Reflection Report

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1. CBC, CBE, and CBA as a System

1/ Recently, I had the opportunity to explore the concepts of CBC (Competency-Based Curriculum), CBE (Competency-Based Education), and CBA (Competency-Based Assessment) in more depth. These approaches focus on developing specific skills and making education more personalized and practical. CBC emphasizes skill development rather than knowledge accumulation. Students move forward only after mastering required competencies. CBE supports self-paced learning, allowing learners to focus on specific goals. CBA assesses how well students apply knowledge in real-life situations. These components are interconnected: CBC provides a competency-focused foundation, CBE supports individualized progress, and CBA evaluates real-world application. This model requires flexibility from teachers to support each learner's development. During a professional development course, I experienced an effective integration of these approaches. One module focused on developing practical skills in educational technology. Instead of studying theory and taking standard tests, we created a lesson plan using new tools and implemented it in real classrooms. This was effective: I applied new methods immediately and observed what worked and what didn't. Assessment focused on how well we implemented teaching skills, not on theoretical recall. This experience helped me internalize the purpose of CBC/CBE/CBA: empowering learners through action and reflection. However, not all integrations were successful. One course involved many independent assignments with open-ended tasks. The flexibility was appreciated, but some participants struggled with time management and lacked clear

guidance. Without a structured timeline or checkpoints, misunderstandings and delays occurred. From this, I learned that successful implementation of competency-based learning depends on balancing flexibility with structure, and providing timely feedback. The teacher's role includes designing a clear yet adaptable framework and guiding learners throughout the process. This experience strengthened my understanding of how to apply CBC, CBE, and CBA meaningfully. It also reshaped my approach to training—emphasizing real-life application, continuous reflection, and learner support.

2. Curriculum Development and Learning Goals

When I speak about learning objectives in the context of Competency-Based Curriculum (CBC), I refer to the development of practical skills that students can apply in real-life and professional contexts. The aim is not only to deliver theoretical content, but to ensure that learners can solve real-world problems and adapt their knowledge to new situations. Students should know core concepts, apply them meaningfully, and demonstrate flexibility in transferring learning across contexts. Learning should involve active, learner-centered tasks such as projects, research, and group work that develop transversal competencies like collaboration, problem-solving, and critical thinking. Assessment should reflect both the process and the outcome, emphasizing how well students apply knowledge in practice. One of the most meaningful examples from my own practice was the development of a modular professional development course for novice teachers. Each module focused on a key teaching competency—lesson planning, formative assessment, or feedback. Unlike linear programs, this course allowed participants to select modules based on their needs, offering flexible pacing aligned with Competency-Based Education (CBE). Assessment was portfolio-based, including real teaching cases, developed materials, and reflections on growth, reflecting the principles of Competency-Based Assessment (CBA). Several aspects of the course worked well. Individual learning paths allowed teachers to focus on areas they needed most, increasing motivation and relevance. The portfolios encouraged deeper reflection and helped participants track their progress. Teachers became more invested in their own professional development, viewing it as an ongoing process rather than a formality. At the same time, there were challenges. Some participants needed more support navigating the course structure and managing their pace. In response, I introduced group mentoring and created a guide to help visualize how the modules connected. Another issue was limited theoretical grounding in some areas, which I plan to address by integrating more conceptual frameworks and real-life case studies. This experience helped me become a more competent developer. I realized that effective implementation of CBC, CBE, and CBA requires balancing structure with flexibility, and that meaningful assessment must be embedded in authentic practice. I now design training with clear objectives, supportive environments, and continuous feedback to ensure

competency development remains central.

3. Assessment Quality: Validity, Reliability, and Fairness

When designing a test to assess knowledge, it is important to consider key aspects to ensure the test is valid, consistent, and fair for all learners. Validity means that test questions must accurately reflect the intended learning objectives. In one of my mathematics tests, tasks focused on solving equations and calculating areas of shapes, clearly aligned with the curriculum goals. These items were valid. However, including a question like "What role did Kazakhstan play in the Great Patriotic War?" would compromise validity, as it does not measure the intended skills. Consistency requires applying clear and uniform criteria for all students. In one of my courses, we used a detailed rubric covering task completion, application of knowledge, critical thinking, and creativity. All instructors used the same rubric, which ensured a consistent evaluation process. Without this, discrepancies between graders could undermine fairness. Fairness involves meeting the needs of diverse learners. For example, students with dyslexia were given extra time to complete tests, ensuring equal conditions. We also avoided culturally specific expressions to prevent misunderstandings among students from different backgrounds. This experience deepened my understanding of assessment design. I have since revised my approach to focus more intentionally on aligning tasks with objectives, standardizing evaluation procedures, and creating inclusive environments. I've applied these principles to other assessment tools and professional development materials. In conclusion, a high-quality test requires a balanced approach that integrates validity, consistency, and fairness, while recognizing the diverse needs of all learners.

4. Grading and Standard Setting

In the process of developing the educational program for the professional development course, I place great importance on ensuring that the assessment system is transparent, fair, and aligned with the learning objectives. In the program, I clearly outline the assessment criteria, including aspects such as the logical structure of the presentation, the quality of argumentation, the organization of the material, and language proficiency. This provides participants with a clear understanding of what will be assessed in their work and how they can achieve high results. For a comprehensive assessment of knowledge and skills, I use various types of assignments: written work, tests, projects, practical tasks, and presentations. This approach allows for the evaluation of both theoretical knowledge and the ability to apply it in practice. The threshold scores for each grade are determined in advance, and participants are always informed about the requirements for achieving a specific grade, which enhances the

transparency of the assessment process. The program also includes providing participants with detailed feedback after completing assignments. This allows them to identify their strengths and areas for improvement. An important component is the use of self-assessment and peer assessment methods, which help participants develop critical thinking skills and become more aware of their achievements. I pay attention not only to the final results but also to the progress of each participant, which allows for a more objective evaluation of their efforts and development. For those who encounter difficulties, I offer additional consultations or the opportunity to revise assignments, creating an atmosphere of support and mutual understanding. In the future, I plan to implement even more elements of formative assessment to support participants throughout the learning process and help them achieve the best possible results.

5. Use of Rubrics

In developing the educational program for the professional development course, I actively use rubrics to ensure objectivity and transparency in assessment. For example, to evaluate the completion of assignments or projects, I create a rubric that includes criteria such as understanding of the topic, practical application of knowledge, quality of presentation, and engagement in discussions. For instance, in the final mini-project on digital learning tools, the rubric helped clarify expectations: specific criteria were used to assess the pedagogical relevance of the chosen tool, depth of analysis, and practical ideas for classroom use. In this context, the rubric helps participants clearly understand what to focus on in their work, while enabling instructors to systematically and consistently assess each participant's performance. It also plays an important role in the learning process, as it allows participants to identify areas for improvement and aim for better results. When developing rubrics for the professional development course, I pay particular attention to clarity of criteria and their alignment with the program's objectives. The rubric must be accessible and understandable for participants, taking into account their backgrounds and needs. Initially, I had to revise several criteria after pilot testing, as participants interpreted them differently. This experience made me realize the importance of discussing rubrics beforehand and providing examples to enhance clarity and their educational value. It is essential that the rubric not only enables objective evaluation but also supports the development of key competencies, making the learning process more effective and goal-oriented. Moving forward, I plan to involve participants in co-creating assessment criteria at the start of each project and to use rubrics as a basis for self-assessment and structured feedback. This will help increase engagement and promote learner autonomy.

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