

Reflection Report

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1. CBC, CBE, and CBA as a System

From the knowledge gained during the course, I realized that CBC, CBE and CBA as a system works with a single connection as an integrated basis for learning. Because CBC is a learning activity that guides learners so that the objectives planned in the curriculum are met, aimed at developing learners' competencies. It is important that I can design classes and activities that help me achieve competence so that the learner can do what he can, apply the knowledge gained in real life. CBA is to determine whether each learner has really mastered the competence. For example, in my practice, I used a rubric to evaluate trainees' portfolio aimed at the importance of the knowledge gained from the course and determine whether they will apply it in practice. At the same time, I assess the teacher's ability not only to master the material, but also to apply it in practice and reflect on it. It was important not what he learned from the course, but how he could implement what he learned. In this way, the system in action defines the curriculum (CBC) goal. Learning (CBE) helps learners to achieve this aim. The assessment (CBA) confirms that they have achieved it. CBC, CBE and CBA are closely connected and aimed at the formation of technical, cognitive, social, and metacognitive skills.

2. Curriculum Development and Learning Goals

The basis of any educational system is to determine what is taught, how it is taught and why it is taught. Therefore, it is important to develop a curriculum. The goal must be clearly stated to be implemented in a planned way. In my experience, I was able to guide teachers in the development of measures for organizing support after the course. Because the goal should be in accordance with the expected results and reflects the impact of the event. The participants at the event understood for themselves what to do and how to do it. As an example from my experience, it was noticed that a group of trainers for post-course support did not clearly define the training goal in the seminar. The topic of the seminar was "drawing up tasks to improve the functional literacy of students in the lesson" and trainees set the goal of the seminar to "develop students' research skills through tasks to improve functional literacy." To correct the purpose of the seminar, teachers were given constructive feedback. I explained that the smart principles should be followed, so that students can clearly understand what they need to master, what is expected of them. In addition, I clarified exactly what issues will be considered at the seminar, what tasks should be completed, and in accordance with this, helped to adjust the purpose of the training. It was changed to "Create tasks for the development of reading skills through working with texts". Because it was focused on the ability of post-course support learners to apply the knowledge gained from the course and create a new skill. It was related to the high level of Bloom's taxonomy "Creation". It is also planned to develop training materials in accordance with the educational goals, develop assessment sheets for evaluating tasks, provide instructions, align them with educational goals, organize group work, pay attention to the development of cognitive, social skills, and provide professional development to help students understanding.

3. Assessment Quality: Validity, Reliability, and Fairness

When we talk about the quality of assessment in the context of CBE, make sure that the approach to measuring learners' learning is accurate, consistent and fair. The three most important principles that determine a high-quality assessment are validity, reliability, and fairness. The test carried out for evaluation should correspond to the purpose of the study for evaluation and the content of the educational material. Only then will the principle of validity of the assessment be observed. The validity of the assessment does not occur at this point if the questions are material that has not been studied, or has not been considered in practice, beyond the purpose of the study. For the assessment to be valid, we must ensure that the approaches, procedures, and tools of the assessment correspond to the content of the portfolio. And reliability is to ensure the stability of the assessment. In the competence-oriented education system, the most important characteristic that ensures that the test results are stable and accurate. For example, if the same person takes the same or similar test several times, the results should be approximately the same. That is, the test results should accurately reflect

your real ability or knowledge, without accidentally changing it. That is why in my practice I use specific rubrics and standardized tests to increase reliability. My experience shows that after being evaluated in specific categories, no one has any doubts about the assessment. This is because the rubric provides clear criteria and specifies descriptors. Since specific criteria and descriptors are indicated in the rubrics, one can make sure of the consistency, accuracy, and fairness of the assessment. At this point, the assessment must be accurate and fair and consistent. That is, two different evaluators should not give completely different estimates for the same task. At the same time, there must be inner harmony in the assessment. Tasks should be interconnected and work for the same purpose. For example, if a task is intended to test the concept of a subscription, all tasks must be associated with a subscription. From my practice, I adhere to the principle of reliability in determining the true knowledge of a teacher, making decisions based on test results, to be fair to the exam participants. In my practice, I use the fact that examinations, presentations, and portfolio assessments should be conducted fairly, creating equal conditions for each participant and not creating advantages or disadvantages for anyone. I give all teachers the same time, the same conditions, the same instructions. For example, it would be unfair to give one teacher more time and another less time. Therefore, it is important to adhere to the principle of fairness in the assessment.

4. Grading and Standard Setting

By studying the subject of assessment, scoring, and setting standards, I have deepened my understanding of how important these processes are in supporting competency-based education (CBE). In CBE, the objective is not only to evaluate or give a grade, but also to ensure that each clearly defined person achieves competencies. It was noted that scoring in the CBE is more effective when it is done through rubrics that describe not only correct or incorrect answers, but also performance levels. For example, in the course I learned that the statistical indicator that measures internal harmony is Cronbach's Alpha. This statistic shows how "compatible" the test elements are with each other. It turns out that Cronbach's Alpha varies between 0 and 1. It was in my experience that this is especially reflected in the functioning of the questions during the test. To determine the effectiveness of the assessment, it is important to conduct a qualitative and quantitative analysis. To do this, after compiling the test tasks, it was reflected in the qualitative analysis to determine how the distractors worked. We conducted a statistical analysis to determine the quality of distractors. In my upcoming practice, I plan to analyze the A-value, discrimination index (Rit and Rir) test. And in my practice, the assessment was carried out using rubrics. This helped me provide meaningful feedback, and through it the teachers were able to understand where they were studying. Setting this standard is an important step in ensuring fairness and consistency. However, while the descriptors given in the rubric were clear to teachers, some teachers were attracted to

feedback to clarify what they meant for their learning. This led to a clear definition of what would be "competent" for each skill or learning purpose.

5. Use of Rubrics

My experience has shown that rubric is an important tool for directing assessment to open, fair and accurate learning outcomes. The rubric clearly describes what achievements at different levels will be. The rubric makes the assessment and feedback consistent and objective, increases reliability in the assessment. The use of rubrics in competency-based education has shown me that evaluation is not only grading but also learning management and showing progress. In my practice, I used a rubric with clearly defined criteria for monitoring the experience of teachers, including the assessment of the experience of teachers in planning, teaching, training, and evaluation. This assessment tool made it possible to ensure control over the experience of teachers. It also helped provide real feedback. By describing what is expected at each performance level, teachers understood how their experience is evaluated, what is needed to succeed in teaching, and what is expected of their teaching. In the future, I would spend more time creating rubrics with teachers. I also work on improving feedback loops. Although the grading system focuses on excellence, I have noticed that some teachers receive feedback, but they do not always act accordingly. To improve, I would like to devote more structured time to thinking and reviewing based on this feedback.

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