only planned to prepare questions, but after seeing the rubric, I enhanced my task and added skill-based components." During the assessment, the rubric ensured fair grading, and learners could clearly see which specific criteria they missed, encouraging them to review and improve their work. The rubric example during task creation served as a helpful guide for the learners. The structure of the rubric included four main criteria: alignment with the learning objective, task clarity, opportunities for skill development, and the presence of evaluation criteria. These specific requirements allowed learners to assess the quality of their tasks and make necessary adjustments. I provided the rubric before the lesson, enabling self-monitoring during the task and meaningful feedback afterward. This approach enhanced the transparency, fairness, and quality of the assessment process. When creating rubrics, I focus on alignment, clarity, and opportunities for self- and peer-assessment, ensuring high-quality work and fair grading practices.

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