

# Reflection Report

---

**Submitted by: RAIYMBEKKYZY AKZHARKYN**

---

---

**Full Name:** RAIYMBEKKYZY AKZHARKYN

---

**External ID:** 0825CbAT96

---

**Gender:** Female

---

**Age:** 41

---

**Submitted At:** 2025-04-19 18:31

---

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

CBC (Competency-Based Curriculum) is a framework in which the curriculum focuses on what the learner will learn and how they will be able to apply it in their lives. In this program, knowledge and skills are equally important, and learning objectives are implemented in a concrete and practical context. CBE (Competency-Based Education) is a method that allows students to learn at their own pace, with deep understanding. Here, the teacher is not only a teacher, but also a guide. CBA (Competency-Based Assessment) is a system that assesses not only the theoretical knowledge of students, but also their ability to apply it in real life. Tasks realistic, practical (for example: project, poster, presentation, role play). These concepts are closely related and, when worked systematically, produce high-quality results. The poem "Do not boast without finding knowledge" by Abai Kunanbayuly for grade 6. The learning goal is to identify artistic substitutions (tropes: metaphor, personification, metonymy, hyperbole, litotes, allegory, antithesis, gradation, dedication) in the work. CBC: The learning objective in this lesson is to identify tropes (metaphor, personification, hyperbole, etc.) and find them in the text. Students analyzed the structure of the poem and determined the meaning of each artistic device. CBE: Students analyzed these tropes by giving examples from life. For example, they connected the metaphor with natural phenomena and supplemented it with their own thoughts. I allowed them to work at their own pace: some studied the text in depth, while others learned through pictures or essays. CBA: The assessment took the form of a project assignment: each student chose a trope from the poem, explained it on a poster, and showed its connection to

life. The assessment criteria were known in advance: identifying the trope, explaining it, giving an example, and artistic expression. The students were self-directed and genuinely reflective. At first, some students were confused about the tropes theoretically. This failure showed me that assessment should be accompanied by prior preparation. After that, I provided feedback and re-explained with additional examples.

## 2. Curriculum Development and Learning Goals

Competency-Based Curriculum (CBC) is a learning system that aims to develop the learner not only as a subject, but also as a creative person who can effectively apply the knowledge he has acquired in life, solve problems, freely express his opinion. In such a program, learning objectives are specific, measurable, closely related to the content of the subject, and are aimed at developing certain competencies in the learner (for example, critical thinking, creativity, communication, cultural awareness, problem solving, etc.). Assessment – formats aimed at determining learner progress (pair/group feedback, self-assessment using descriptors, formative assessment, and summative assessment). In the lesson I designed, I created a lesson based on S. Muratbekov's story "The Smell of Wormwood". During the lesson, students were given tasks aimed at understanding the relationship between the characters. They analyzed excerpts from the story and identified the reflection of family values through dialogues between Ayan and his grandmother, Ayan and the teacher. At the end of the lesson, students wrote a literary essay, expressing their views and life experiences, connecting them with the text. The strengths of the lesson are the presence of learning activities aimed at developing students' critical thinking and creative writing skills. In writing a literary essay, students compared family values with their own lives and made a deep analysis. Some students compared Ayan's difficult fate with modern children, emphasizing the importance of kindness and care. Assessment criteria were developed together with students, increasing their self-responsibility and reflective skills. Competency - based learning is a system that aims to educate students as thinkers, not "ready-made responders." The experience of using the CBC model has had a positive impact on both my development as a teacher and my students.

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

Validity is the degree to which an assessment tool is relevant to a specific learning objective. An item is valid if it accurately measures the skill for which it is intended. Reliability is the stability of the assessment results. That is, the consistency of the results, regardless of who assesses the task. Equity is the provision of equal opportunities for learners, taking into account their individual characteristics and educational level. It is closely related to concepts

such as inclusiveness, flexibility and differentiation. In the task I analyzed, students were given the task of continuing the storyline from their own perspective based on the 7-th grade work "Kokserek". This was a competency-based assignment (CBA). The goal of the assignment was to develop the student's creativity and skills in working with text. The learning objectives were clearly demonstrated through their level of understanding of the text, their attitude towards the characters, and their creative solutions. Therefore, this was a highly valid task. With reliability. Since we did not clearly define the evaluation criteria in advance, my colleagues and I gave different scores to the same work. After that, I created descriptors and introduced a grading rubric divided into several levels. This increased objectivity and consolidated the assessment meat. Justice initially the same for all learners in terms of task given. Some p to students in an artistic language free It was difficult to write.

## 4. Grading and Standard Setting

Grading is the result of an assessment of a learner's learning achievement, often expressed as a score, level, or grade. It indicates the extent to which a learner has achieved a learning objective. The work "The Flying Nest" for grade 8 on the test. When passing this work, students were given the task of comparing B. Momyshuly's childhood and spiritual heritage with other works such as "My Name is Khozha" or "The Sign of the Storm" and identifying the theme and idea. This was a complex task aimed at analysis, which corresponded to the learning objectives. Fair and transparent assessment, a scoring scale was introduced for each criterion. A descriptor for each level was written and reviewed with students. This made the assessment clear and focused on learning objectives . Limit points: • 10 – 9 points – “high level” (4) • 8 – 7 points – “above average” (3) • 6 - 5 points - "medium" (2) • 4 points and below – “insufficient” (1) This was an absolute standard because the assessment was conducted independently of the results of other students. The transparency and fairness of the assessment system directly affects the student's confidence. If a child understands why he received a certain grade, he feels valued. The clear definition of standards and the presence of a rubric increase the quality of learning not only for the teacher, but also for the student. Some students, although they opened the Idea well, had difficulty making comparisons. In this case, one aspect of the work was rated high and another low. To solve this problem, I would suggest adding an additional mark to the final idea, in addition to assigning individual scores to each criterion. Differentiated tasks should be provided , taking into account the diversity of learners. Some learners may be instructed to "identify an idea and give an example," while others may be instructed to "compare two works." The evaluation of historical value and artistic ideas through the work "The Flying Nest" greatly contributed to the development of the student's level of thinking, critical thinking, and cultural understanding.

## 5. Use of Rubrics

A rubric is a system of well-founded criteria and level descriptions used to assess and guide a student's academic achievement. It is often used in both analytical (partial) and holistic (whole) forms. Topic: 9th grade novel "Ulpan". Students were given the task of writing a critical essay comparing the literary work with examples of world literature. This is a high-level task, so an analytical rubric was created for it. This rubric allowed students to clearly explain the requirements before the work, plan their work, and evaluate themselves and each other. At the end of the lesson, students provided feedback on the rubric, clearly indicating what they liked and what needed improvement. For me, the main advantage of a rubric is that it integrates the learning and assessment process. It shows the learner not just the result, but the path to development. The learner begins to look for answers to the question "where did I go wrong?", but "how can I improve?" Analyzing the rubric together with the student makes them partners in the assessment process. This is an approach that is consistent with the person-centered model of teaching. Using the rubric at a professional level makes it not just an assessment, but an active, guiding and developmental tool for teaching. In the task of writing a critical essay on the novel "Ulpan", the use of the rubric played an important role in improving the quality of students' writing, adapting to self-assessment, and moving towards critical thinking.

### Digital Signature (CMS):

MI INCGYJKoZIhvcNAQcCoIIM+zCCDPcCAQExDjAMBggqgw4DCgEDAwUAMAsGCSqGS Ib3DQEHAaCCBCMwggQfMIID