Reflection Report

Submitted by: ARDAK KAMZINA

Full Name:	ARDAK KAMZINA
External ID:	1625CbAT35
Gender:	Female
Age:	51
Submitted At:	2025-04-17 14:53

1. CBC, CBE, and CBA as a System

From my perspective, CBC (Competency-Based Curriculum), CBE (Competency-Based Education), and CBA (Competency-Based Assessment) are inseparable and closely interconnected in developing competencies as part of professional development. They represent a modern approach to competency formation through effective planning, actionable teaching, and meaningful assessment. My understanding of these concepts has significantly shifted my methodological stance, perspectives, and teaching strategies. 1. Changes in the Curriculum: The current course, "Research and Project Activities of Primary School Students", aims to improve teachers' qualifications but emphasizes general skill enhancement over concrete action planning. This creates a disconnect between planning and teaching. In contrast, CBC sets clear directions with SMART goals and emphasizes real-life applicable competencies. 2. Learning Objective: The current objective - "to develop teachers' skills and competencies in organizing research and project activities" - focuses mainly on knowledge and skills. CBE, however, emphasizes real tasks and projects aligned with goals, encouraging teachers to research, learn, and solve real problems. I have shifted from a "teacher" to a "mentor," embracing learner-centered, mastery-based instruction. 3. Assessment Approach: Current assessments include participation, formative point-based systems, and summative tests, but lack reliability, authenticity, and validity. Learning about CBA taught me that assessment should build self-confidence and independence by evaluating real-world skills rather than just knowledge recall. Conclusion: CBC, CBE, and CBA together have transformed

my teaching approach toward competency-based planning, teaching, and assessment—creating a more practical, learner-centered educational experience.

2. Curriculum Development and Learning Goals

This section focuses on the competency-based curriculum that emphasizes CBC and aligns with CBE and CBA. The key aspects are: • Structuring the curriculum based on competencies with SMART goals; • Designing learning activities, resources, and assignments aligned with objectives; • Planning a competency-based assessment process. When creating a competency-based plan, I will develop a clear, structured plan for what teachers need to know. In building such programs, the focus will not be on memorization, but on developing practical skills that can be applied in everyday lessons and life. For instance, in the research course I am currently conducting, the planning of demo lessons has proven successful. However, I believe separating Module 2 (character education) and Module 3 (mathematics-related research and project work) is ineffective. Therefore, I plan to integrate them — teaching social communication through mathematics (buying/selling) and linking this to natural sciences. This will include budgeting skills tied to national values (like frugality from Abai's perspective: "laziness, wastefulness") through group research projects. The result: teachers will gain confidence in applying their knowledge in real life and develop decision-making skills. To create a strong competency-based curriculum, I will take into account six key features for "meaningful and effective learner-centered teaching"1. One of these features is planning authentic assessments. Before traditional testing, I will assess teachers through performance-based tasks that show what they can actually do — such as demo lessons, projects, and practical assignments. These new assessment methods are realistic and demonstrate teacher abilities and achievements. In my view, a curriculum built on these six features — SMART goals, interdisciplinary integration, hands-on experience, authentic engagement, real-life skills, and learner confidence — offers a clear direction beyond just content. 1- Competency-based assessment tools for Orleu trainers, page 2

3. Assessment Quality: Validity, Reliability, and Fairness

The course I am conducting includes tests. It is called a Scale for Assessing the Activity of Participants. Participation in the lesson and formative assessment make up 50 points, and summative assessment makes up 50 points. The summative assessment's 50 points consist of 10 points for the demo lesson, and 40 points for the final test. "In the assessment, each topic taught in the content module consists of 15 tasks. The listener takes 24 test tasks, and the test consists of 5 questions for each topic." The validity (authenticity, fairness) and fairness of the

test tasks in the summative assessment, as well as the diversity of learners, are not taken into account. This is because the rules for completing the test tasks and the test tasks themselves are not considered in a consistent and systematic manner. According to competence-based assessment (testing), what I have learned: • What the learner knows is not as important as how they apply their knowledge to solve problems and demonstrate their skills in meaningful contexts. • Scoring should not be a mere assignment of marks, but rather serve as constructive feedback that contributes to the learner's further development and learning. • For assessment to be effective, it must measure the necessary skills and ensure reliability and fairness through comprehensive consideration. • To build effective assessment, an eight-step testing model should be applied. Regarding formative assessment, learner engagement is scored with 20 points, practical work with 20 points, and participation in class with 10 points, as shown in a table. However, from the perspective of content, structure, consistency, systematization, and assessment principles, this method does not meet the required standards, and competency-based elements are not addressed. To implement competency-based assessment, I learned that a balanced assessment program should include formative and summative testing, learning objectives and success criteria, Bloom's taxonomy, a test matrix, and an understanding of its components and significance. I also learned a new approach to developing test questions based on competency. This includes quality criteria for open questions (R, O, E, S, N), the three main components of MCQs, test question quantity, test quality improvement and evaluation, quantitative and qualitative analysis, P-value (item difficulty), A-value (distractor effectiveness), Rit and Rir discrimination indices, and the Standard Error of Measurement (SEM).

4. Grading and Standard Setting

In my teaching practice for the primary school research course, formative assessment includes: • Differentiated tasks; • Evaluation tools in research projects; • Use of multimedia for better research/project quality; • Action research, demo lessons, and projects with group and individual consultations. As per Section 3 of the program, summative assessment now follows "quality evaluation: validity, reliability, and fairness." In my current course, assessments focus on what teachers know. However, how they apply that in real-life scenarios has become a new focus. Previously, scores were based on quantity rather than quality. For example, both formative and summative scores are capped at 50 points, and grading standards were overlooked. After learning about competency-based evaluation, I went through a personal "assessment reform." My perspective, principles, and content understanding have been transformed. I now intend to integrate the following into future training: • Clear standards in assessment; • Transparent and fair grading practices; • Methods for establishing absolute and relative standards (Ebel, Nedelsky, Angoff, Weinen methods); • Setting meaningful pass marks

through reliable models. In my teaching, I conduct pre- and post-analysis of assessments to evaluate task reliability, difficulty, and how well they distinguish between strong and weak learners. This helps improve test quality, fairness, and decision-making in certification. I focus on reliability (consistency), validity (measuring what's intended), and fairness (equal treatment). Using Classical Test Theory and item analysis, I work to reduce error and align tests with learning goals. Continuous analysis before and after tests allows me to refine assessments, enhance teaching, and support better learning outcomes. Step by step, I aim to build habits that strengthen my professional practice and improve overall course quality.

5. Use of Rubrics

During daily lessons in the research course, we gather feedback on what learners have understood, what they've learned, and how they might apply it in the future. This formative assessment helps determine if learning goals are met. Rubrics are used for feedback and influence teacher learning positively. After completing the competency-based course, I became convinced that providing structured feedback and aiming for quality-oriented, developmental evaluation is essential. I now realize that rubrics are highly effective in professional development courses for: • Fair and accurate evaluation; • Supporting teachers' continued growth. After learning about competency-based assessment, I understood the crucial role rubrics play in implementing CBC, CBE, and CBA. In future courses, I will use rubrics and: • Apply them during feedback; • Understand components (criteria, performance levels, descriptors); • Follow four steps in rubric development; • Use rubrics for timely, practical feedback; • Use them for differentiation (support for struggling or advanced learners); • Follow best practices for clear, reasonable rubrics shared in advance and revised after trial. I will collaborate with peers to analyze the success or shortcomings of rubric-based assessments and explore ways to improve. Rubrics are key to enhancing feedback and improving learning. In my practice, I align rubric descriptors with real-time feedback based on practical experience. This helps learners clearly understand what they need to improve and how to do it. Rubrics also support differentiated instruction. They guide weaker learners toward the next step and challenge stronger learners to aim higher. To be effective, rubrics must be clear, concise, and easy to understand, with a focused and accurate scope. For instance, one learner might need to support their arguments with evidence, while another may be advised to improve planning structure. When applied well, rubrics become a powerful tool for guiding assessment, teaching, and skill development. Conclusion: Developing and using rubrics is crucial. They allow accurate, fair evaluation in professional development courses and guide teachers in further developing their knowledge and skills.

Digital Signature (CMS):

MIINCgYJKoZIhvcNAQcCoIIM+zCCDPcCAQExDjAMBggqgw4DCgEDAwUAMAsGCSqGSIb3DQEHAaCCBCMwggQfMIID