Reflection Report

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1. CBC, CBE, and CBA as a System

Competency-Based Learning: An Example from My Teaching Practice CBC (Competency-Based Curriculum) is a curriculum focused on both knowledge and practical skills. It is designed to help learners understand what they need to know and how to apply that knowledge in real-life situations. CBE (Competency-Based Education) emphasizes not just what a student knows, but what they can do with that knowledge. In this system, teachers act as guides, facilitators, and coaches, supporting learners in applying their knowledge and improving their skills. CBA (Competency-Based Assessment) is a method used by schools to assess not only what students can remember but what they can actually do. It often includes written tests, projects, presentations, and practical tasks. These concepts differ from traditional teaching methods. CBC, CBE, and CBA are all part of competency-based learning. They ensure alignment between what students learn, how they learn it, and how they are assessed. These components are closely connected and aim to develop useful life skills that learners can apply in daily life. This new approach to teaching has been successful in my practice. For example, when teaching a language lesson on the topic “Immunity”, I created instructions aligned with the learning objectives. Students used their biology and chemistry knowledge to work in groups and develop a “Health” guide. While creating the guide, they conducted research, designed content, and made concrete decisions. They interpreted information according to Bloom’s taxonomy levels of understanding, applying, and analyzing. The guides and presentations they prepared were distributed to city residents and their peers. Presenting

their guide in a real context was part of competency-based assessment. This approach helped students build self-confidence and develop their ability to apply their knowledge in everyday life and professional contexts.

2. Curriculum Development and Learning Goals

Learning objectives describe what students need to know, be able to do or understand. The SMART framework—one of the most widely used methods for crafting high■quality objectives—ensures they are Specific, Measurable, Achievable, Relevant and Time■bound. For example, in a language lesson: S - Can compose and write a notice in the correct genre format and structure. M - Gauges learning progress by asking oral questions. A - Writes six sentences. R - Produces a properly formatted, structurally sound notice. T - Completes the notice within one hour. Bloom's Taxonomy categorises objectives into the cognitive, affective and psychomotor domains. To make objectives clear, teachers pose direct questions that show exactly what pupils are expected to learn. Lower■order objectives such as "remember" or "understand" suit basic comprehension; as pupils gain confidence, they can be guided towards more complex aims—applying, analysing, evaluating and creating. Example in a "The Internet" unit: Students debate the benefits and drawbacks of the Internet, analyse its potential, and create user guides. They assess its importance and integrate skills from other subjects (e.g. computing). Learning activities may take many forms—group discussions, role■plays, experiments, projects or real■world tasks. In my language classes I often organise role■plays. For instance, pupils might discuss: "Which argument was most effective? What emotions arose when giving or receiving feedback? How could it be improved next time?" Such reflection helps them process the experience, share their thoughts and consolidate their learning. They learn to accept constructive criticism and develop empathy. It shows that they can truly do what they have learned. For example, in language lessons pupils are given two different texts and asked to write a comparative essay of 170–200 words. This task assesses reading comprehension, writing ability and critical■thinking skills.

3. Assessment Quality: Validity, Reliability, and Fairness

Validity, Reliability, and Fairness in Assessment Tasks Validity. Assessment tasks must align with the learning objectives. For example, if the goal is to assess students' reading comprehension, the task should include questions directly related to the content of the text. Reliability. Assessment results should be consistent and repeatable. To ensure this, tasks must be clear, specific, and structured in a uniform way. Fairness. Assessment should be equitable and fair for all students. Tasks must not contain cultural, linguistic, or social biases

that could disadvantage certain learners. Example of a Valid: 1. Identify the interrogative sentence: A) Don’t prepare soup for dinner B) Don’t pour the kumis into this container C) Don’t put the shubat in a hot place D) Is shubat sold in this shop? This item directly assesses the student’s ability to identify interrogative sentences, which is aligned with the learning objective. Example of an Invalid: 1. Complete the sentence: Alua, are you going to the theater today …? A) be B) pa C) ba D) ma The correct answer (D) “ma” is obvious due to vowel harmony rules in the Kazakh language. The distractors (A, B, C) are weak because they do not align phonetically with the sentence. Therefore, this item does not effectively assess student knowledge. 2. Identify the interrogative sentence: A) Don’t prepare soup for dinner B) Don’t pour the kumis into this container C) Don’t put the shubat in a hot place D) Is shubat sold in this shop? Again, the correct answer (D) stands out easily as the only question, while others are imperative sentences. This reduces the task’s validity. Valid test items align with learning objectives and accurately assess students’ understanding. Invalid items often contain weak distractors or overly obvious correct answers, making it difficult to measure true student knowledge.

4. Grading and Standard Setting

Assessment System: Ensuring Alignment, Fairness, and Transparency The assessment system is designed to ensure alignment with learning objectives, fairness, and transparency. In educational assessment, the initial score is the simplest method to show a student’s test results. Percentage scores are widely used because they provide a quick and clear way to understand how well a learner performed on a test. For example, a 75% score on a difficult test might indicate high performance, while a 75% score on an easier test could suggest room for improvement. Assessment formats can vary depending on the education system or institution: • Letters (e.g., A, B, C, D, F): Commonly used in English-speaking countries, where an A signifies excellent work and an F indicates failure. • Numbers (e.g., 1-10 or 0-100): Often used in many countries, with higher numbers generally indicating better performance. • Descriptors (e.g., pass, fail, excellent, satisfactory, needs improvement): Provide qualitative feedback on performance. • Marks (e.g., ✓, ✗, * or color codes): Sometimes used in early education or formative assessments. Setting Clear Standards involves: • Publicly accessible grading scales or performance criteria. Students clearly understand what is expected of them and prepare accordingly. Teachers can align teaching methods with assessment goals. • Parents and institutions can confidently know that assessment decisions are based on specific rules, rather than personal opinions or hidden criteria. Establishing Fair Standards ensures: • Learners are assessed based on what they have learned, not on external factors such as test difficulty or demographics. • No learner is given unfair advantages or disadvantages due to unclear or arbitrary expectations.

5. Use of Rubrics

Rubrics – Structured Tools for Assessing Student Work It outlines the specific criteria being assessed and describes quality levels for each criterion. In a competency-based education system, rubrics make assessment more transparent, consistent, and aligned with learning objectives. They clearly inform learners what is expected at various performance levels. This helps students understand the differences between basic, satisfactory, and excellent work, and supports independent learning. Rubrics also serve as tools for feedback and self-assessment. Learners can identify their growth levels and plan the next steps for improvement using well-structured rubrics. Each performance level reflects how well the student has met a given criterion. Typically, rubrics move from lower to higher performance and may include categories such as: ● Beginner / Developing / Proficient / Advanced ● Poor / Satisfactory / Good / Excellent ● Level 1 / Level 2 / Level 3 / Level 4 The number of levels depends on the context and purpose of the rubric. Rubrics are one of the most common forms of feedback, often used together with teacher comments, scores, and evaluation sheets. They help both teachers and students clearly understand the assessment criteria. Example from my teaching practice: Assessment criterion: Identifies the system of characters based on the idea of the literary work. ■ Low level: Has difficulty identifying the character system in the work. ■ Middle level: Makes mistakes in identifying the character system. ■ High level: Accurately identifies the character system in the work. Using rubrics enables the integration of summative and formative assessment tools, which means multiple separate tools are not always necessary. ● Formative assessment. Why assess? To help learners improve and become more independent in their learning. ● Summative assessment. ■ Why assess? To measure the extent to which students have achieved the learning objectives outlined in the curriculum.

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