Reflection Report

Submitted by: Zhanat Zhalmagambetova Zhumabaevna

Full Name:	Zhanat Zhalmagambetova Zhumabaevna
External ID:	1125CbAT83
Gender:	Female
Age:	42
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1. CBC, CBE, and CBA as a System

CBC (Competency-Based Curriculum), CBE (Competency-Based Education), and CBA (Competency-Based Assessment) are three interrelated elements of a competency-based education system. Together, they form a comprehensive framework focused on developing real-world skills and abilities. CBC – Competency-Based Curriculum Defines the learning objectives and the specific competencies that learners must acquire. This curriculum is based not only on academic knowledge but also on essential life skills needed in society and professional life. CBE – Competency-Based Education Aims to engage learners actively in the learning process, providing a personalized approach and focusing on outcomes. Students learn at their own pace and complete meaningful tasks aimed at developing specific competencies. CBA – Competency-Based Assessment Assesses the ability to apply theoretical knowledge in practice. Assessment types may vary and include projects, presentations, practical tasks, and tests. This allows for a realistic measurement of how well students have mastered the required competencies. During the implementation of professional development courses for teachers, it became evident that student tasks should not be limited to theoretical knowledge but must also include opportunities to adapt and apply knowledge to real-life situations. For example, in the "Kazakh Language and Literature" subject, it was observed that teachers mainly focused on full text types. It was suggested to include incomplete and mixed text types in tasks. Competency-based tasks help students use theoretical knowledge in their practice and encourage independent learning. Assessment is

also based on competency-based criteria. CBC, CBE, and CBA, as an integrated system, work together enhancing an effective education model that not only helps learners acquire knowledge but also enables them to apply it practically. I have gained a deep understanding of the importance of assessing competency through observable learner behaviors. The competency-based approach aims not only to deliver knowledge but also to develop the ability to apply that knowledge in authentic, real-world contexts.

2. Curriculum Development and Learning Goals

When structuring a lesson plan according to the Competency-Based Curriculum (CBC), key factors to consider are clarity, precision, validity, and accessibility of the lesson's objectives in relation to time. The SMART principle is commonly used to create high-quality learning objectives, ensuring they are specific, achievable, and results-oriented. Learning objectives are essential for effective teaching, clearly stating what students should know, do, or understand by the end of the lesson, unit, or course. These objectives provide structure, purpose, and alignment with teaching and assessment. Objectives can be specific or general, depending on the context. A specific objective focuses on a particular skill or knowledge related to the subject. For example, the objective, "To compare and analyze the characters in a story and identify their differences," is too general and lacks clarity. A SMART version would be: "To compare and analyze two characters in the story and identify three differences." This version is specific, measurable, and time-bound. It made it clear to students what they need to compare and how many differences to identify. The assessment included relevant criteria and descriptors, ensuring fair evaluation. According to the practice, using the SMART framework helps teachers create focused, realistic objectives directly linked to student outcomes and prevents assessment difficulties. There are no difficulties in assessment either. It's essential to provide students with clear task instructions, steps to follow, and effective methods to achieve the objectives, ensuring both teaching and assessment align with the intended learning goals.

3. Assessment Quality: Validity, Reliability, and Fairness

I have developed various test tasks based on the taught materials and resources in my experience. For instance: Question 1 Subject Competence: A) Theoretical and practical preparedness that reflects an individual's professionalism. B) The ability to apply theoretical knowledge to real-life situations. C) The ability to think beyond conventional ideas and propose innovative solutions. D) Using theory to organize educational activities based on specific values. E) The ability to express thoughts clearly using subject knowledge during communication. Question 2 The development of communicative skills based on listening,

speaking, reading, and writing through learning objectives: A) Communicative competence B) Subject competence C) Grammatical competence D) Informational competence E) Linguistic competence Let's analyze the quality of assessment through these tasks, valid aspects: the tasks are related to the curriculum content (competence concept, learning objectives, and skills). Each question evaluates a distinct concept, and there is a clear, unambiguous answer. Invalid aspects: If a student confuses the concept of competence (e.g., communicative vs. linguistic competence), they may select an incorrect answer. In such cases, the clarity of the task should be improved. Competency-based assessment focuses not only on students' knowledge but also on their ability to apply it in practical, real-world contexts, which is crucial for preparing them for life beyond school. Validity, reliability, and fairness are essential in knowledge assessment. The final evaluation must be fair, aligned with the taught content, and improve students' confidence. Careful attention must also be paid to the distractors in multiple-choice options to ensure their consistency and relevance to the correct answer.

4. Grading and Standard Setting

The assessment program includes a variety of formats such as written exams, practical tasks, portfolios, and self-assessment. This comprehensive approach enables teachers to collect fair and authentic data about students' abilities, support different learning styles, and minimize assessment errors. In schools, assessment is criterion-referenced, meaning students are evaluated based on clear, predefined standards. Grades must be valid, accurate, fair, and transparent. The purpose is not only to assign a grade but also to highlight student achievements and areas for improvement. There are two main types of assessment used in practice. Formative assessment is continuous and supports the learning process. It includes oral feedback, observation, self-assessment, and peer assessment. Summative assessment occurs at the end of a topic or unit and results in a specific score or grade. Transparency in assessment is achieved by providing students with the criteria and descriptors in advance, so they understand how and why they will be assessed. Teachers base grades on these set criteria, not personal opinions. All tasks are designed according to specific learning objectives (e.g., "identify the topic of the text," "compare ideas"). All students are evaluated using the same standards, which ensure fairness and consistency. Areas needing improvement include offering more detailed feedback to explain both successes and areas for development. Students should be taught self-assessment skills, involved in discussions about assessment criteria, and encouraged to evaluate their own work. This promotes critical thinking. Instruction should also be differentiated by preparing tasks for students at different ability levels. When teachers assess, they align their grading with the lesson's objectives and criteria, which are based on Bloom's taxonomy. This ensures a balanced assessment that measures a wide range of cognitive skills and avoids tasks that are too easy or difficult. In competency-based

assessment, the emphasis is on both knowledge and its practical application in real-life situations. This shift is essential to prepare students for success beyond school.

5. Use of Rubrics

In competency-based education, rubrics and feedback are essential for guiding students and ensuring fair, transparent assessment. A rubric is a structured tool that outlines the expected outcomes for a particular task. An effective rubric is based on clear, logical principles and typically consists of three essential parts, each playing a distinct role in assessment: Criteria refer to the key aspects of the task being evaluated. Most rubrics use three to five levels for clarity and ease of understanding. Descriptors provide detailed explanations of what performance looks like at each level of each criterion. These descriptions highlight specific behaviors or qualities in the student's work, helping both students and teachers distinguish between the levels of achievement. I used rubrics in several ways during lessons: 1. As an assessment tool — to ensure grading is consistent, objective, and transparent. 2. As a feedback tool — to point out errors and guide students on how to improve. 3. As an instructional tool — to clarify what the task requires. For instance, during a task as "Creating a Text," the rubric included criteria such as grammar accuracy, logical structure, and relevance to the topic. Knowing these requirements helped students plan their work accordingly. This process encouraged them not only to complete the task but also to reflect on their performance and identify their own mistakes, which supports the development of self-assessment and reflection skills. Clarity – each level must be described with specific characteristics (not vague terms, but clear actions). The rubric should be directly linked to the learning goal and the task. Sometimes it is beneficial to create the rubric together with students; this encourages them to take responsibility for the criteria. Using for feedback is also for guiding the student's future progress. Additionally, rubrics serve as a developmental tool, offering feedback that helps learners grow. Rubrics also support differentiation. For students needing extra help, rubrics provide clear expectations and structured guidance, making learning more accessible and personalized.

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