

Reflection Report

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1. CBC, CBE, and CBA as a System

Throughout the course, I have gained a profound understanding of the concepts of Competency-Based Curriculum (CBC), Competency-Based Education (CBE), and Competency-Based Assessment (CBA). These three interconnected concepts form the cornerstone of competency-based education, an approach focused on cultivating practical skills and knowledge. CBC establishes the learning objective by clearly defining the competencies that learners are expected to master. CBE, in turn, provides pathways to achieve this objective, guided by six key principles that enable learners to effectively apply their acquired knowledge in real-world situations. CBA completes the cycle by evaluating the extent to which learners have achieved the learning outcomes and determining their level of competence. However, I observed a persistent challenge: participants often continued to rely on traditional teaching methods, such as lectures and exercises, even when working with a competency-based curriculum. This, in my opinion, significantly reduced their readiness to apply knowledge in practical settings and limited the development of their creative abilities. In light of this, I employed a variety of methods during the course to elucidate the interconnectedness between CBC, CBE, and CBA. Through hands-on exercises, I provided participants with concrete tools to select competencies from the curriculum, apply the most appropriate teaching methodologies, and effectively assess student achievements. I am confident that this approach can empower teachers to effectively implement competency-based education in practice. Furthermore, we openly discussed with the

participants the challenges that arise in the actual practice of competency-based learning. In particular, I placed special emphasis on the development of key competencies such as problem-solving, effective communication, and constructive collaboration, as I believe these are fundamental to successful adaptation to a rapidly changing world.

2. Curriculum Development and Learning Goals

Curriculum design and the clear definition of learning objectives are the cornerstones of effective education. A well-structured curriculum enables the systematic monitoring of student progress and the evaluation of learning outcomes. I firmly believe that aligning learning objectives with the SMART principles (Specific, Measurable, Achievable, Relevant, and Time-bound) significantly enhances the effectiveness of the educational process. Furthermore, the three domains of Bloom's Taxonomy - cognitive, affective, and psychomotor - provide teachers with a powerful framework for organizing the learning process, helping students not only to deeply understand information but also to connect with it emotionally and apply their knowledge effectively in real-life situations. In my pedagogical practice, I have always strived to pay particular attention to the SMART principles when formulating learning objectives. In the past, when we set broad, non-specific goals such as "the learner understands the text," evaluating learning outcomes was often challenging and subjective. Now, with more precise objectives like "the learner reads the text, identifies the main idea, and conveys it in their own words," the expected outcomes become clearer and more measurable. During the course, I devoted special attention to developing participants' skills in formulating learning objectives in a clear and measurable manner. We discussed three key strategies to improve the understanding of learning objectives. In particular, we compared the general question "What do you know about nature?" with the more specific "What three changes occur in nature in spring?" The examples demonstrated that asking specific questions guides students toward a deeper and more thoughtful understanding of the subject. In addition, we conducted a series of activities aimed at fostering an active and respectful attitude toward information and ideas, as well as enhancing teamwork skills. Overall, the course helped me to rethink the role of learning objectives and to fully appreciate the importance of clearly and specifically formulated goals in increasing the effectiveness of the educational process.

3. Assessment Quality: Validity, Reliability, and Fairness

The quality of assessment is a crucial indicator of an effective education system. A truly high-quality assessment goes beyond simply stating a student's level of knowledge, but rather accurately reflects their understanding, helps to identify achievements, and charts a course for

improving the learning process. In my view, the quality of assessment depends directly on three key principles: validity, reliability, and fairness. Adherence to these principles is a prerequisite for conducting objective and effective assessments. Validity ensures that the assessment measures precisely what it is intended to measure. Reliability requires the standardization of instruments and the systematization of the assessment process. Fairness implies creating equal conditions for all students, which is achieved by openly declaring the criteria and involving all participants in the assessment process. In the context of competency-based education, 21st-century skills take on a special role. The use of critical thinking, communication, citizenship, and creativity in collaborative academic work not only increases its effectiveness but also contributes to the development of a well-rounded individual. Moreover, as I have confirmed during our course, technical, cognitive, social, and metacognitive skills promote lifelong learning. Looking back on my experience, I realize that I have not always paid sufficient attention to the validity and reliability of assessments. For example, there were instances where test questions did not adequately align with the curriculum, or assessment methods did not fully reflect students' knowledge. As a result, assessment results may have been skewed. This year, thanks to the knowledge gained in the course on designing assessment tools, I am making a conscious effort to consider these criteria. I am paying particular attention to ensuring the fairness of the assessment by systematizing the process and publicly declaring the criteria. In the past, for instance, I encountered a situation where participants, having diligently prepared for a test in "Literary Reading" by studying all stages and events of the program, found that the majority of questions focused on a specific section. This reduced the validity of the test, as it did not assess the participants' overall knowledge of the subject but only a portion of it. In another case, a mathematics test required the use of complex formulas, but not all participants had the opportunity to receive additional preparation, which violated the principle of fairness. Furthermore, when assessing listening skills in "Literary Reading," I used 3 versions of test assignments (A, B, C) in which the sequence of questions was the same, which could give some students an advantage. Now, being aware of these shortcomings, I pay particular attention to the variety of test questions and the thoughtful use of distractors. I understand that well-chosen distractors allow me to identify and analyze gaps in students' knowledge. My goal is to create easy-to-understand and effective tests designed to comprehensively assess knowledge.

4. Grading and Standard Setting

Assessment and the establishment of clear standards are, in my opinion, at the heart of effective education. It is clear, fair, and reliable standards that underpin any effective assessment system. And while the raw score obtained by a student on a test still matters, I

now view assessment primarily as a tool to promote the development and growth of learners. In my work, I have begun to pay much more attention to developing clear and understandable assessment criteria, standardizing the assessment process, and systematically analyzing results. For example, if a learner is experiencing difficulty completing a particular task, I try not just to point out the error but to provide individual assistance, fill in gaps in knowledge, and help them understand how to improve their work. I have also learned to effectively use a standard format for all tasks, which greatly simplifies the assessment process and makes it more transparent for learners. In particular, course participants were given clear instructions on how to format their work: the question structure should be highlighted in bold, text excerpts should be clearly visible, etc. Therefore, I have tried to convey to the course participants the importance of using rubrics, rating scales, and other standardized assessment methods, emphasizing that they not only simplify the process but also make it fairer and more effective.

5. Use of Rubrics

Rubrics are tables that describe the evaluation criteria and performance levels. I've become convinced that they truly help make assessment fairer, more transparent, and more systematic. Moreover, rubrics help students better understand what is expected of them and how they should act to achieve the best results. Throughout the course, I actively used rubrics, demonstrating examples for various subjects and assignments. I especially liked how co-creating rubrics with students promotes stronger relationships between them and teachers, and also increases student accountability for their work results. To ensure clear and fair assessment of such important participant tasks as writing a reflective report, creating a short-term plan, and conducting lesson analysis, I developed separate rubrics and evaluated their work relying specifically on these tools. For example, when participants were asked to complete a short-term lesson planning assignment, I carefully analyzed the rubric criteria in advance, highlighting the most important aspects: clarity of the lesson objective, variety and effectiveness of the teaching methods used, work in the discipline "Literary Reading." Based on the given evaluation criteria, group differentiation was carried out. For each criterion, three levels were identified: "basic," "proficient," and "advanced." These levels make it visually clear how well a student has mastered a particular skill. I am convinced that using clear criteria allows not only to fairly assess students' work, but also to point out specific paths for further development. Rubrics are a very good support for future schoolchildren!

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