Reflection Report

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Submitted At:	2025-04-18 14:24

1. CBC, CBE, and CBA as a System

I have embraced the concepts of CBC, CBA, and CBE as modern approaches in education. In the traditional system, the curriculum was mainly focused on achieving standards through memorization and passing written tests. I explain the effectiveness of the competency-based approach by its emphasis on fostering essential, real-life skills in learners. For example, a learning objective might require students to identify main and supporting information from a listening text. The learner is given the instruction to "identify main and supporting information from the text." They use the "Double-Entry Journal" table to record and analyze the information. For example, according to the objective, students discuss the main and supporting information from the text through group work. he effectiveness here lies in the learning objective being focused on skill development. In traditional education, the key question is "What should the learner know?". In competency-based education, however, the emphasis shifts to "What can the learner do with their knowledge?". Traditional education assumes that all students learn in the same way and at the same pace. In contrast, competency-based education takes into account each learner's individual needs and characteristics. Its effectiveness lies in allowing children to think and apply their knowledge according to their individual abilities. Based on my training experience to date, I observe that teachers tend to choose strategies that support achieving the learning objective. However, in the 21st century, merely knowing and understanding is no longer sufficient. Therefore, when education is competency-based, teaching becomes more effective. I also associate the effectiveness of

competency-based learning with competency-based assessment. However, in the context of CBC and CBE, the focus shifts to evaluating how well the learner can apply their knowledge in real-life situations. Therefore, a competency-based curriculum, along with competency-based teaching and assessment, can effectively prepare learners for real-life challenges beyond school.

2. Curriculum Development and Learning Goals

I believe that in a competency-based curriculum, the value of the lesson objective is clearly defined. The learning objective sets the direction for the entire teaching and learning process. This is because the learner clearly sees what actions lead to specific achievements. Especially in the context of CBC, the learning objective is designed to guide meaningful and evidence-based assessment of the learner's performance. However, in practice, teachers often base their lesson objectives solely on the learning objective. This raises the question: how are today's lesson objectives actually implemented? For example, if the lesson objective focuses on developing listening and speaking skills, the teacher will typically use dialogic teaching methods. However, in this example, we can see that the objective is limited to a single subject area. As a result, the learner applies the skill according to the objective, but the overall effectiveness of the approach remains unclear. In my view, it is more effective to use role-playing or situational group tasks to help learners interpret and demonstrate skills. This way, the skill gains real social value and relevance. As a result, language is taught at the level of subject-based literacy rather than functional use. However, the question remains: how can we effectively monitor and measure its true impact? I have realized that within the context of CBC, the SMART goal helps in effectively monitoring the learning process. I predict this in the following way: In the SMART goal framework, close communication and mutual support between the teacher and the learner are realized. There is an existing curriculum for teaching the Kazakh language. However, in real life, the skills of listening, speaking, reading, and writing are not applied at the level of a linguistic personality. According to the competency-based curriculum, the learning objective should focus on broader skills and perspectives.

3. Assessment Quality: Validity, Reliability, and Fairness

What is the quality of assessment? High-quality assessment tasks include both tests and open-ended questions. The questions are valid, fair, and clear. A quality test meets five criteria. Relevance, objectivity, effectiveness, precision, neutrality. In my opinion, a high-quality test is an effective and objective approach to assessing the learner's understanding and skills. In my practice, I focus on the skill of developing and using test tasks. The components of a

quality test ensure reliability, fairness, and clarity. In the context of a language test, I can say that the test questions are based on five criteria. If we take one version of the test questions used by me and my colleagues as an example, "What stylistic feature does Text B have compared to Text A?" I can clearly say that this test question is based on the five criteria of a quality test question mentioned above. The reliability of the given test question is determined by its ability to produce similar results under similar conditions. This demonstrates the reliability of the question. What is being measured in the question is actually being measured. In other words, the question reflects its accuracy – its validity. The question supports diversity. Evidence of this is that it identifies one of the stylistic features in both texts. Additionally, the question adheres to neutrality, meaning its content is culturally neutral and takes diversity into account. There is no implication related to the learner's personal identity. The testing conditions are consistent, and I explain this by the fact that no external factors affect the results. The same amount of time is given to all learners, and a quiet environment conducive to concentration is provided. This allows for fair assessment of performance. In conclusion, clearly defined learning objectives are consistent and focused on competency-based teaching for the learner.

4. Grading and Standard Setting

In today's lesson, assessment and teaching are integrated. I teach while assessing, and assess while teaching or learning. For example, in a Kazakh language lesson at school, the proposed objective is "Identifying the main idea through key words and guiding questions." The teacher provides key words to the students and asks questions related to the topic. Key words are used in the explanation, and students respond to the questions. For example, the task descriptor uses key words; students respond to the questions. The criteria guarantee what the learner has truly mastered. Assessment should be transparent and fair. In my practice, I have used the Absolute method for setting standards to understand test results. The effectiveness of this method is that it sets a threshold level in advance, allowing the monitoring of students' progress toward the learning objective. For example, 55% of 30 questions equals 16.5 correct answers, which means the student has passed the threshold level. If the student gives 24 correct answers, they receive a high score. The drawback of this method is that it lacks depth in mastering the content, ensuring fairness in the outcome, and being based on competencies. What could be improved in setting the threshold level? I would choose a method of assessment focused on fairness, clear structure, and adaptability for evaluating individual development. The teacher defines the range in advance. After the test, adjustments are made to the previous one. Here, fairness is ensured by correcting the difficulties in the answers and making adaptations. Such an assessment leads to fair and balanced decision-making. For example, in a 30-point test, if the passing score range is set from 17 to 19 points, this approach

is more suitable for fair and competency-based systems. Fair and competency-based. However, the choice depends on the purpose of the assessment.

5. Use of Rubrics

A rubric is a tool that describes the expected outcome and the quality level for each criterion. The learner knows what is expected from the task and how to complete it with quality. The teacher makes comparisons in advance, ensuring that the assessment is fair and reliable. In my opinion, the components of a rubric encourage participants in the learning process to strive for improvement in both teaching and learning. An example: Kazakh Language, Grade 5. Task – "Write a message that preserves the content of the listened text and follows its structure and formatting features." Assessment Criteria: 1. Identifies the main and supporting information from the listened text; 2. Distinguishes the structure, formatting, and genre of the announcement; 3. Writes a message using a dictionary. Performance Levels: Beginning, Developing, Proficient. Criterion 1 Descriptors: B – Supporting information is not identified in the explanation. D – Main and supporting information are partially identified. P – Various pieces of information are clearly identified. Criterion 2 Descriptors: B - The structure is not followed, formatting contains errors, and genre features are not identified. D - The structure is followed, but there are some formatting errors, and the genre is not identified. P- The structure is followed, and the genre is clearly identified through correct formatting. Criterion 3 Descriptors: B - The text contains spelling errors and the student writes the message using the dictionary only partially. D - Spelling errors are present, but the student writes the message using the dictionary. P - The student writes a message using the dictionary without spelling errors. Reasons for the Success of the Rubric: the language is clear and understandable. The task title is specific. It is appropriate for the learners' age and individual characteristics. As a formative assessment tool, it guides learners toward improvement.

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