

Reflection Report

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Submitted At: 2025-04-18 20:03

1. CBC, CBE, and CBA as a System

CBC is competency-based programme to develop the curriculum and its ability to apply knowledge, skills and values in real life. The goal is to educate the student not with ready knowledge, but with a thinking person who can make decisions in a life situation. CBE is how the educational process is organized. Here students learn at their own pace, it becomes clear what is important for achieving specific competencies, what they master, based on the individual progress of each student and the development of useful skills. CBE increased motivation, individual support and communication, group work developing practical skills, such as solving. CBA is to assess the competencies of the student, evaluate not only his knowledge of the topic, but also his ability to apply it in real life. From this I learned to evaluate not knowledge, but how to apply it, apply specific criteria and descriptors, and offer vital tasks. CBA is a method of testing what students can actually do rather than what they remember. I learned to evaluate what students can use in everyday life on the topic, that is, how they understand their skills. Based on the conducted projects, modeling, research, students are provided with feedback. For example: in chemistry, in the form of a test, not only the definition of the name of acids is evaluated, but also the ability to count by the consumption of the required amount of acids. CBC (program), CBE (training), CBA(assessment) these three combine and provide the basis for the comprehensive, viable formation of the student. CBC, CBE, CBA combines principles and experience, makes learning practical, individualized and interesting. They prepare students for the future, helping them trust and succeed in school, in

everyday life. The unsuccessful part of my practice was limited to the names of acids, memorizing their formulas, writing reaction equations, did not know the areas of application in everyday life, only theoretically. Viable acid skills have developed, determined that they are used in food, medicine, and everyday life. The amount of acid required for the human body was calculated. For example, in the preparation of lettuce for brine, citric acid extract is used. For preparation of 5% citric acid solution 100 ml m (lemon) $5 \cdot 100:100 = 5\text{g}$. Successfully proved that 100 mL-5 g = 95 mL of solution is needed.

2. Curriculum Development and Learning Goals

The objectives of the training are general guidelines connecting all parts of the educational and educational process. High quality training goals should be built in accordance with the SMART principle. The SMART principle helps ensure that each goal is specific, achievable and results-oriented. It should match to the levels Of Bloom's taxonomy. It divides learning into three distinct but interrelated domains: cognitive, affective, and psychomotor. Each industry has its own educational aspect, which makes it possible to comprehensively provide the educational process. The cognitive domain is called the "head." It includes activities such as remembering facts, using knowledge in new environments, analyzing information, evaluating ideas, and creating new solutions. The affective domain, the so-called "heart," is associated with feelings, emotions, values, relationships, and motivation. The psychomotor sphere is based on "manual" practical skills, that is, actions. For example: - "The student can distinguish between acids and alkalis found in everyday life and explain ways to use them safely." High-quality learning activities should increase the activity of students. Have a connection with practical and real life. Includes methods based on collaboration, such as group work, design, research, role play, experiment. For example: - Hunters bring sour products of various everyday life from home and make posters for their safe use. In order for the assessment to go correctly, learning goals are determined, the assessment is based on criteria, that is, specific descriptors of what the student should do. Through feedback, I found out that the student is focused on development, it is necessary to evaluate competencies, not knowledge. In my experience, I prepared a lesson for the 8th grade on the topic "Properties and applications of acids," drew up a plan with the goal of SMART and introduced tasks corresponding to Bloom's level of thinking in accordance with the assessment criteria. The best way out was the SMART plan. I realized that in the future I had to improve practice-oriented active learning tasks.

3. Assessment Quality: Validity, Reliability, and Fairness

I analyzed the test on the topic "Acids" of the 8th grade. For example, 1. Elements included in the acid: a) metal and hydroxide group b) nonmetal and hydrogen c) metal and acid wastes d) hydrogen and acid residue The students showed high results. Because: knows the definition of acids, the structure of the test is correctly built. This means that the task is valid. 2. One of the main signs of acid classification? a) color b) state of aggregation c) the number of hydrogen atoms d) smell From this task, students made mistakes, as they were classified by physical properties and focused on the state of aggregation, the test was based on classification by the number of atoms of basic hydrogen. Validity is impaired due to unclear response options. The evaluation sequence is saved because both teachers have the same evaluation descriptor. For fairness, test tasks should be presented in one context for all students, exam materials and exam conditions should be the same. To meet the needs of different students, various response formats are proposed (for example, multidisciplinary, short answer) to make the task more difficult. In general, there are points in the assessment that I can improve in order to maintain validity, consistency, fairness, for example, if during group work an active student performs a lot of tasks and receives good grades, then a passive student receives the same grades. Therefore, I realized that a fair assessment will be established if I offer an approach to assessing individual contribution, tasks in different formats for some students.

4. Grading and Standard Setting

Evaluation in chemistry lessons is carried out in the current, formative, summary forms. Transparency of the assessment is ensured by pre-notification of criteria and scales. Objectivity is maintained when applying uniform standards and criteria for all students. Compliance with training goals is expressed in the test of knowledge and skills in the curriculum of assessment tasks. Assessment criteria and descriptors are given to students at the start of classes. For example, when I go through the topic "Chemical reactions," I distribute a memo with the criteria for evaluating laboratory work, where Accuracy of reaction equations - 2 points Description of the course of practice - 2 points Safety compliance - 1 point For clarification of conclusion and result - 2 points For registration - 1 point. This provides an opportunity for students to clearly understand what they are being assessed for. Threshold scores are set as a percentage according to the standard (for example, 40-59% for a score of "3"). I get a 5-minute "chemical exercise" (mini-test) on materials that take place every week to quickly identify mistakes made. In self-assessment: After lab work, I fill out a small questionnaire for students: "What was difficult?," "What will I change in the future?" and organize an interactive quiz using digital assessment tools such as Kahoot or Google Forms to quickly test knowledge, competition, quick feedback. In conclusion, the assessment in chemistry lessons should be structured in accordance with the goals of the training, objectively and reflect the specific knowledge of the student.

5. Use of Rubrics

I use rubrics to evaluate students' performance in chemistry classes. For each criterion, characterize the levels of performance (for example, "excellent," "good," "satisfactory," "unsatisfactory"). For example, to evaluate the column when evaluating laboratory work, I used the column according to the criteria for correctly writing the reaction equation, observing safety rules and analyzing the result. And an example of a contribution to reading the column allows students to know in advance the basic requirements of the task. For example, in grade 8, when aligning the equation on the topic "Equation of chemical reactions," the student is mistaken in constructing the formula of chemical compounds and establishing the coefficient. By demonstrating several algorithms of equalization paths and improving skills, it is possible to equalize the reaction equation without errors. The main factors ensuring the successful development and use of headings in chemistry lessons are:

- * corresponds to training objectives: The heading shall measure specific objectives and expected results of the task training.
- * specific criteria: Each evaluation criterion should be clear, measurable.
- * reliable evaluation levels: Each achievement level (excellent, good, etc.) should be clearly described.
- * Preliminary exchange with students: The section must be familiarized with the student before starting the task.
- * Convenient application format: The heading should be presented in a simple and understandable way.
- * teacher training: Teachers should have the skills to use rubrics correctly and to communicate feedback.
- * regular assembly: Categories should be updated depending on the needs of students.

These factors allows you to effectively use headings in chemistry lessons and objectively assess the knowledge of students. Key competency development successes, increasing responsibility, self-confidence, stimulating students

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