Reflection Report

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Submitted At:	2025-04-19 22:57

1. CBC, CBE, and CBA as a System

CBC is a competency-based curriculum. CBC shifts the focus to both knowledge and practical skills. For example, as a teacher, I use tasks in my lessons that aim to develop competencies such as problem-solving, communication, and collaboration. Competency-Based Education (CBE) is a learning approach in which students are placed at the center of the learning process. For example, as a teacher, I focus on helping students develop skills step by step, understanding that real learning takes time and that each student progresses at their own pace. Competency-Based Assessment (CBA) is a practical, student-centered way of evaluating learning. For instance, instead of asking students to define an employment contract, a CBA approach might ask them to create an employment contract and explain their choices. This approach makes learning more relevant and motivating. In a competency-based education system, three key elements work closely together: CBC (Competency-Based Curriculum), CBE (Competency-Based Education), and CBA (Competency-Based Assessment). As a teacher, I understand that each of these plays a unique role, and together they form a powerful, holistic learning system. CBC sets the direction by establishing clear goals and focusing on real-world skills. CBE brings learning to life through tasks and projects aligned with those goals. CBA completes the circle by assessing whether learners have achieved these goals through practical demonstrations. When we provide post-course support for teachers, we emphasize that a teacher's role is to ensure alignment between teaching methods, assessment procedures, assessment criteria, and learning outcomes. However, in

practice, the integration of these three elements is not always successfully applied. This often happens because, although the teacher understands the concept of constructive alignment, they struggle with its implementation.

2. Curriculum Development and Learning Goals

In a CBC context, high-quality learning goals, activities, and assessments must be clearly defined and closely aligned. I emphasize to teachers that every part of the learning process—objectives, methods, and assessments-should work together toward the same outcomes. Well-crafted learning goals specify what students should know and be able to do. Learning activities must actively engage students in reaching those goals, while assessments should accurately measure their progress toward achieving them. When aligned, these components create a cohesive and effective learning experience. I observed a history lesson on “Akhmet Baitursynov – the teacher of the nation,” where the objective was to evaluate his contributions as the founder of Kazakh linguistics and a public figure. Students worked in groups using the PEEL strategy (Position, Explanation, Example, Link), which encouraged critical thinking and collaboration. The teaching methods were well-chosen to support the objective. However, I suggested strengthening the assessment by introducing clear descriptors to support self-assessment. These could include: expressing a personal viewpoint, justifying it with reasoning, providing theoretical examples, and forming a judgment. Additionally, I recommended selecting assessment tools appropriate to learners’ age, individual characteristics, and educational needs. At the end of the lesson, I introduced the SCAFFOLD planning cards developed by the European Training Foundation. This tool allows teachers to gradually enhance their lesson planning by selecting relevant strategies and increasing complexity over time. It supports the integration of learning goals, activities, and assessments into a meaningful, student-centered process.

3. Assessment Quality: Validity, Reliability, and Fairness

When designing a test task, we must consider three key concepts: reliability, validity, and fairness. Each of these principles plays an important role in ensuring that assessments accurately measure the intended skills, produce consistent results, and provide all students with equal opportunities for success across various environments and contexts. In practice, if we consistently obtain stable and consistent results using a test, this means that the test is reliable. We can observe that when a student has the same level of knowledge or skills, a reliable test will yield the same results regardless of time, place, or who administers it. Reliability helps build trust in the results and supports informed decisions based on

assessment data. In many cases, teacher-created test items do not measure what they are supposed to measure. This is because teachers often lack a full understanding of the concept of validity. We explain to teachers that a valid exam focuses solely on the intended knowledge or skills and does not include unrelated content. An exam cannot be valid unless it is also reliable. If a test produces random or unpredictable results, we cannot trust it to provide an accurate assessment. Fairness is a fundamental principle in education and assessment. It means that every student has equal and fair opportunities to succeed—and this applies to our context as well. In a fair assessment system, all students are evaluated according to the same criteria and given equal chances to demonstrate their skills and knowledge. Fairness means creating equal conditions, where each student can be confident that they are being assessed based on what truly matters: their knowledge and abilities, not external factors such as background, language, or socioeconomic status.

4. Grading and Standard Setting

In practice, we use both formative and summative assessments. Formative assessment helps learners improve and develop understanding. We conduct formative assessments through quizzes, discussions, peer evaluations, self-assessments, or trainer observations. These tools provide insight into current understanding and help guide learning. Typically, they are not graded but play a crucial role in improving learning through feedback. Example: Assessment criteria for independent work 1. Not completed – 0 points 2. Partially completed – 1 point 3. Completed – 2 points To assess knowledge acquisition, we use the following parameters: 1. Knowledge of the module 2. Application of practical material 3. Presentation of content with practical relevance 4. Justification of problem-solving approach 5. Completion according to requirements Project Assessment Critetia Criteria Score Explanation 1 Ability to formulate the research problem and its relevance 2 Ability to define the problem in accordance with the project’s goal and objectives 3 Structure of the project content: clarity and logic 4 Relevance to the project topic: -level of problem-solving -adherence to the plan 5 Future prospects: -practical significance of results -potential for further development 6 Ability to apply innovative methods 7 Skills 8 Ability to answer questions 9 Creativity 10 Time management Number of points Criteria for evaluating the project presentation: 0 points – not achieved 1 point – partially achieved 2 points – fully achieved Maximum project score: 20 points Summative assessment, on the other hand, is conducted after the learning period and is used to determine what the teacher has achieved. These assessments are used for grading, selection, allocation, or certification. When designing test tasks, curriculum developers focus on three key concepts: reliability, validity, and fairness. They understand fairness is a fundamental principle in education and assessment. It means every teacher has equal and fair opportunities to succeed. In our system, all teachers are evaluated using the same criteria and given equal opportunities to

demonstrate their skills and knowledge. Equal conditions are created, and teachers can be confident they are assessed on what truly matters: their knowledge and abilities.

5. Use of Rubrics

As a trainer, I understand that rubrics and feedback are key elements of fair, transparent, and meaningful assessment. In practice, I provide course participants with rubrics. The rubric clearly defines the criteria and levels of performance. It helps both learners and us, trainers, understand what constitutes quality work. Rubrics clarify expectations, reduce subjectivity, and support learning by providing detailed and consistent assessments of student performance. I understand that a well-designed rubric includes three components: • Criteria (what is being assessed); • Performance Levels (degree of achievement) • Descriptors (descriptions) (characteristics of each level). In practice, I successfully apply rubrics. Creating an effective rubric takes a lot of time for the trainer. To create a rubric, I define the task, select key criteria, formulate the levels, and write clear, specific descriptors for each level. Example:Topic: A. Baytursynov – "Teacher of the Nation" Criterion: Analyzes the activities of A. Baytursynov in the development of Kazakh linguistics Level according to Bloom's Taxonomy: analysis PEEJ Formula Method What is your opinion on A. Baytursynov – "Teacher of the Nation"? P – Position E – Explanation E – Example J – Judgment Descriptors: -expresses their own position; -justifies their position; -provides examples at a theoretical level; -makes a judgment. Rubrics also enhance the effectiveness of feedback. I align comments with rubric levels, ensuring feedback is specific, timely, and practical. This approach helps learners understand how to improve their work. Additionally, rubrics facilitate differentiated learning: they support struggling learners in identifying their next steps, while enabling stronger learners to progress to higher levels of performance. In practice, rubrics personalize feedback and promote growth. For example, one learner might be advised to use a plan to improve structure, while another might be encouraged to strengthen their argument with factual evidence. To be truly effective, rubrics should be: • written in clear, understandable language • provided to learners in advance • concise and focused • tested for clarity and accuracy When used correctly, rubrics become powerful tools for both teaching and assessment, as well as for the development of learners' skills.

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