

# Reflection Report

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

The Competency-Based Curriculum (CBC), Competency-Based Education (CBE), and Competency-Based Assessment (CBA) are interconnected and aimed at developing useful skills that students can apply in everyday life. This system shapes the student not only as a learner but also as an individual prepared for real-life action. CBC sets specific goals and focuses on the development of skills. In CBE, students learn at their own pace through active and useful tasks. And CBA checks whether students have achieved the goals and acquired the necessary skills. For me, the main discovery was that not only “what the student knows” but also “what the student can do” is important. This connection ensures harmony between what students learn, how they learn, and how they are assessed. In the professional development course for Kazakh language and literature teachers, I organize practical tasks on "Developing Text Analysis Skills." Attendees compare and analyze the structural, stylistic, and genre features of literary, journalistic, and scientific texts. A learning objective is set based on CBC, focusing on identifying text features. Using CBE, the process is paced through group work, dialogue, and discussion. CBA criteria include content effectiveness, genre appropriateness, linguistic accuracy, and task constructiveness. Each teacher takes action and adapts it to their practice. The learning objective, actions, and assessment tools were aligned. Attendees completed the task according to specific criteria, focusing on the structure, genre, and style of the text. However, some teachers found it challenging to assess the "effectiveness of the text content." I realized that future assessment tool development should involve more collaborative

discussions with clearly defined criteria. The interconnected teaching system of CBC, CBE and CBA helps students develop self-confidence, independence, and the ability to apply their knowledge in everyday life and professional contexts.

## 2. Curriculum Development and Learning Goals

CBC is aimed at developing students' practical skills necessary for real life. It is designed to help students understand what they need to know and how to use that knowledge in real-life situations through active learning methods such as discussions, project work, and text analysis. CBC defines the learning direction and provides skill-based, specific objectives for both students and teachers. Learning objectives are clear statements of what students should know, be able to do, or understand after a lesson or unit. They allow students to learn at their own pace and ensure they fully understand the topic before progressing. These objectives assess not just what students can remember, but also what they can actually do. In accordance with the CBC, I organized a practical task titled "Designing a Methodology for Working with Texts" based on a specific learning objective. Attendees were asked to conduct a comparative analysis of the structure, genre, and style of texts and to develop tasks aligned with the learning objective. The learning activity was conducted in the form of group work, discussion, and experience analysis. For assessment, a set of criteria was used, evaluating content relevance, task structure, linguistic accuracy, and pedagogical effectiveness. This assessment fully aligned with the learning objective. The attendees were able to create tasks aligned with the learning objective and adapt them to their teaching practices. They also showed skills in integrating the material with literature and social topics. However, some overlooked the assessment component when designing the activity. This highlighted the need to better integrate assessment tools (criteria, threshold scores) into the learning plan through more practical exercises. CBC requires the presence of clear learning objectives. Through practical tasks, students actively engage with the material, which helps them apply the knowledge they gain in new and useful ways. Interdisciplinary teaching shows how they work in real-life situations. In active learning, they ask questions, participate in discussions, work on group projects, and solve real-world problems.

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

During the course, I realized that assessment is not just a tool for showing results but an important support for the learning process. Reliability ensures that any changes in results reflect actual changes in learning, not due to the assessment's inability to predict outcomes. Validity refers to the alignment of the assessment with the learning objective, helping evaluate

learning achievements, teaching effectiveness, and further learning needs. Fairness ensures equal conditions, so every student is confident they are assessed on what matters to them. These concepts enhance the quality of CBE. In the course for Kazakh Language and Literature teachers, I designed a task on "Analyzing the Structure of a Text", where attendees identified the genre and style of the text and created related learning tasks. A rubric was used for assessment, with criteria such as: accuracy of the text structure, style consistency, alignment of the task with the objective, and linguistic accuracy. The attendees noted that some topics in the assessment tasks were not covered, forcing them to rely on assumptions, which hindered fair assessment. To improve fairness, I focused on aligning each question with the curriculum's specific objective. Ensuring assessment validity accurately reflected attendees' knowledge and skills. However, in terms of reliability, some attendees assigned different scores to the same answer. This highlighted the need for a moderation and calibration process among assessors. For fairness, the task was presented in various formats (oral, written) to accommodate different abilities. In this practice, the terms "validity", "reliability", "fairness", "rubric" and "constructive alignment" were used. The assessment tool was based on a test matrix, which enhanced its content validity. Each attendee assessed their work according to specific criteria and received genuine feedback. This approach ensured the authenticity and professional fairness of the assessment.

## 4. Grading and Standard Setting

A grade is a symbolic representation used to summarize a student's achievements or performance level in a particular subject or task. It is not just a final result but also a feedback tool to demonstrate the student's level of competence. From the course, I understood that assessment must be open, fair, and consistent, and that setting standards is a crucial step in ensuring fairness. The grade should align with the learning objective and be based solely on measurable skills. Additionally, assessment should be aimed at supporting student development, guiding them through feedback. In the course for Kazakh Language and Literature teachers, I organized the "Writing an Essay" task. I defined the assessment criteria and threshold scores for the attendees. The assessment was based on a rubric evaluating content relevance, structure, language proficiency, and authorial style. All attendees were assessed according to the same criteria, clearly demonstrating the setting of standards and fairness. The attendees approached the assessment with confidence and understood the reasoning behind their grades. The clear threshold scores and rubric were effective. However, some attendees experienced misunderstandings during the assessment. This highlighted the importance of assessing all learners according to the same criteria, with teachers applying these consistently. I realized that setting standards should be a well-thought-out, transparent process based on clear principles, not arbitrary. In this section, the concepts of "threshold

scores", "performance standards", "rubrics", "validity", "reliability" and "fairness" were used. The attendees analyzed the alignment of the assessment tool with the learning objectives themselves and also felt the educational and ethical responsibility of the assessment process. The grades were based not only on the result but also on the specific actions—namely, the skills and abilities developed during the learning process.

## 5. Use of Rubrics

During the course, I gained a deep understanding of the importance of rubrics in CBA. A rubric is not only a structural tool for evaluating learning outcomes but also an integral part of the learning process. It makes the assessment transparent, consistent, and aligned with learning objectives. Additionally, the rubric helps students understand the expected outcomes, engage in self-assessment, and focus on achieving success. I developed a rubric for the task "Writing an Analytical Essay on a Literary Text." The attendees identified the assessment criteria and created performance levels and descriptors for each. For example, the descriptor for the "maintains structure" criterion at the high level was: "The essay is clearly structured, paragraphs are logically arranged, and the main idea is clearly expressed." This rubric was presented in a table format, with specific assessment descriptions in each cell. The rubric was fully aligned with the learning objective, ensuring the validity of the assessment. During peer evaluation, attendees used the same standards, reducing subjectivity and increasing reliability. The rubric was provided before the task, allowing attendees to plan and execute their work effectively. However, some initially struggled with creating descriptors, highlighting the need for clear and understandable rubric language. In future courses, I plan to introduce working with pre-designed sample descriptors. In this work, the concepts of "rubric", "criterion", "descriptor", "validity", "reliability" and "observable skill" were specifically applied. With the help of the rubric, the attendees clearly understood that assessment is not just about assigning a final grade, but rather a tool aimed at learning and development. Developing a rubric is a thoughtful process that ensures the alignment of assessment with learning objectives, provides transparency for learners, and maintains consistency in the actions of the assessors. During the completion of the learning task, the rubric also served effectively as a feedback tool — attendees were able to clearly see their strengths and areas for development.

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