

Reflection Report

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1. CBC, CBE, and CBA as a System

CBC defines specific goals and develops skills. CBE focuses on developing useful skills, i.e., teaching methods aimed at skill development. CBA checks students' progress in achieving goals and acquiring necessary skills. The three components ensures the interaction between what students learn, how they learn, and how they are assessed. At the professional development courses for Kazakh language teachers, we discuss how subject-specific curricula are based on specific learning objectives, how lesson planning methods are connected with assessment types, their results, and their significance. I observe both successful and unsuccessful aspects. The successful aspects include the clarity of learning objectives and formative or summative assessment, as they are based on certain normative documents. As for the less successful aspects, although the lessons are based on clear learning objectives, the lesson process is limited to the question, "What does the student know or understand?": traditional principles of teaching fail to develop all of the students' competencies. It is necessary to identify the key skills to be developed in students according to specific learning objectives and to organize these skills development effectively. Teaching must be practical and relevant. I believe that planning lessons with Bloom's Taxonomy will yield positive results: materials for learning should be focused on remembering, understanding, applying, analyzing, evaluating, and creating. CBE transforms teaching into actions, using tasks and projects that align with specific learning objectives. This approach meets each student's age and needs, promotes inclusive education, and gives students the opportunity to gain real-life experience,

develop professional behavior, and think productively. It supports intellectual, social, emotional, and professional growth, linking theory and practice. The integration of CBC, CBA, and CBE is a system, aimed at developing students' confidence as individuals, enabling them to apply their knowledge and skills in practice, and helping to develop competencies such as communication and problem-solving.

2. Curriculum Development and Learning Goals

In the context of CBE, specific learning objectives define what students need to master, while learning is based on active and relevant experiences that help achieve these objectives. Assessment is used to measure whether students have truly reached the expected outcomes. Three elements support each other in constructive harmony forming learning progress. I will analyze the following lesson plan: Kazakh literature lesson, topic: The portrayal of characters in G. Musrepov's novel "Ulpan". Lesson objectives: to identify the main characters system according to the idea of the novel, and analyze the characters' portrayal through figures of speech. The lesson objective is according to SMART principle: Specific —what students need to define and analyze; Measurable — oral justification and task completion serve as proof of learning achievement; Achievable — the objective is realistic, in line with students' developed skills and learning environment; Relevant —students' speech culture is being developed, enhancing subject knowledge and life skills; Time-bound —45 minute-lesson. The lesson objective supports students success in learning. The learning activities are to guide students toward the lesson objectives. The first task is group work — identifying the characters system, and the second task is pair work — analyzing the characters with figures of speech. After each activity, feedback is planned to support the progress. These activities help students to develop communicative skills: expressing ideas, giving constructive feedback, forming perspectives; to solve problems, develop behavior, and foster social growth. interact with peers, Formative assessment is peer assessment and self-assessment, we shouldn't simplify it. It shows concrete learning products to be assessed by specific criteria, clear to students. This strengthens motivation, supports improvement, and emphasizes the importance of assessment. The assessment must be constructive and realistic. The alignment of CBC, CBE,CBA aims to achieve specific learning objectives.

3. Assessment Quality: Validity, Reliability, and Fairness

Three main concepts are in testing: validity, reliability, and fairness. Validity ensures the test be meaningful, accurate, and aligned with its intended purpose. Reliability ensures coherence and accuracy in assessment within CBE. Fairness focuses on assessing the knowledge and skills

taught in the classroom. Description of the test: was designed to assess the knowledge of one topic of the course curriculum, consisted of 10 questions (closed and open questions). The goal was to determine the participants' level of reading literacy and to evaluate their knowledge and skills on the topic. While reviewing the test, I noticed that some items were valid, while others were not: e.g., the test aimed to assess reading literacy, but some questions relied heavily on the exact text content. These tasks measure memory rather than reading literacy. Some questions evaluated grammar knowledge, that does not align with the main purpose. These aspects cannot be considered fully valid: necessary to focus more on HOTS and follow the test's goals. To ensure reliability, assessment criteria were developed and shared with all teachers. Regarding open responses, one participant received 2 points, while another received 1 point for similar answers: in question 7 "What is the purpose of the detailed information in the text?", the scoring criterion considered full or partial answers. This indicates that reliability was not fully maintained: it is necessary to include clearer descriptors or use rubrics during assessment. As for ensuring fairness, the test tasks were on various topics, understandable to all participants, promote equal opportunities. Since there were participants of different professional categories, the tests were differentiated: as an additional task, teachers-researchers and teachers- masters were asked to write an argumentative essay on a specific topic. Following the above remarks about testing: developing descriptors and rubrics for open questions, differentiating tests, and preparing various versions of the tasks will improve the reliability of assessment.

4. Grading and Standard Setting

Setting assessment standards is a systematic process of determining the level of achievements required for a student to obtain a certain score to pass an exam. During regular lessons, a 1–10 point assessment system is used. The threshold score for a summative assessment in a module is established at 50%, it means the learner must score at least 50 out of 100 points. I use formative and summative forms. Focusing on formative assessment during regular lessons: at the beginning of the lesson, the learning objectives are clarified together with the learners. When a task is given, assessment criteria and descriptors are presented, and each learner understands how many points they can earn and for what. E.g, in the task for analyzing texts, learners' skills in making comparative analysis and arguing their points of view are assessed. The assessment process is organized in an open, fair, and goal-oriented manner. Threshold scores are set based on rubrics aligned with the criteria:, a task might be graded on a 0–2 point scale: • 2 points – complete response with justification • 1 point – response presented but incomplete • 0 points – no response or incorrect answer. Misunderstandings arise when the threshold scores are not clearly stated. To improve the process of assessment standard setting, the following should be considered: • clear objectives

and outcomes, • assessment system is understandable, • systematic discussing assessment criteria, • moderation of assessments with colleagues, • using the absolute method, integrated method, and the Ebel method to contribute to objective evaluation and a culture of assessment. Assessment is a key tool in supporting students' development. An open, fair, and learning-objective-based assessment system motivates and guides students.

5. Use of Rubrics

In CBE, rubrics play a crucial role for fair and transparent assessment that supports learners. A rubric clarifies the expected results at various levels of performance, compares learners' work against predefined criteria, and also serves as a tool for feedback and self-assessment. The components of a rubric include criteria, performance levels, and descriptors. I use rubrics to assess written, creative tasks, and oral responses. E.g., in the oral task “Justify your opinion based on a text”, the goal is for the learner to express their opinion clearly and convincingly. The rubric consists of three criteria: identifying the main idea, providing arguments, and structuring the response. The levels of effectiveness are: excellent, good, and satisfactory. A successful aspect of this rubric is that the “arguments” criterion specifically requires clear evidence. However, a drawback was that the “overall structure” criterion was too general, leading to varied interpretations by different teachers — it required a detailed descriptor. A well-developed rubric is a bridge between learning and assessment. It helps learners plan their work more consciously and improve their performance. One of my learners received 1 point because her response was incomplete. During reflection, she realized overlooking the “arguments” criterion, understood that the rubric is used to identify what should be added to the response. Factors contributing to the successful development and use of rubrics include: • clear defining the task according to the learning objective; • selecting the most important and understandable assessment criteria; • determining clear levels of effectiveness (excellent, good, satisfactory); • specific descriptors in accessible language, focusing on observable behaviors or performance characteristics; • clear distinguishing between levels of the tasks; • effective using the rubric for feedback to guide students' development. A rubric makes learners more responsible for their own learning and enables the trainer to provide fair evaluation and high-quality feedback. I plan to systematically integrate rubrics during self-assessment and reflection activities with learners.

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