Reflection Report

Submitted by: AIDARKHANOVA IRINA

Full Name:	AIDARKHANOVA IRINA
External ID:	1425CbAT33
Gender:	Female
Age:	55
Submitted At:	2025-04-19 22:04

1. CBC, CBE, and CBA as a System

CBC means that a curriculum has been developed for a specific subject, which focuses on the development of students' skills and competencies. A curriculum is a document that outlines the framework — that is, what a student is expected to know as a result of their learning. The curriculum contains clear learning objectives. These objectives are aimed at developing thinking and research skills (based on Bloom's taxonomy), creativity, curiosity, as well as listening, speaking, reading, and writing skills. Thus, the learning objectives in educational programs are focused on developing the competencies and skills needed in the 21st century, preparing students for real life. CBE stands for Competency-Based Education. This means that the educational process is built on a competency-based approach. The entire learning process is centered around developing students' competencies. This happens through organizing the process of knowledge acquisition, solving learning situations, problem-based tasks, and case studies. Competency-based education allows each student to progress along their own individual learning path and makes it possible to assess each student's level of competency. CBA is Competency-Based Assessment. Assessment is an essential part of the learning process. It measures the achievement of learning objectives and, consequently, the level of skill development for each student. Only assessment can provide objective information about the student's level of development. The link between CBC – CBE – CBA: First, at the national level, a curriculum is approved that focuses on developing students' competencies. Then, the teaching process is organized in accordance with the learning objectives outlined in the

curriculum. Assessment supports both teaching and learning, helping to determine the level of skills students have developed. When planning a lesson in Grade 1, I started from the learning objective specified in the curriculum: “The student distinguishes units of time: week, month, year.” I identified the level of thinking skill — “application” — and developed problem-based tasks in such a way that students could independently learn to distinguish between a week, a month, and a year. Since the students are in the first grade, it was difficult to establish descriptors (rubrics) with them. Therefore, I faced challenges in conducting formative assessment. However, I provided constructive feedback to each student based on their learning outcomes.

2. Curriculum Development and Learning Goals

Learning objectives, teaching activities, and assessment must be in constructive alignment. The learning objective gives direction: what students should achieve by the end of the lesson, what the learning result will be. To ensure that each student reaches the learning objective, the teacher specifies the lesson objective using the SMART criteria and builds teaching and learning based on the affective, cognitive, and psychomotor development of the students, as well as according to the levels of thinking skills (according to Bloom). The teacher designs the teaching method in such a way that learning is active and every student is engaged at their own level. For example, through group work, group projects and case studies, role-playing games and practical tasks, cumulative and inquiry-based discussions, critical thinking strategies, etc. How can we be sure that students have achieved the learning objective, what level of development the student is at, where there are difficulties, and what exactly needs improvement? These questions are addressed by the assessment process, which follows the principles of relevance, objectivity, effectiveness, specificity, and neutrality. The assessment criteria must also be reliable, valid, and fair. I will give an example of my lesson in Grade 3. Learning objective: 3.3.3.1 – to explain the presence of water in living organisms and non-living nature. The learning objective meets the SMART criteria; the level of thinking skills is application. The expected result: all students explain the presence of water in living organisms and non-living nature. The lesson was conducted in group work format. As part of active learning, a problem-based task was offered. Together with the students, we discussed the descriptors for the task. Students used a resource from the textbook, read it using the critical thinking strategy INSERT, and wrote in their individual notebooks using the critical thinking strategy Key Words. Then, they filled in a table in groups through cumulative and inquiry-based discussion. After that, they did group self-assessment using an answer key shown on the slide. Then, each group conducted an experiment (following the methodology and stages of conducting the experiment) to determine the presence of water in living and non-living organisms. The lesson could have been improved by considering differentiation during the

experiment and developing clear descriptors for it.

3. Assessment Quality: Validity, Reliability, and Fairness

I developed a test for participants of the professional development course “Regulatory and Legal Acts in the Field of Inclusive Education.” To prove that my test was valid, I would like to note that its content covered exactly the topics that were studied during the course, and the test results demonstrated precisely what needed to be assessed. The test measured the skills that were necessary to evaluate — namely, according to Bloom’s taxonomy: knowledge and understanding of regulatory and legal acts in the field of inclusive education. The test met the reliability criterion, as the test questions and answers were clearly formulated, which eliminated the possibility of different interpretations by educators. Moreover, the test was used the next day for teachers who had been absent for valid reasons on the initial testing day, and it showed predictable and almost identical results. Clear criteria and descriptors were used for evaluation. During testing, the conditions for reliable assessment were followed: testing time, number of questions, clear wording, a comfortable environment, and a consistent scoring system. The tests were developed based on the principle of fairness, as they were completed regardless of the participants’ nationality, social status, or gender. All teachers were given an equal chance in assessment, and equal conditions were created for everyone. There were teachers with special educational needs, such as visual impairments. They were allowed to bring a magnifying glass, and the font size of the test was increased. If participants have medical certificates confirming health conditions, appropriate conditions for test-taking must be ensured.

4. Grading and Standard Setting

Grades are given within the framework of formative and summative assessment. When it comes to formative assessment, descriptors are developed for each task during the lesson. These descriptors help ensure that assessment is objective and fair, as they should be created together with the students and established before the task is completed. Formative assessment does not involve assigning scores but focuses on providing qualitative feedback aimed at student development. The teacher observes how the student is achieving the learning objectives and gives recommendations for further progress. In primary grades, especially in Grade 1, threshold scores are usually not applied, as the main focus is on developing basic skills and monitoring each student’s progress. Instead of numerical grading, qualitative formative assessment is used: the teacher tracks student achievements in relation to the learning objectives and provides feedback. If threshold scores are used, they are based on

descriptors (success criteria) that reflect the minimum level of achievement of the learning objective. The threshold may be set at the “basic” or “sufficient” level of the assessment scale. To improve the effectiveness of assessment in the future, I would enhance the process of developing descriptors with students, and introduce simple tools for self-assessment and peer assessment so that students can take a more active role in the assessment process and better understand their own progress.

5. Use of Rubrics

In the process of my teaching in professional development courses, I use assessment rubrics when designing assignments. For example, the topic of the session is “Types of Pedagogical Diagnostics When Working with Students with Special Educational Needs.” The assignment: in groups, create a PowerPoint presentation on one type of pedagogical diagnostics. I define the assessment criterion as: to study a specific type of pedagogical diagnostics. To ensure the assignment is completed in accordance with the assessment criterion, I develop descriptors for the task together with the teachers: 1. The first slide includes the name of the type of diagnostics, its purpose, and what exactly it diagnoses. 2. The second slide contains a diagram of the methods and tools used in this type of diagnostics. 3. The third, fourth, and fifth slides go into more detail about each method or tool: -provide a definition of the diagnostic method, -give an example of the diagnostic method. 4. The slides use images, diagrams, and tables. Font size is 14, Times New Roman. Some teachers noted that while creating their presentations, they overlooked certain points from the descriptors and concluded that they needed to revise their presentations. Based on the existing descriptors, levels of achievement are created: high, medium, and low. I described these levels and determined which works fall into which level in order to provide constructive feedback. Thus, the key aspects of the rubric are: designing the assignment in accordance with the learning objective, having a clear assessment criterion, developing descriptors for the task, creating achievement levels (clearly described, introduced to learners in advance, ranging from 3 to 5 levels), and assigning students’ work to the appropriate level in order to adjust instruction. Rubrics allow for objective and fair assessment.

Digital Signature (CMS):


```
MIINEgYJKoZIhvcNAQcCoIINAzCCDP8CAQExDjAMBggqgw4DCgEDAwUAMAsGCSqGSIb3DQEHAaCCBCswggQnMIID
```