

Reflection Report

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1. CBC, CBE, and CBA as a System

In our education system, we actively apply the approaches of CBC (Competency-Based Curriculum), CBE (Competency-Based Education), and CBA (Competency-Based Assessment), which effectively support the development of real-life skills. These approaches emphasize observable student behavior, alignment between learning objectives and assessment methods, and the use of rubrics to ensure transparency, fairness, and validity in evaluation. CBC is a curriculum model focused on developing competencies such as communication, problem-solving, and collaboration. It ensures strong alignment between learning outcomes and practical tasks, which helps students engage deeply with the content and increases the validity of assessment. CBE puts the learner at the center of the process. Students progress at their own pace and must demonstrate mastery before moving on. Teachers act as mentors, offering individual support, which makes assessment results more accurate and valid by reflecting students' true abilities. CBA focuses on what students can actually do with their knowledge in real or realistic contexts. This approach uses alternative forms of assessment such as projects and role-playing, which better measure students' competencies. Rubrics are crucial in ensuring fairness, consistency, and reduced subjectivity, thereby increasing assessment validity. From my own teaching experience: As a school leader, I encouraged teachers to use project-based learning as a powerful way to develop students' competencies and support reflective thinking. One example is the "Monument of Memory" project (2017–2018), which integrated CBC, CBE, and CBA in practice. I will refer to this

project throughout my reflective report. The project had clear goals and used a rubric to assess student progress, which ensured transparency and validity. Students actively participated in a volunteer initiative to restore a forgotten memorial for Polish doctors who had made significant contributions during Soviet times. They conducted research, contacted local authorities, cleaned the area, and promoted the story in the community. Media coverage: YouTube video. This project helped students develop research skills, critical thinking, civic responsibility, collaboration, and initiative — all core competencies within the competency-based approach. To summarize: CBC is about what we teach, CBE is how we teach, CBA is how we assess. Together, they help students apply knowledge in real life and grow into confident, capable individuals. During the monument restoration project, we saw CBC in the learning goals, CBE in the process, and CBA in the outcomes.

2. Curriculum Development and Learning Goals

According to the principles of CBC (Competency-Based Curriculum), high-quality learning objectives must be clear, measurable, and aligned with real-life situations. They focus on developing competencies such as critical thinking, research skills, civic responsibility, communication, and collaboration. Learning activities are built around active student engagement — through research, teamwork, community involvement, decision-making, and solving real problems. Assessment in CBC goes beyond traditional tests. It includes observing how students apply their knowledge through presentations, projects, discussions, portfolios, and social impact. Success is measured by what a student can do, not just what they can recall. Example: “Monument of Memory” Project (2017–2018) The aim of this project, initiated by a history teacher, was to restore historical memory about the Cetkovski family, Polish doctors exiled to Kazakhstan who made a significant contribution to local medicine. Students conducted historical research, communicated with local authorities, participated in volunteer activities, and helped restore the neglected burial site. As a result, a new monument was installed, and public awareness was raised. What went well? • Students developed civic responsibility, teamwork, and critical thinking. • They learned how to communicate with government authorities, write formal letters, and conduct field research. • The project fostered empathy, historical awareness, and pride in social contribution. • The process was partially documented — media publications and collected historical materials were added to students’ portfolios. • The restored site became a point of community focus: a children’s clinic, mosque, and youth center were later built nearby. What could be improved? • Better documentation of the project through photo and video materials. Stronger cross-curricular integration: for example, literature lessons could include writing personal reflections or historical essays related to the project.

3. Assessment Quality: Validity, Reliability, and Fairness

Assessment Validity and Fairness in the “Monument of Memory” Project In the “Monument of Memory” project, assessment validity was ensured by evaluating students based on real actions and the practical application of knowledge: historical research, volunteer work, and communication with local authorities. These activities were relevant and aligned with the project’s objectives. However, some aspects were less valid — for example, if the assessment focused only on visible outcomes (such as the completed monument), without considering individual or team efforts and student reflection. Reflection could have provided a deeper understanding of each student’s learning process and progress. The assessment was fairly consistent. Student work was evaluated at every stage — from historical investigation and volunteer activities to interacting with local officials and final implementation. Clear project criteria and stages helped maintain transparency and reduce subjectivity, even when different teachers or adults were involved. The outcomes were measurable through students’ actions and real-world results. For example, it was important not just how well the park was cleaned, but also how well students justified their actions, worked in a team, and solved challenges. These aspects were clearly defined from the beginning of the project. Fairness and student diversity were addressed through collective volunteer work, where each student could contribute according to their strengths. Those strong in research focused on gathering information, while others with communication skills engaged with local authorities. This inclusive approach allowed all participants to be actively involved and recognized, supporting fair and differentiated assessment.

4. Grading and Standard Setting

In the context of project-based learning, assessment is based on the practical completion of tasks and the achievement of project goals. In our case, evaluation occurred at various stages: historical research, volunteer activities, interaction with local authorities, and the final outcome — the restoration of the monument. Assessment considered not only the final product but also the efforts of each participant, quality of teamwork, and reflection on the learning process. Students were evaluated using predefined criteria — such as their contribution to park clean-up or communication with officials — as well as broader aspects like responsibility and initiative. Project assessment is generally transparent, since each stage includes clearly defined expectations. Students know what is expected and how they will be assessed, ensuring alignment with learning goals, such as developing research, communication, teamwork, and problem-solving skills. This also supports formative assessment, helping students track their own progress throughout the project — not only the final result — making assessment more fair and growth-oriented. Threshold scores are usually set based on the

quality and completeness of each task. For example, the research stage may require 70% to meet expectations, while practical tasks (like restoring the site) may require 80%. These thresholds can be adjusted depending on task complexity or specific group needs. To improve the assessment process, more individual feedback could be provided, in addition to group evaluation. It would help highlight each student's personal contribution, initiative, and collaborative skills. Implementing self-assessment and peer assessment could further deepen students' understanding of their strengths and areas for improvement. This reflective element was lacking in our original rubric, and would make the process more student-centered and developmentally focused.

5. Use of Rubrics

The Role of Rubrics The rubric was used as a tool for fair and transparent assessment. It included four key criteria: the quality of research work, participation in volunteer activities, team collaboration, and the final project presentation. Each criterion was described through clear performance levels, ranging from preparatory to final, with specific and observable descriptors. By sharing the rubric with students before the project began, we ensured higher motivation and a clear understanding of expected outcomes. The rubric helped educators assess objectively, while allowing students to track their own progress throughout the project. Key success factors included:

- Clear and student-friendly language in descriptors
- A limited number of criteria (no more than 4) to maintain focus
- Pre-discussion of the rubric with learners to ensure understanding
- Use of the rubric throughout the process, not just for the final evaluation

Thus, the rubric became more than just an assessment tool — it became a part of the learning process. It supported the development of self-assessment skills, personal responsibility, and meaningful student engagement.

Rubric for the Project "Monument of Memory"

Criteria	Preparatory Level	Exploratory Level	Advanced Level	Final Level
Research Work	Searches for general information about the Tsetkovsky doctors	Gathers basic facts, but the information is limited	Conducts detailed research; key facts about the doctors are collected	Includes additional historical data, sources, and context; research is in-depth and well-developed
Participation in Volunteer Activities	Learner explores what volunteer work means	Begins participating in volunteer work, but in a limited way	Actively participates in meaningful volunteer tasks	Takes leadership in organizing and conducting volunteer initiatives
Teamwork	Lacks team collaboration skills	Collaborates with the team but often faces communication issues	Works actively with the team; occasional disagreements may occur	Resolves challenges effectively; demonstrates excellent communication and cooperation skills
Project Presentation	Presentation includes very little information	Covers key facts but lacks clarity or completeness	Presentation is well-structured, with clearly presented and logical information	Demonstrates creativity; includes analysis, additional sources, and practical relevance

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