

Reflection Report

Submitted by: Fariza Galymzhanova

Full Name: Fariza Galymzhanova

External ID: 0125CbAT10

Gender: Female

Age: 45

Submitted At: 2025-04-21 01:12

1. CBC, CBE, and CBA as a System

During the professional development seminar, I got a lot of information about CBC, CBE, and CBA systems. CBC stands for Competency-Based Curriculum. CBE is Competency-Based Education, a teaching approach aimed at developing necessary skills. CBA refers to Competency-Based Assessment. These concepts work closely together within the educational system. CBC addresses the question: What should learners know? It focuses not only on memorizing information but also on developing essential skills that can be applied in everyday life. CBE answers: How does learning take place? Learners explore, learn, and solve real-life problems in their professional fields. CBA addresses: How is learning measured? It aims to determine what learners have understood and what they can actually do. I realized that these three components combine into an integrated system to form an effective and holistic educational framework. From my practice within the framework of the professional development course, I noticed that the teachers' answer options were limited while matching tasks provided by teachers B and N for developing functional literacy. For example, matching tasks are designed to assess the ability to organize and connect information. I inferred that this was due to the teachers' lack of competence in properly designing tasks aimed at developing functional literacy. As a result, I decided that, as part of post-course support work, I would act as a trainer and provide assistance in the competent development of such tasks.

2. Curriculum Development and Learning Goals

Learning objectives play a very important role in education. It is well known that learning objectives are a key element of effective teaching and learning. In the context of CBC (Competency-Based Curriculum), I review whether the lesson objectives in the teacher's short-term lesson plan are aligned with the learning objectives and meet SMART criteria, whether the tasks in learning activities correspond to the objectives, and whether the assessment criteria are consistent with the lesson objectives. From my experience within the project of target schools, I observed a history lesson by a teacher named M. There was a clear disconnect between the learning objective and the lesson objective, and the lesson objective was not developed according to the requirements. For example, the learning objective was: "7.2.2.1 Identify the role of 19 th-century works of art in understanding the political and social context of the time." However, the lesson objective was: "Evaluate the value of historical sources." The teacher did not understand the importance of learning objectives in effective lesson planning. After the lesson, trainees were provided feedback. The teacher needs to improve in deriving appropriate lesson objectives from the learning objectives, designing tasks that lead to achieving the objective, adhering to SMART principles, using digital resources during the lesson, ensuring student voice is heard, and giving students time to think and reflect. Learning objectives serve several important functions and help in developing evidence-based assessment. After observing and providing feedback, I planned a follow-up observation to assess what the teacher has changed and mastered.

3. Assessment Quality: Validity, Reliability, and Fairness

Competency-based assessment (CBA) evaluates learners' ability to apply what they have learned in real-life situations. During the course, I got that if the test tasks are either too difficult or too easy, they do not accurately reflect the learners' actual capabilities. And such tests cannot assess the learners' analytical level and that the questions should not cover content that was not taught or is irrelevant to the assessment. For example, on the first day of the course, the learners take an initial test. At the end of the course, they take a final test. They scored higher on the final test compared to the initial one. When analyzing why the initial scores were lower and how they improved by the end of the course, I observed that throughout the course, the learners became fully familiar with the material and performed practical tasks. During these practical tasks, they internalized and experienced the content themselves. The assessment is consistent regardless of who checks the answers because it is evaluated using standardized answer keys, which eliminates human error. For example, in task 2 of the test: "Based on the learning objectives, the development of communicative interaction skills through the learners' listening, speaking, reading, and writing activities:" A) Communicative

competence B) Subject competence C) Language competence D) Information competence E) Grammatical competence In this task, the word "communicative" appears in both the question and the answer choices. The task and the options should be concise. The revised version of this test question is: "How is the development of interaction skills based on learners' four language skills through learning objectives called?" A) Communicative competence B) Subject competence C) Language competence D) Information competence E) Grammatical competence After the course, I provided feedback as part of post-course support work to see how well the learners are applying the materials they have mastered in their practice.

4. Grading and Standard Setting

In my experience, within the course assessment is carried out after each task. Assessment is conducted openly, fairly, objectively, and in alignment with the learning objectives. Threshold scores are indicated in the descriptors. After each day's lesson, I reflect by asking the following questions: What went well? What didn't go well? What can be improved? What skills was I able to develop? What can be changed? Through this reflection, I got that in competency-based assessment, learners are not just asked to state what they know; they are required to demonstrate and prove what they can do with their knowledge. This type of assessment focuses on applying knowledge in real or authentic situations. Another important advantage is to help learners identify their strengths and the areas that need improvement. By completing goal-oriented tasks, learners receive concrete and practical feedback. I have found that this type of assessment increases motivation, as learners are prepared not just for grades but for solving real-life problems. Learning Objective: To construct texts in various genres using appropriate language tools. Task Instructions: Construct texts in various genres using appropriate language tools. Step 1: What are language tools? Step 2: Using language tools, write texts in various genres. Assessment Criteria: Constructs texts in various genres using appropriate language tools. Descriptor: Uses language tools appropriately – 2 points Constructs texts in various genres – 2 points Threshold score – 3 points If the learner scores only 2 points, it is not counted, as 50% of the descriptor is considered unfulfilled. Feedback: Clearly indicate whether the learner understood what language tools are, used them correctly, and was able to construct texts in various genres—or identify specific errors that were made.

5. Use of Rubrics

In a competency-based education system rubrics and feedback ensure fair and transparent assessment that supports learners. A well-developed rubric is an essential tool for fair and quality assessment, but I also learned that creating one requires thoughtful planning and a

deliberate approach. I understood that a rubric is not only an assessment tool, but also a valuable instrument for differentiation. Because the criteria and performance levels are clearly defined in the rubric, it helps both learners and instructors understand what constitutes quality work. A well-constructed rubric consists of three components: 1. Criteria 2. Performance levels 3. Descriptors (descriptions of each level) Below is a sample rubric used for a task during the course. It is concise, written in clear language, and based on accuracy. As a result of using the rubric, progress was observed from the basic level toward the professional or advanced level.

Rubric Learning Objective: 1. To construct texts in various genres using appropriate language tools. Task: 1. Construct texts in various genres using appropriate language tools. Assessment Criteria: 1. Constructs texts in various genres using appropriate language tools. Achievement Levels: 1. Basic – does not use language tools appropriately 2. Professional – uses language tools appropriately, constructs some types of texts 3. Advanced – uses language tools appropriately, constructs texts in various genres Descriptors: Uses language tools appropriately – 2 points Constructs texts in various genres – 2 points Threshold score – 3 points If the learner scores 2 points, it is not counted, as this means that 50% of the descriptor has not been met. Trainer's Additional Comments and Feedback: Based on the given criteria were provided targeted, structured, and consistent feedback. Feedback should clearly indicate whether the learner understood what language tools are, applied them correctly, and was able to construct texts in various genres, or should identify specific errors made. In future, I plan to develop rubrics aligned with learning objectives during my teaching practice and to create test tasks to determine how well the participants can apply the materials learned in the course. Designing test questions, I will rely on concepts such as A-value, discrimination indices (Rit and Rir), and Cronbach's alpha. I will also ensure that the requirements for constructing distractors are followed.

Digital Signature (CMS):

MIINQAYJKoZIhvcNAQcCoIINMTCCDS0CAQExDjAMBggggw4DCgEDAwUAMAsGCSqGSIB3DQEHAaCCBFkwggRVMIID