

# Reflection Report

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**Submitted by: Zhanbota Aitzhanova**

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**Full Name:** Zhanbota Aitzhanova

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**External ID:** 0125CbAT09

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**Gender:** Female

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**Age:** 56

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

CBC is a learning plan that combines knowledge and skills development for students. It outlines what students need to know at certain stage and how this knowledge and these skills can be applied in real life scenarios. CBE is a holistic approach to teaching focusing on skills development. Its core principle is to allow students to learn at their own pace and ensures a thorough understanding of a topic before moving on. Finally, CBA is a type of assessment that focuses on checking what skills have been gained and how they are implemented through projects, presentations and other practical activities rather than checking what students remember. These three components work together as a coherent system. Together, they help students learn useful skills and understand how they are used in the modern real world. When implemented seamlessly from planning to delivering and assessing, they can bring huge value to learners. A successful example of this integration was observed in a course for in-service English teachers in my practice. The course centered on competencies such as designing a lesson plan and applying digital tools in instruction. All trainees received a clearly outlined curriculum that specified learning goals, activities that will be included in the training, expected outcomes, as well as assessment process (CBC). Teachers were then trained following the curriculum with entry diagnostic test, group work activities, reflections on their own practice, and received continuous feedback (CBE) and were assessed through demonstration lessons evaluated using clear rubrics (CBA) at the end of the course. The learning experience was highly relevant and motivating, and teachers appreciated the practical focus and support. One

part of this project that went well was noticing how teachers' abilities evolved over time. By allowing teachers to work at their own pace and providing them with feedback on real-world applications, I was able to effectively track their progress. Additionally, because learning objectives and assessment tasks were clearly aligned, the process was more focused, and meaningful for participants.

## **2. Curriculum Development and Learning Goals**

High-quality learning goals are clearly identified goals which students are aware of from the very start of any learning. Students have a clear understanding of what they are expected to learn in any given lesson. These goals are specific and are aligned with their real-world contexts. Next, learning activities must be aligned with the learning goals. Hence, they must be practical for students to learn how knowledge and skills can be implemented, but also contextually relevant. In addition, they need to be in alignment with other subjects through integrated approach where student can solve problems from various subject perspectives. Learning should also be active, construct their knowledge and skills through active participation. Student-centered approach can also help make learning activities tailored to each learner based on their needs and abilities. Assessment in CBC allows for a fairer evaluation of students learning through projects, presentations, portfolios or hands on tasks instead of a tradition written exam. Such a range of assessment formats can provide a deeper understanding of student's skills development and gives a student an opportunity to put their learning into practice as well. For example, in training courses, I observe how goals, activities and assessments align with each other. As a trainer, I first ask teachers to reflect on their own skills and abilities regarding this topic. Then they are engaged in mini-lectures, work in groups and individually to reflect on their own lesson planning and discuss how they can improve their lessons by implementing new knowledge and skills they are gaining from the training. This leads to creating and presenting a complete lesson plan as a final assessment which is evaluated against a rubric. While the training was well-structured and practical, it needs some revision. Given the different experience levels working with trainees and understanding of teaching methodologies, sometimes more time is allocated to setting SMART learning goals in a lesson plan. Therefore, as an improvement, I would include more activities on goal-setting

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

The final assessment for the training course mentioned in the previous answers consist of not only the presentation of a lesson plan, but also the multiple-choice questions test designed by a test-developer team based on the curriculum for the course and approved standard in

Kazakhstani educational system. Both are created to evaluate how well participants internalized the course content and could apply it in practice. The tests that teachers take are aimed at checking their knowledge and understanding in order to evaluate if they need additional support. The questions are reliable as they reflect questions about what learners are supposed to know by end of the module and what they are supposedly can do. They cover most content areas of the module, simply worded for easy understanding and all learners have same testing conditions. The test is also valid as it is based on the learning goals and the curriculum of the course module. Finally, it is fair as all learners are assessed against the same criteria, without bias and aligned with what they were taught throughout the course. Another part of assessment, presentations of lesson plans, however, could be improved to reflect more of the learning from the course as a whole. Having covered many aspects of teaching English and functional literacy, the final rubric for presentations could be further developed by adding more criteria. Alternatively, learners could be asked to collect a portfolio of lesson plans they would develop throughout the course as they learned various technologies that can aid their teaching effectively. This would ensure a better picture of one's learning journey and reflect practical skills and competencies.

## 4. Grading and Standard Setting

The grading system in the teacher training course is based on both formative and summative assessment methods, providing a comprehensive approach to monitoring and supporting teacher development. This dual approach ensures continuous learning and final outcome measurement. Formative assessment is integrated throughout the course and includes practical tasks, lesson design assignments, self- and peer-assessment, as well as group activities. These methods are designed to evaluate not only participants' knowledge but also their engagement, critical thinking, and reflective skills. Summative assessment includes a final test and the defense of a lesson plan based on an interactive teaching methods. The lesson plan is assessed using a structured rubric with four main criteria, each containing two components. Every component is graded on a 0–2-point scale, with a cut-off score of 10 out of 16 points required to be “recommended” for certification. Importantly, if a participant scores 0 on any single component, they automatically receive a “not recommended” outcome. This rule underscores the importance of achieving minimum competence in all key areas and ensures the alignment of assessment with learning goals, such as writing SMART objectives, applying digital tools, and using differentiated instruction. While the current system is generally clear and fair, improvements can be made. Specific cut-off scores are not explicitly used for formative tasks, and their overall weight in the final grade is unclear. We use rating scales, rubrics for evaluating presentation completeness and relevance. The final presentations are assessed whether the criteria were met fully or partially or not at all. To improve, I would

specify the weight distribution between formative and summative assessment (50/50) would benefit both learners and instructors. The use of digital assessment tools like LMS integration for auto-grading and progress tracking, along with structured feedback documentation such as digital portfolios, could further enhance objectivity and efficiency.

## 5. Use of Rubrics

Rubrics are an essential part of my assessment strategy in professional development courses for in-service teachers. They are helpful tools that clearly show what is expected from learners. They make assessment more fair and less subjective. Rubrics also support different learning needs and help teachers give more personalized guidance. In my practice I use them both for summative assessments such as final lesson plan presentations and formative tasks throughout the course. One of the most effective uses of rubrics in my work is during micro-teaching lessons, where teachers design and present short lessons. The rubric helps standardize assessment and provides fair assessment. When teachers start their training course, the rubric is provided in advance and included criteria such as clear definition of chosen technology, the relevance of technology, to learning goals, and engaging activities for learners. The rubric for final lesson plans included four criteria, each with two components, scored on a 0–2 scale. A score of 10 out of 16 is needed to be recommended for certification, but any component receiving a zero results in an automatic “not recommended.” This system is transparent and aligned with the course goals, which include integrating technology, and SMART lesson objectives. Key success factors for good rubric design and implementation are clarity and simplicity of criteria, alignment with learning objectives, transparency so that everyone is aware of what is expected. An important component in a rubric is performance level which shows the degree to which the task was achieved. In training, I also emphasize that rubrics are not only for assessment, they are valuable tools for planning, reflection, peer review, and differentiated instruction, especially in teaching English.

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