

# Reflection Report

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

CBC is a framework that clearly outlines what students should know, what skills they should acquire. It includes specific learning goals that guide the lesson. CBE is the teaching approach used to achieve these goals. Teachers adapt tasks to the students' levels, allowing each learner to progress at their own pace. Students are not just passive listeners – they participate actively, solve problems, make decisions. CBA focuses on whether the student can apply their skills in real-life contexts. Rather than using only written tests, it includes presentations, projects, practical activities to evaluate meaningful learning. When CBC, CBE, and CBA are combined effectively, teaching becomes more meaningful and productive. CBC provides clear goals, CBE ensures students reach these goals through active learning, CBA checks whether students can demonstrate their learning in action. During my training course for primary school teachers, I gave participants a project in pairs: to design a sample lesson that integrates all three components. One of the successful examples was a 4th-grade Literature lesson on the topic "The Song of Birds." The learning goal was: "Identify the main idea of the text and describe the character's emotions and the author's viewpoint." This goal encouraged not only comprehension but also analysis and personal expression. Teachers included the following activities: • Reading with expression • Researching bird sounds • Creating a poster: "How can we protect birds that stay during the winter?" • Group work with roles (researcher, artist, speaker) These tasks helped students understand the text, explore the topic of birds in more depth, and express their own opinions. They also practiced communication and collaboration

skills. Students were involved in the evaluation process through feedback and self-reflection. As a result, the lesson helped learners not only understand the content but also apply their knowledge in a real-world context, take responsibility, be creative.

## 2. Curriculum Development and Learning Goals

A high-quality learning objective must be clear and action-oriented. Learning activities should be age-appropriate, engaging, connected to real life. Assessment does not simply judge correct or incorrect answers. It focuses on student actions and thinking, uses rubrics, provides opportunities for students to express their reasoning. During a training course, we practiced designing math problems that reflect core values and promote competencies. Initially, teachers suggested a basic task: “12 apples + 5 apples = ?” Upon reflection, they realized this type of task is not effective. The main reasons identified: It assesses memorized knowledge, not real competencies, does not reveal students’ logical thinking or speaking skills, lacks a real-life context and is not engaging. We redesigned the task: Role-play: “Shopping at the Fruit Store”. CBC: “Students will be able to make a choice using counting and basic money calculation.” CBE: • Students are given a list of fruits and prices (e.g., apple – 5 KZT, banana – 10 KZT). • Each group receives 50 KZT. • Students choose two fruits, calculate the total cost, determine the change. • They discuss as a group and decide which items to buy, considering the group budget. CBA: Each group presents their choices, explains their reasoning, shows their calculations. Assessment criteria: 1. Accurate calculation 2. Clear explanation of choices 3. Proper use of budget 4. Communication and teamwork Strengths of the lesson: • It uses a realistic and familiar context, which increases student engagement and responsibility. • It develops not only math skills but also decision-making, reasoning, and collaboration. • Students work together, share ideas, reach a group consensus. • The teacher assesses not just the final answer, but the thinking process and explanation behind it. But student ability levels were not fully considered. While some students quickly completed the calculations, others needed more time or support. To improve, differentiated versions of the task or additional guidance should be provided.

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

I recently attended an open lesson during a seminar organized by primary school teachers. The lesson was delivered to a 2nd-grade class as part of the Kazakh Language subject, covering the topic “Singular and Plural Forms of Nouns.” The students were given the following task: “Find the noun in the sentence below. Identify whether it is singular or plural. Then, use that noun in a new sentence.” Example sentence: The horses are running in the field. The task

was appropriate for the students' age and aligned with previously covered topics. However, some sentences included abstract concepts and difficult vocabulary, such as "The unique trait of camels is their heat resistance." Words like "trait" and "resistance" were too complex for students to understand, and such sentences reduced the construct validity of the task. The assessment process was consistent and well-structured. A pre-developed rubric was used during the lesson, with criteria based on specific student actions: 1. Identifying the noun 2. Correctly identifying singular or plural form 3. Creating a meaningful sentence using the noun Teachers observing the lesson also used the rubric to evaluate student performance. Because the descriptors were clear, both the lesson teacher and observers arrived at similar evaluations, which strengthened the reliability of the assessment. One student with special educational needs received additional support. A simplified version of the task was provided, and the student was fairly assessed based on their individual needs. In conclusion, this lesson clearly demonstrated how the three core principles of assessment – validity, reliability, and fairness – can be applied in real classroom practice. It also revealed the potential pitfalls of using overly complex or abstract language in tasks for young learners. Moreover, this lesson showed that acknowledging learner diversity supports fairness. Not all students are at the same level, and individualized support enhances equity in the learning process.

## 4. Grading and Standard Setting

I regularly conduct training courses for primary school teachers on various topics. One of the my courses was titled "Developing Subject Competencies of Primary School Teachers in Mathematics, Kazakh Language, and Literary Reading." The assessment of course participants was divided into two components: I. Participation and Engagement – up to 10 points per criterion (maximum 50 points): 1. Attendance and presence 2. Engagement in different parts of the session 3. Interaction with other participants 4. Responsiveness and willingness to contribute 5. Generation of new ideas and solutions II. Final Test – 50 points The assessment included clearly defined cut-off scores to determine performance levels: • 90–100 points – High level • 70–89 points – Satisfactory level • 50–69 points – Basic level • 49 points or below – Requires retraining The grading process was designed to align directly with the course content and goals. Criterion-referenced assessment was used to monitor participants' learning activities. All criteria and the scoring scale were introduced at the beginning of the course, ensuring transparency and clarity throughout the process. The criteria were focused not just on formal participation, but on active involvement, critical thinking, and collaboration. This approach enabled a more objective and fair evaluation. The learning goals were also closely aligned with the assessment. The course included not only theoretical input but also practical tasks, lesson design. The assessment was therefore based on real performance and application. The assessment strategy was consistent with CBA, while also incorporating

elements of traditional evaluation, such as testing. Participants were evaluated through both written tests and practical tasks, including project presentations. However, in future courses, I also plan to introduce reflection questions and portfolio components to help participants evaluate their own learning and professional growth more effectively.

## 5. Use of Rubrics

I use rubrics to assess tasks and guide teachers in their instructional planning. Rubrics are particularly effective for ensuring fair and consistent evaluation of participants' engagement, the quality of task performance, and their ability to think critically and justify their responses. Additionally, they provide structure to the learning process and establish a transparent and shared understanding of assessment between the learner and the teacher. For example, during the course "Developing Subject Competencies of Primary School Teachers," participants worked in groups to design a real-life math problem suitable for students and present their solution. A rubric was provided to evaluate the task, based on the following criteria: • Alignment with the learning goal • Relevance to a real-life context • Appropriateness for the student's developmental level • Ability to explain and justify the solution • Active participation in group work The rubric was shared with participants before they began the task. This allowed them to plan their work effectively, provide structured peer feedback, and assess their own contributions fairly. Moreover, group-to-group evaluation fostered peer learning and professional dialogue. After discussing the rubric in detail, many teachers reported gaining a new perspective on evaluating learning in their own classrooms. As a result, the rubric proved to be not only an assessment tool but also a guiding instrument for teaching. Participants expressed interest in applying this approach in their own lessons and showed motivation to learn how to design rubrics themselves. Key factors that contribute to effective rubric development and use include: – Alignment with learning goals – Clear and specific language – Sharing the rubric before the lesson begins – A manageable number of focused criteria – Criteria based on observable and measurable descriptors – Use alongside meaningful feedback

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