

Reflection Report

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1. CBC, CBE, and CBA as a System

CBC, CBE, and CBA are three key elements of the competency-based education system, closely interconnected. -CBC defines what students need to know. -CBE focuses on how students acquire that knowledge. -CBA addresses how the acquired knowledge is assessed and measured. Although each component plays a distinct role, together they form an integrated system aimed at developing essential skills and competencies required for real life. As an instructor, I deliver courses for primary school teachers. I analyzed the course I conducted through the lens of the six features of CBC and the six principles of CBE. As a result, I identified the interconnection between CBC, CBE, and CBA. Strengths: -Learning objectives were clearly defined, with expected outcomes aligned accordingly. -The unity of theory and practice was ensured. -As the program targeted primary school teachers, cross-curricular integration was incorporated. -Active learning was emphasized through group work, role plays, and discussions. -Active learning methods were aimed at developing key skills such as critical thinking, creativity, problem-solving, communication, collaboration, and self-assessment, as well as competencies like digital literacy and reflection. -In addition to tests, practical outcomes were assessed through demo lessons and project-based work. -The test tasks were aligned with the learning outcomes. -The assessment system was based on specific criteria aligned with learning objectives. Areas for Improvement: -The program offered the same content to all participants, despite the fact that each teacher has different levels of experience and needs. As a result, principles such as equity in learning, personalized support,

and flexible pacing were not fully implemented. -More time was allocated to theory (44 hours) than to practice (34 hours). -The assessment criteria lacked flexibility to account for individual progress. Emphasis was placed mainly on test scores and quantitative indicators.

2. Curriculum Development and Learning Goals

The core concept in the interconnection of CBC, CBE, and CBA is known as constructive alignment. It ensures the coherent functioning of the three main components of the learning process: learning objectives, learning activities, and assessment. High-quality learning objectives should follow the SMART criteria. These objectives should also be based on Bloom's Taxonomy, allowing for planning at various levels of complexity. They must aim to develop a broad range of competencies. Well-structured learning activities should align with the objectives and content, be designed at the appropriate level of complexity, and directly link to the expected outcomes. Post-learning reflection helps reinforce the connection between acquired knowledge and its real-life application. In my opinion, high-quality assessment must be reliable, valid, and fair. From my practice, I would like to share an example from a Grade 4 primary school lesson titled How Do Insects Develop? Learning Objective: To describe the stages of insect development (egg → larva → pupa → adult). To meet this objective, the teacher used the RAFT method (Role, Audience, Format, Topic). Students wrote a story titled: I am a Butterfly. My Journey Started from an Egg. Descriptors: • Covers all stages of development. • Describes the key features of each stage. • Narrates the story from the butterfly's point of view. Students also engaged in peer assessment. Strengths: • Tasks aligned well with the lesson objectives, which followed the SMART principles. • Promoted creativity, inquiry, and communication skills. • Clear descriptors were provided. • Included both self-assessment and peer assessment. • Open-ended questions encouraged deeper thinking. Areas for Improvement: • Most tasks targeted only the lower levels of Bloom's Taxonomy. • The level of complexity was not fully appropriate for the age group. Conclusion: I realized that it's important to train teachers on how to appropriately define and differentiate levels of task complexity to ensure alignment with students' developmental stages and learning objectives.

3. Assessment Quality: Validity, Reliability, and Fairness

Reliability, validity, and fairness are fundamental concepts in educational testing. • Reliability refers to the consistency of test results regardless of when, where, or by whom the test is administered. • A test is valid when it accurately measures what students have genuinely learned. • Fairness means that all students, regardless of their background, gender, language, culture, abilities, or individual circumstances, have equal opportunities to succeed. All learners

are assessed according to the same criteria. At the end of the first lecture in the course I delivered, I administered an express test consisting of 6 questions. I conducted an analysis of that test.

Validity

Indicators of validity:

- The test questions clearly assess knowledge based on the content taught. Example: Question 1 – “What is the purpose of primary education?” – directly refers to the national standard.
- Each question targets a specific concept (e.g., professional values, educational principles).

Indicators of low validity:

- Some answer choices (e.g., options A and D in Question 3) are very similar, which can confuse learners.
- The concept of professional deontology may not be equally familiar to all teachers.
- The structure of distractors (incorrect options) varies significantly.
- Some test items are too generalized.
- Options like “All of the above” were used, which may reduce the precision of assessment.

Reliability

- The test uses closed-ended questions with only one correct answer. This format ensures consistency and reproducibility of results, even when evaluated by different assessors.
- Clear assessment criteria and a well-defined scoring system were provided.

Fairness

- Learners from diverse backgrounds were given equal opportunities to succeed.
- The language used in the test was simple and easy to understand.

Conclusion

The test demonstrated high content validity, but low construct validity. Its fairness and reliability were moderate.

4. Grading and Standard Setting

Through assessment, a teacher can determine what the student has learned, how well they have understood the content, and what skills they have developed. While the visible result of assessment is the grade, the act of assigning a numerical value to reflect how well a student has achieved the learning objectives is called scoring. The process of defining the minimum threshold or passing score that identifies a student’s level of achievement is known as standard setting. Standard setting is a critical component in decision-making based on test results.

Application in My Practice

I designed a 15-question test for Grade 4 Science covering three units within the "Living Things". To structure the test effectively, I first clarified the lesson topics, learning objectives, and assessment criteria. Following a test blueprint, I distributed the questions evenly across content areas and skill levels. Each unit included: single-answer question, multiple-answer questions, and open-ended questions. I planned to use both dichotomous and polytomous scoring methods. To ensure test validity and fairness, I paid close attention to:

- Alignment with learning objectives and test goals,
- Clarity and simplicity of language,
- Avoiding clues within the answer choices,
- Consistency in format and structure of response options,
- Logical and/or alphabetical ordering of options,
- Grammatical accuracy throughout.

The test questions were designed based on Bloom’s Taxonomy, with open-ended questions targeting higher-order thinking skills. All students received the same version of the test, ensuring transparency and fairness.

Grading Scale for Fair Evaluation:

- 26–33 points –

Excellent • 20–25 points – Good • 13–19 points – Satisfactory • 12 and below – Unsatisfactory

Standard Setting Approach I applied two methods to define the cut-off score: 1. Summing minimum acceptable scores for each task based on complexity, 2. Calculating 55% of the total 33 points. Interestingly, both approaches resulted in the same cut score of 18. Conclusion This experience highlighted the importance of carefully designing tests, assigning appropriate scores and grades, and thoughtfully determining cut scores. Each of these elements plays a vital role in ensuring reliable, valid, and fair assessment.

5. Use of Rubrics

Rubrics and feedback play a crucial role in ensuring fair and transparent student assessment. A rubric is an assessment tool that outlines the expected outcomes for a specific task. It includes clearly defined criteria and describes levels of performance for each criterion. Teachers often use rubrics during assessment to provide students with clear feedback and to clarify learning objectives and expected outcomes. However, as instructors at the institute, we do not consistently use rubrics in our own teaching. During the course, we guided teachers in developing rubrics.

- A rubric must be aligned with the learning objective, clearly indicating what students are expected to achieve.
- Learning objectives:
 - Ask and answer questions related to the content and characters' actions in a text, with teacher support.
 - The language of the rubric should be clear and accessible to both students and parents.
- Assessment criteria aligned with objectives:
 - A learner: Formulates and answers questions based on the content of the text
 - Descriptions of performance levels (low, medium, high) should be clear, fair, and specific.
- Well-defined and measurable descriptors:
 - Low level: Struggles to formulate questions, answer them, and summarize the main idea of the text.
 - Medium level: Makes errors when formulating questions, answering them.
 - High level: Successfully formulates questions, answers them.

In my opinion, rubrics positively influence learning, making expected outcomes clear and accessible. They encourage students to aim higher and allow teachers to assess performance objectively and consistently. Conclusion: I believe course participants should also try designing and using rubrics as part of their professional development.

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