Reflection Report

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1. CBC, CBE, and CBA as a System

In a competency■based education system, the Competency■Based Curriculum (CBC), Competency■Based Education (CBE) and Competency■Based Assessment (CBA) are intrinsically interdependent. This insight clarified for me the need to structure the learning process around competencies. The CBC ("what learners must know") enumerates the skills pupils must master, privileging not mere theory but the capacity to apply knowledge in authentic contexts. The CBE ("how learning occurs") prescribes instructional methods enabling each learner to progress at a personal pace through practical tasks. The CBA ("how learning is measured") determines what the learner has acquired and how it can be mobilized, relying on projects and authentic tasks rather than written tests. Thus, the learner first identifies the required competencies (CBC), then develops them in instruction (CBE), and finally verifies their application through assessment (CBA). Collectively they form an integrated learning ecosystem: CBC gives orientation, CBE delivers instruction, and CBA quantifies outcomes. Alignment and validity secure fairness and precision; rubrics foster self■evaluation, while observable behavior reveals exact performance levels. In my practice participants produced, at course end, a research project entitled "The Current State of the Kazakh Language". Under the CBC objectives were to conduct research, gather data, analyze findings, articulate accurately, and employ language skills in concrete situations. Through CBE participants, grouped in teams, examined declining interest in Kazakh instruction, interpersonal communication and motivation, using surveys, interviews, literary evidence and role■play. At the CBA stage they

defended projects via presentations and were evaluated on content, linguistic conformity, precision, discourse etiquette and audience interaction. The integration was successful: learners recognized Kazakh as an effective medium for expressing opinion, and their interest increased. Although initial challenges arose, teacher confidence in the new approach strengthened and classroom engagement intensified. In future I shall adapt tasks to participant interests, offering them as presentations, role■plays or projects

2. Curriculum Development and Learning Goals

Learning objectives are a core element of the educational process, defining the knowledge and skills students should acquire by the end of a lesson. Well■crafted objectives help students understand expected outcomes, develop self■awareness and responsibility, and guide teachers in lesson planning and method selection. High■quality objectives must be specific, measurable, and oriented toward developing life skills. Assessments should align with these objectives to ensure fairness and clarity. For instance, if the goal is to cultivate effective communication skills, learning activities might include role■plays, group debates, and presentations, with assessments structured to allow students to demonstrate their skills in realistic scenarios, evaluating not only content but also structure, originality, and participation in group work. In my professional experience teaching 8th■grade Kazakh language under a Competency■Based Curriculum (CBC), the learning objective was "8.3.4.1: Write an essay that maintains proper structure, articulates a personal viewpoint on a given topic, and provides supporting evidence." This objective adhered to the SMART principle: Specific (writing an essay), Measurable (assessing structure and evidence), Achievable (drafting the first version in one lesson), Relevant (appropriate to student level), and Time■bound (limited to class time). The assessment criteria focused on structural integrity, evidence use, and adherence to language norms. In class, students co■constructed key terms for essay content and structure, engaged in peer evaluation, brainstorming, and individual and pair work before writing. This alignment strengthened critical thinking, argumentation, vocabulary use, and language conventions. Providing criteria and descriptors enabled students to self■assess, fostering metacognitive skills. Areas for improvement included challenges for some students who lacked prior development of logical thinking and writing skills. This experience deepened my understanding of the interplay between objectives, activities, and assessment. Going forward, I will prioritize creating precise, competency■based tasks and more targeted instruction to enhance learning effectiveness.

3. Assessment Quality: Validity, Reliability, and Fairness

In a competency■based system, reliability, validity, and fairness ensure that all students' knowledge and skills are assessed accurately, consistently, and equitably. Teachers who integrate these aspects can evaluate student achievement fairly and efficiently. In my Grade 7 Kazakh language class on "Weather and Climate Change," the learning objective was to interpret textual and graphical data. Students analyzed a brief weather text and a weekly temperature graph, comparing sources, identifying key information, and drawing conclusions. Reliability was rated moderate: test–retest checks across parallel classes yielded similar results, indicating stability, and internal consistency was high—each question measured interpretation of both text and graph. However, the complexity of language in explanatory instructions reduced reliability for some students. Constructive validity was high, as the task directly aligned with the learning objective. Content validity was assured because the task covered weather and climate topics taught in class. Criterion■related validity was confirmed by correlating results with classroom performance and other formative assessments. To strengthen validity in future tasks, I will combine open■ended and closed■ended questions. The task was designed for fairness: identical information was provided to all, and the weather theme was culturally neutral and relatable. Yet terms like "interpretation" and "dynamics" posed challenges, and no differentiation or additional supports (e.g., glossaries, visual aids) were offered, affecting fairness for some learners. I was able to assess students' ability to interpret complex data accurately, but I concluded that fairness requires further attention. Next, I will tailor tasks to student needs, simplify language, provide supplementary tools, and conduct regular moderation to clarify criteria. I will also include differentiated scaffolding—such as glossaries, simplified instructions, and graphic organizers—to support diverse learners and ensure equitable assessment. This reflection will guide the refinement of future assessments.

4. Grading and Standard Setting

A grade is a symbolic indicator of a learner's achievement, performance, or mastery of learning objectives. Grading may use letters (A, B, C), numbers (0–100), descriptors ("pass," "fail," "excellent"), or other formats. Standards underpin grading and are established by absolute, relative, or combined methods. Transparency, fairness, and consistency are foundational to effective grading standards. Methods for setting standards include an absolute approach (specifying a fixed percentage or passing threshold), a relative approach (comparing students against peers), and a combined approach (integrating both). In my practice, I strive to organize the grading process clearly. I explain the grading criteria for each task in advance so that students know exactly which outcomes they must achieve; this ensures transparency in assessment. For example, in Grade 7's "Weather and Climate Change" unit, I clarify that students must accurately analyze texts and graphs. The grading criteria are: correct text interpretation (5 points); accurate graph comprehension and analysis (5 points); and drawing

conclusions aligned with the learning objective (5 points). This enhances fairness because each student's work is evaluated against explicit, objective criteria tied to the learning goal, thereby assessing their precise skills. When establishing threshold scores, I refer directly to learning objectives. For instance: text comprehension – 5 points (full credit for fully understanding and clearly conveying the main idea); graph analysis – 5 points (full credit for correctly reading, interpreting, and commenting on data); conclusion formulation – 5 points (full credit for logical, evidence■based conclusions). Thresholds reflect task complexity and objectives, clarifying for students exactly why and for which actions they earn specific scores. To improve grading, I teach students to evaluate their own work, foster critical thinking, develop necessary skills, assign level■appropriate tasks, clarify criteria, offer resubmission opportunities, and provide constructive feedback. This reflection guides continuous refinement of assessment practices and promotes learner agency.

5. Use of Rubrics

Through my studies, I have developed a deeper understanding of the importance of rubrics and feedback in a competency■based education system. Rubrics are not merely assessment instruments; they effectively structure instruction, support differentiated learning, and guide students toward success. By examining rubric■development steps, I realized that concrete actions are required to ensure fairness and transparency in assessment. The section on feedback was particularly significant: although I knew that generic comments such as "good," "poor," or "improve" were insufficient, I did not understand how to construct structured, actionable feedback. Now, using the rubric as a framework, I can deliver feedback that is specific, timely, and practically applicable. In my lessons, I have employed rubrics to assess student achievement accurately and equitably. A rubric precisely describes expected outcomes, assessment criteria, and performance levels for a given task. For example, in Grade 7's "Weather and Climate Change" unit (Learning Objective 7.2.1.1: Interpret textual and graphical information), I designed a three■level rubric—basic, proficient, and advanced—for a task requiring students to compare and interpret a graph and accompanying text. This rubric enabled students to understand focus areas before beginning the assignment and to plan their work accordingly. Assessment criteria included information comprehension, analysis, and evidence■based justification: - Basic level: major interpretation errors; insufficient justification. - Proficient level: minor interpretive inaccuracies; evidence present but incomplete. - Advanced level: complete and accurate interpretation of graph and text; conclusions supported by specific evidence. At the lesson's conclusion, I facilitated peer and self■assessment. Students used the rubric to review their own work, identifying strengths and areas for growth. Key success factors for effective rubric design and implementation include alignment with learning objectives; clear, accessible language for both students and teachers; explicit performance

levels; pre■task discussion; and rubric■based feedback that clarifies next steps. I will continue refining high■quality rubrics for all future tasks.

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