# Reflection Report

## Submitted by: RAUAN

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

CBC (Competency-Based Curriculum) is a curriculum that focuses not only on acquiring subject knowledge but also on developing life skills and competencies such as critical thinking, problem-solving, and communication. CBE (Competency-Based Education) refers to the teaching methodology where students progress through learning material at their own pace, based on mastery of specific competencies. CBA (Competency-Based Assessment) is an approach to evaluating how well learners have acquired competencies. It focuses not just on right/wrong answers, but also on the student's thinking process, reasoning, and application of knowledge. These three concepts are closely interrelated: CBC defines what should be learned, CBE guides how it should be taught, and CBA assesses the level of mastery. When implemented together, they create a strong foundation for holistic learner development. Example from my practice: In the 2022–2023 academic year, I taught grades 5–8. In accordance with the curriculum objectives for the "Kazakh Language" subject, I would begin each lesson by clarifying the assessment criteria and descriptors. Together with students, we discussed the learning goals and how their achievement would be assessed. Once I ensured students understood this, I provided the tasks. However, some areas required further attention. For example, in Grade 8, during a lesson on the topic "Language is the soul of the nation," students were required to write a free essay expressing their opinion and supporting it with examples. According to CBC, the key competencies were expressing an opinion with supporting arguments and using correct language norms. Based on CBE, students were given

the freedom to express personal views and draw on their experiences. Using CBA, essays were assessed for structure, reasoning, vocabulary, and grammar/spelling accuracy. Some students struggled with structuring their essays or provided weak arguments. This indicated that the CBE and CBA stages may have lacked sufficient modeling and explanation. Conclusion: When CBC, CBE, and CBA are implemented in harmony, they enable students to develop knowledge and skills applicable in real-life contexts. My experience in teaching Kazakh Language and Literature has shown that integrating these concepts improves the quality of learning and helps students express their ideas more confidently.

## 2. Curriculum Development and Learning Goals

Learning objectives are essential indicators of effective teaching and learning. In lesson planning, they define what students need to know and do, guiding the structure of the lesson, instructional strategies, and assessment methods. Designing objectives according to the SMART criteria—Specific, Measurable, Achievable, Relevant, and Time-bound—ensures clarity, focus, and high-quality instruction. During the course, I engaged actively in formulating SMART-aligned learning objectives. Through group discussions and collaborative exercises, my colleagues and I analyzed the clarity, structure, and measurability of objectives. This process enhanced my ability to create focused, achievable goals. I began to systematically align each stage of my lessons with clearly defined objectives, strengthening my reflective lesson planning skills. An illustrative example from the 9th-grade Kazakh language curriculum is: "To formulate discussion questions related to the issue raised in the text." When transformed into a SMART objective, it became: "To formulate 3 discussion questions related to Kazakhstan's demographics within 5–7 minutes." Initially, I omitted the time frame. When asked by teacher Arnold about the time allocated, I struggled to respond, revealing the importance of incorporating time-bound elements. This experience led me to analyze the spiral curriculum of the Kazakh language. I examined how often specific objectives recur across units and determined how much time students typically need to master them. This analysis improved my ability to plan lesson timing in alignment with curriculum progression. A critical element of lesson planning is constructive alignment—the connection between learning objectives, assessment criteria, and tasks. SMART objectives provide a solid foundation for this coherence. By recognizing my strengths (collaboration, analysis, and support) and areas for growth (time planning), I continue to enhance my professional competence. Creating SMART-aligned learning objectives is now a core skill in my teaching practice.

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

Effective assessment is grounded in three key principles: reliability, validity, and fairness. Reliability refers to consistent results regardless of who conducts the test or under what conditions. Validity ensures the test accurately measures the intended knowledge or skill. Fairness provides equal opportunities for all learners, regardless of their individual backgrounds. During the course, I analyzed a test item I developed using these three criteria. The test task involved identifying a discussion question suitable for a TV program called "Talk". The context was realistic and aimed to assess students' ability to distinguish between factual and discussion-based questions. The correct answer was C: "How should demographic policy be implemented?"—a question that encourages reasoning and argumentation. Option A included some discussion elements but lacked depth. Options B and D were purely factual and did not require higher-order thinking. Using a provided checklist, I confirmed that the test item was relevant to the learning objectives, clearly worded, contained only one correct answer, and avoided unnecessary complexity or bias. It was also neutral in tone and did not require background knowledge beyond the curriculum. After the course, I improved the test by adding tasks aligned with Bloom's taxonomy levels such as analysis and evaluation. The test was administered via Google Forms, and responses were checked by multiple educators. Scoring consistency confirmed its reliability, and equal testing conditions ensured fairness. In conclusion, this test item meets the essential criteria of validity, reliability, and fairness, making it an effective tool for evaluating student learning outcomes.

## 4. Grading and Standard Setting

In my teaching practice, assessment is considered a crucial tool for identifying student achievement and improving the learning process. Assessment tasks are always designed in alignment with learning objectives and are closely connected to the subject curriculum. Each task aims not only to evaluate subject knowledge but also to assess students' functional literacy, critical thinking, and ability to provide arguments. The assessment process is conducted transparently: assessment criteria and descriptors are introduced to students in advance. This enables students to clearly understand expectations and complete their tasks based on those standards. Such transparency contributes to fairness in assessment and encourages students to take responsibility for their own results. Cut-off scores are determined based on the complexity of the tasks and their alignment with learning objectives. For example, tasks requiring higher-order thinking are assigned higher scores. Threshold levels are differentiated according to the criteria and descriptors, which enhances the reliability and validity of the assessment. However, I acknowledge that subjective judgment can sometimes occur when evaluating student work. To minimize this, I plan to collaborate more closely with colleagues to introduce expertise, refine formative assessment practices, and provide more frequent and constructive feedback. In my current practice, I use the pre-determined national

cut-off score of 41% applied across Kazakhstani schools for summative assessments at the unit and term levels. During the course, we analyzed test reliability using statistical tools such as Cronbach's alpha and calculated cut-off scores accordingly. I recognize the need to further develop this skill; without a deep understanding, it is difficult to independently establish cut-off scores for classroom tests. In conclusion, my assessment practices are aligned with learning goals, fair, and transparent. Nevertheless, continuous improvement is essential. Assessment should not merely serve as a result, but as a tool to drive learning forward.

## 5. Use of Rubrics

A rubric is a tool that outlines expected outcomes for a task. It defines quality levels for each criterion, highlighting what is expected at excellent, satisfactory, and poor levels. Rubrics help identify learners' progress, provide effective feedback, and guide teachers in choosing suitable strategies for individual student needs. During the course, we created a group rubric based on practical tips. It was straightforward to define clear language, decide on the number of criteria, and describe the outcomes for excellent and poor performance. However, I found it challenging to describe the in-between levels—what counts as satisfactory or developing? Questions like "What makes this level acceptable?" and "How do I justify the description?" helped me shape a balanced rubric. Our instructor Arnold's step-by-step guide and our group's three-level model were very helpful. I used some of the rubrics in lessons to support feedback. For example, under the speaking skill "retelling a text": Excellent: The student retells the event clearly and logically, answers content questions, maintains structure, uses appropriate vocabulary, and engages listeners through intonation and verbal language. Satisfactory: The retelling may lack some logic or clarity; structure is partly missing; vocabulary may be misused at times; verbal engagement is limited; responses are incomplete or vague. Poor: The retelling is disorganized and unclear; structure is missing; vocabulary is inappropriate; there is no attempt to engage the listener; responses are missing or irrelevant. The value of a rubric lies in its ability to provide clear feedback, help track student growth, and support next steps in learning.

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