

# Reflection Report

---

**Submitted by: SALTANAT ZHOLSHYBEKOVA**

---

**Full Name:** SALTANAT ZHOLSHYBEKOVA

**External ID:** 1325CbAT58

**Gender:** Female

**Age:** 41

**Submitted At:** 2025-04-20 15:52

---

## 1. CBC, CBE, and CBA as a System

In the 21st century, knowledge matters only when it is applied: learning must translate into action. In this regard, I shall present three concepts I learned on the Competency-Based Assessment Tools course. The concepts are: 1) CBC — Competency-Based Curriculum. Its purpose is to teach the knowledge and skills demanded by real life; mastery is demonstrated through use rather than rote recall. 2) CBE — Competency-Based Education. Here the learner acts autonomously and learns through experience, while the instructor serves primarily as a guide. 3) CBA — Competency-Based Assessment. Evaluation is grounded not merely in correct answers, but in the learner's ability to transfer and adapt what was learned to authentic situations; progress within the learning process itself is valued. These three notions are inseparable: CBC specifies what must be learned, CBE clarifies how it should be learned, and CBA defines how learning outcomes are verified. Only their combined operation assures educational quality. From my practice, I can illustrate their successful integration in the module "Organizing Writing Tasks: Essay and Creative Writing." Within the CBC framework, writing tasks were designed to cultivate linguistic and communicative competences: essay writing stressed argumentation, evidential support, and structural coherence, whereas creative writing nurtured imaginative expression. During the CBE phase, trainees modelled exemplars, provided step-by-step scaffolding, and employed iterative editing, always respecting individual learning rates. For CBA, the trainees devised explicit, measurable criteria—structural integrity, clarity of ideas, linguistic accuracy, and degree of creativity—and complemented

scoring with formative feedback oriented toward improvement rather than mere point allocation. As a result, the trainees competently aligned every stage—from task construction through instruction to assessment—with the competency■based approach, thereby ensuring a coherent, outcome■focused writing program.

## 2. Curriculum Development and Learning Goals

Within the Competency■Based Curriculum (CBC) framework I delineated high■quality learning objectives, learning activities and assessment for the topic “Organising Work to Develop Speech Culture”. A CBC learning objective specifies with precision what the learner will be able to do; for example, to articulate ideas politely, accurately and intelligibly. The corresponding learning activity is an active classroom task that leads directly to that objective, such as a structured dialogue, a role play or a formal debate. Assessment measures the outcome of the activity against explicit, observable criteria—for instance communicative etiquette, linguistic accuracy and coherence of content. Optimal educational effect is achieved only when objective, activity and assessment are fully aligned. The lesson I observed under the same title was intended to help trainees organise instruction that enhances learners’ speech culture. Participants first engaged with the concept itself, analysed diverse modes of interaction, speech norms, etiquette and textual sequencing, then designed exercises and tasks suitable for classroom use, drafted complete lesson plans and constructed assessment criteria for oral proficiency. The session displayed several notable strengths. Trainees produced concrete tasks readily transferable to their own teaching practice. Collaborative work and exchange of views ensured that multiple perspectives were taken into account. Throughout the project attention focused not only on linguistic correctness but also on courtesy, attentive listening and the culture of dialogue. Certain aspects remain open to improvement. A number of practical tasks proved rather general and therefore require tighter alignment with specific learning objectives and assessment indicators. Because time was limited, the range of assessment formats and feedback procedures could not be examined in sufficient depth. A more extensive exploration of these components would further enhance the efficacy of future sessions.

## 3. Assessment Quality: Validity, Reliability, and Fairness

Assessment quality rests on three interdependent principles — validity, reliability and fairness. These concepts constitute the baseline requirements for sound evaluation within the learning process: an assessment must align with instructional objectives, yield accurate results and be administered impartially. When these conditions are met, evaluation reveals learners’ genuine

attainment and exerts a constructive influence on their further study. In this connection I offer an illustration from my own practice. Within the topic “Organising Work to Develop Speech Culture” I devised a paired, role-based dialogue that obliged participants to maintain communicative etiquette and express ideas coherently, politely and precisely. The valid features of this task were threefold: a) the activity corresponded completely to the learning objective, because it appraised the use of polite linguistic forms, evidence-based reasoning and observable communicative skills; b) the assessment rubric was articulated with measurable parameters covering content relevance, etiquette, linguistic accuracy and logical structure; c) by modelling an authentic communicative situation — for instance discussion of a school issue — the task effectively cultivated speech culture. Some shortcomings nevertheless emerged. a) A number of groups failed to sustain the expected formal register, which adversely affected scoring; b) the time limit restricted certain participants’ opportunity to articulate their ideas fully. I judge the marking to have been consistent, because it was conducted with a pre-distributed rubric; even when several instructors scored the work, their results converged owing to precise, transparent criteria, and moderation eliminated ambiguities. Trainees were also free to choose topics and scenarios, ensuring relevance to their interests and experience, and differentiation elements were embedded to accommodate learner diversity. Overall, the task aligned with the learning objective and assessment requirements and provided a robust measure of communicative competence, yet I recognise the need to strengthen real-life linkage and time management in future iterations.

## 4. Grading and Standard Setting

During all lessons assessment is routinely employed to establish what learners can demonstrably do: performance is judged not merely as right or wrong but according to how precisely a pupil conveys an idea, whether supporting evidence is provided and whether linguistic conventions are respected. In practice with Grade 7, within the unit “Weather and Climate Change”, I implemented the learning objective “Identify the main idea of a text through its topic, the speaker’s intonation and manner of delivery”. Pupils listened to an audio or video text and determined the topic, inferred the author’s mood and stated the central message, relying on intonation and speech style. Assessment rested on three criteria: accurate identification of the topic, extraction of main idea through consideration of intonation and manner, and concise reformulation of that idea in the learner’s own words. Before the task these criteria were explained to ensure transparency; every pupil received the same text and criteria, ensuring equity for every learner. The assessment aligned closely and carefully with the learning objective, as it measured the targeted skill of listening comprehension leading to idea recognition. A three-level rubric supported scoring. Three points were awarded when both topic and main idea were accurately and fully identified on the basis of intonation; two

when the topic was correct but the central idea only partially communicated; one when either element was incorrectly or not at all identified. In post-lesson self-reflection I noted several improvements for future delivery: I must employ a broader range of texts—including samples with both emotive and neutral prosody—so learners can more readily distinguish diverse intonation patterns; I should allocate extra time to afford certain pupils a second listening; and I intend to add a self-assessment sheet that will train students to evaluate their own answers against the stated criteria.

## 5. Use of Rubrics

A rubric is a concise set of explicit criteria and descriptors for judging a learner's work; it answers the question "Why this score?". Presented as a table, it shows at a glance which performance merits each band. In Grade 7, within the unit "Health Is Wealth", I used a rubric to reach the objective "Comprehend an oral text and distinguish fact from opinion in the information provided". Learners listened to a health recording containing scientific data, statistics and the speaker's recommendations. The listening sample deliberately embedded both explicit claims and subjective commentary to ensure the distinction was authentic and demanding for thirteen-year-old learners. They then separated the two. The rubric for "Distinguishing fact and opinion" awarded three points for complete accuracy, two for partial, one when the distinction was missed. Its impact was significant. After hearing a short text on healthy living, one pupil, Kausar, correctly classed "According to the World Health Organization, thirty minutes of daily physical activity prevents heart attack" as fact, and "I think children need walks, not smartphones" as opinion. The rubric let me gauge her comprehension depth, information-processing skill and expression. Thus, a rubric is not merely a grade sheet but a tool for competence growth. Success hinges on tight alignment with the learning objective and descriptors written in learner-friendly language. I share the criteria at the lesson's start, so pupils know exactly where to focus. Afterwards they peer- or self-assess using the same grid, an effective catalyst for reflection. The rubric also streamlines teacher feedback: "You scored two because you confused fact and opinion once." Consistency across markers secures objectivity. In the "Health Is Wealth" task the rubric delivered valid, fair assessment. It guided learning, fostered self-evaluation and gave the teacher a basis for judgement; applied well, a rubric advances students and organizes evaluation.

### Digital Signature (CMS):

MI INKAYJKoZIhvcNAQcCoI INGTCDDRUCAQExDjAMBggqgw4DCgEDAwUAMAsGCSqGS Ib3DQEHAaCCBEEwggQ9MIID