

Reflection Report

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Submitted At: 2025-04-20 12:13

1. CBC, CBE, and CBA as a System

1. Understanding and Applying the CBC/CBE/CBA Framework The RCEC training deepened my understanding of the CBC/CBE/CBA system. CBC defines clear, observable learning outcomes based on competencies. CBE ensures flexible, personalised learning at the learner's pace. CBA assesses demonstrated competencies using valid and fair tools beyond traditional tests. These three elements are interconnected: CBC sets goals, CBE guides learning processes, and CBA measures achievement. In my work with English teachers, I began applying this framework—initially intuitively. For example, in a lesson on giving directions, instead of using scripted worksheets, teachers created a fictional city map and role-played tourist scenarios. This task promoted real-life communication skills and was assessed with a rubric focused on clarity, fluency, vocabulary, and interaction. A key success was the shift in mindset—from content delivery to competency development. While many initially struggled to distinguish CBA from traditional tests, activities like microteaching, structured peer feedback, and formative tools (e.g., rubrics, “Two Stars and a Wish”) helped clarify the approach and promoted reflective learning. Teachers and students responded well to CBC and CBE. Clear objectives, hands-on tasks, and integration of knowledge and skills enhanced engagement and retention. CBE’s learner-centered flexibility also supported confidence and independence. I implement the learning pyramid approach, which emphasizes active engagement rather than passive reception. This aligns well with CBE, as it accommodates diverse learning styles and allows learners to advance at their own pace. Such flexibility helps reduce stress, fosters

autonomy, and builds learner confidence. For instance, in a grammar lesson, I replaced traditional lectures with a task-based activity where students created and performed short role-plays (e.g., using past continuous vs. past simple). This approach catered to various learning preferences, encouraged collaboration and creativity, and enhanced understanding. It also promoted learner responsibility, lowered anxiety, and supported natural, real-world language use—key aspects of CBE. Assessment was not limited to traditional tests. Participants worked on practical tasks like micro-teaching, using teaching strategies, and applying formative tools for peer and expert group assessments. These tasks involved individual, group, and pair assessments, as well as methods such as "assessing by descriptors," "Sandwich," and "3-2-1." Such approaches fostered reflection, collaboration, and continuous growth in a supportive environment. Looking ahead, I aim to better integrate CBC, CBE, and CBA into a cohesive system. My primary focus is on strengthening the alignment between learning outcomes, classroom activities, and assessment criteria to ensure each element supports the development and measurement of key competencies in a meaningful, connected way.

2. Curriculum Development and Learning Goals

2. Designing Competency-Based Curriculum A strong competence-based curriculum ensures that clear, measurable learning objectives are aligned with engaging activities and outcome-focused assessments. It fosters transferable skills and encourages students to showcase their competencies through hands-on tasks. One practical example from my experience is a teaching session where teachers were asked to develop a lesson plan based on a 'ticket' assignment. I showed them a picture of a cheque from a grocery shop. There were several advertisements on the receipt - one for a vacancy (of a shop assistant) and one for an upcoming cinema show. The task required the participants to study the receipt, compose a scripted dialogue, and act it out. The learning task was to apply shopping-related vocabulary and relate it to real-life situations by recalling a recent visit to a shop. This lesson was fully in line with CBC and CBE principles. It encouraged co-operation, creativity and the use of language in context. The real-life nature of the assignment helped to bridge the gap between theory and practice. Most of the participants responded enthusiastically to the assignment and immersed themselves deeply in the work. However, I noticed that not all participants were equally active in the role play. Some were shy or did not want to perform in front of others. If I were to redesign this lesson, I would assign roles to each group (e.g., speaker, presenter, note taker, illustrator, time keeper, etc.) to ensure that each student contributes meaningfully, even if they are not comfortable in the role of presenter. This thoughtful adjustment will better reflect the inclusive and adaptive nature of CBC and CBE.

3. Assessment Quality: Validity, Reliability, and Fairness

3. Assessment Quality: Validity, Reliability, Fairness Quality assessment in a competency-based system needs to be valid (measure what it is intended to measure), reliable (provide consistent results) and fair (take into account the different needs and backgrounds of learners). In one of my classes, I completed a speaking task and then conducted a vocabulary quiz using the Kahoot platform. The learning objectives were to consolidate shop-related vocabulary and develop fluency. The session started with a 'Double circle' activity, where participants prepared a short speech about their last shopping experience and had to interact in inner and outer circles changing the partners. This was followed by group dialogues and a Kahoot quiz. The speech activity effectively assessed learners' use of topical vocabulary in real-life communication, while the Kahoot quiz reinforced comprehension by testing word choice in context. The reliability of the quiz was supported by the automatic scoring feature in Kahoot, which ensured consistency. However, in the speaking tasks, the assessment could have been more structured. I realised that the use of a rubric would have increased the reliability of the assessment by providing consistent scoring criteria. In terms of fairness, the assignment could have been improved to better support less confident learners. For example, I could have provided sentence frames or visual aids (e.g. vocabulary cards with pictures) to help them construct their answers more easily. Giving these students additional preparation time would also promote equity without compromising learning outcomes. This experience confirmed the importance of designing assessments that not only accurately measure outcomes, but also help diverse learners demonstrate competencies

4. Grading and Standard Setting

4. Grading and Standard Setting In competency-based education, grading must be directly linked to learning objectives and provide an accurate representation of students' skill development. Transparent criteria and clear standards of performance are necessary for fair and meaningful assessment. In my training courses, assessment usually begins with diagnostic testing to determine each participant's baseline skill level. At the end of the course, learners take a summative test to assess progress and outcomes. This 'before and after' model allows both learners and teachers to clearly see the development of competencies over time. As mentioned, I use the Pyramid of Learning model, where participants create and teach micro-lessons in groups, rotating roles as teacher, expert observer, or learner. At the beginning of each lesson, I present clear learning objectives and assessment criteria. This helps ensure that participants understand the expectations and can align their work accordingly. There is a structured process for setting standards that includes microteaching, demonstration lessons, and summative assessments. These components provide multiple data points for assessing

work and grading. While this system is effective, I believe it would be beneficial to include more frequent module-specific assessments. For example, after reading skills sessions, students could be assessed with assignments related to reading strategies, teaching techniques, and test writing. This would allow for more targeted feedback and a better understanding of individual progress in specific areas. Overall, although the current assessment system is well structured and goal orientated, the introduction of formative assessments at the end of each module would enhance learning and assessment.

5. Use of Rubrics

5. Professional Use of Rubrics Rubrics are a vital tool in competency-based assessment, providing clarity, consistency and structure. They define specific performance criteria, making expectations transparent and guiding both teaching and learning. In my practice, I use rubrics to clearly define expectations for assignments. While I do not categorise students by ability level, I always consider their different experiences and backgrounds when designing lessons and assessments. This ensures that rubrics are inclusive and support all students equitably. As an example, in this lesson, participants were required to create and present a lesson plan. The rubric required them to identify the level of learning, set an appropriate learning objective, decompose it into SMART objectives, and relate it to appropriate learning activities. In addition, the rubric included criteria such as content accuracy, organisation, teamwork and presentation delivery. This rubric was useful to both me and the students. It gave them a clear framework to use when preparing and delivering lessons, and it helped me provide structured, objective, and constructive feedback. It also facilitated self-assessment and reflection, which are key components of CBA. In my experience, an effective rubric should be written in simple, specific language, clear and concise. It should focus on core competencies, not just superficial or easily measured characteristics. A well-designed rubric not only assesses performance, but also supports the learning process itself. Conclusion In my work as a coach and teacher, I have applied the principles of CBC, CBE, and CBA in a variety of ways—sometimes intentionally, sometimes informally. These principles have helped me design more meaningful learning experiences, assess outcomes more fairly and accurately, and support student growth in a structured and inclusive way. By integrating real-world assignments, using detailed rubrics, and aligning assessments with core competencies, I continue to refine my teaching and assessment methods to more effectively meet the diverse and evolving needs of today's education.

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