

# Reflection Report

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**Submitted by: Anargul Sugurbayeva**

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**Full Name:** Anargul Sugurbayeva

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**External ID:** 0425CbAT17

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**Gender:** Female

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**Age:** 46

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

CBC is a program currently aimed at simultaneously mastering modern knowledge and practical skills. This enables the development of the ability to apply acquired knowledge in real-life situations. CBE allows learners to develop their own skills, such as independent inquiry, personal research, self-analysis, and autonomous learning. CBA is an approach focused not only on evaluating learners' memorization of information but also on assessing their ability to apply knowledge in practice. CBC, CBE, and CBA should be implemented within a unified and coherent system. Now, let's take an example from a Kazakh language lesson. Topic: "Water is the source of life. Rivers and lakes of Kazakhstan." According to the traditional curriculum, learners are introduced to the content of a text and are mainly limited to answering questions based on how well they remember the information presented in the text. However, under the competency-based curriculum, learners go beyond this. They explore the importance of water, its role in daily life, Kazakhstan's water resources, reasons behind the drying of rivers and lakes, and analyze the ecological situation. They investigate ways to increase the supply of fresh water, develop independent project work, present real-life facts and arguments, propose solutions to problems, and even prepare and present guidelines for water conservation among their classmates. Through such an approach, learners not only acquire content knowledge, but also develop critical competencies such as: Predicting, Researching, Analyzing, Applying, Synthesizing, Proposing outcomes (projects), Decision-making, Drawing conclusions. As a result, students enhance a range of skills, including reading literacy,

ecological awareness, mathematical reasoning, and communicative interaction. This task also enables teachers to assess students' theoretical knowledge, communication skills, reading literacy, and functional literacy. Assessment validity and fairness will be fully achieved. I believe that peer assessment should be conducted based on giving and receiving feedback. Through constructive critique, each learner can identify both their strengths and areas for improvement. In the assessment process, both content knowledge and skills should be evaluated together.

## 2. Curriculum Development and Learning Goals

The CBC is a program that defines clear objectives and places a strong emphasis on the development of skill-based actions. Learning objectives, teaching methods, and assessment strategies must be closely interconnected. This is referred to as constructive alignment. I would like to present an example of a task developed for the Kazakh language subject: • Lesson topic: Efficient Use of Natural Resources. Punctuation. • Learning objective: 9.1.3.1 – Relate information from an audio text to real-life issues. Descriptors: • Listens attentively to the text; • Identifies relevant information; • Connects it to real-life situations; • Provides arguments; • Expresses an opinion. Assessment: “My Valuable Opinion” method – oral commentary. From this example, we can observe that the task is aligned with the learning objective. However, I would like to emphasize the importance of designing the task based on an active learning method. For example, this lesson could be conducted in the format of a conference-style session. On the topic of efficient use of natural resources, each learner could extract key information from the audio text, relate it to real-life problems and facts, propose their own mini-project, and create a presentation. This approach would not only be more effective but also age-appropriate for the learners. In addition to covering content and communication skills, this task would help develop deeper competencies such as: • Inquiry and research, • Problem analysis, • Providing arguments (application), • Proposing a project (synthesis). Students would begin to see themselves as young researchers, learning to clearly and accurately express their own viewpoints and conclusions. As for peer assessment, it would be appropriate to implement it through opinion-based feedback. Through constructive critique, each learner can recognize both their strengths and areas for improvement. In assessment, both content and skills should be evaluated together.

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

The Importance of Validity in Assessment Assessment plays a critical role in determining learning outcomes. When designing tests and tasks, we strive to ensure validity. However, in

current teaching and learning practices, I have noticed that assessments are often predominantly based on content validity. In other words, the questions in many tests are designed mainly to check how well students remember and understand the content of the topics that have been taught. This approach focuses solely on assessing content knowledge. However, tasks and tests can also be developed based on criterion-related validity and construct validity. This would allow assessments to measure not only students' understanding of the material but also align with other assessment methods, and more importantly, target specific competencies and skills. For example, for the topic "Tourism and Ecotourism in Kazakhstan," a task such as "Create a travel map, design a model presentation, and promote it" would demonstrate a high degree of validity. In this task, students apply both content knowledge and practical skills. Therefore, both content validity and construct validity are reflected. This kind of assessment evaluates not just the students' theoretical understanding, but also their ability to:

- Apply knowledge through creation;
- Conduct research;
- Demonstrate language and communication skills (listening, speaking, reading, and writing);
- Show digital literacy;
- Exhibit functional literacy.

Only when these elements are integrated can we say that validity in assessment is fully realized. The Importance of Fairness in Assessment Fairness is another critical component in assessment. Fairness means that all learners are treated equally, regardless of their individual characteristics, abilities, needs, nationality, or cultural background. All students should be assessed using tests or tasks that are aligned with the learning materials they studied and should be given equal conditions—such as the same time frame—for completing the test or task. For instance, a task such as: "Identify the traditional Kazakh meat dishes": A. Kuyrdak B. Boursak C. Sūzbe D. Kurt ...demonstrates low fairness, as it would only be suitable for students who are familiar with Kazakh cuisine and culture—predominantly Kazakhstani learners. Thus, this kind of task lacks universality and may disadvantage international or culturally diverse learners. In conclusion, for assessment to be valid and fair, it should evaluate not only content knowledge but also skills and competencies, while being accessible and appropriate for all learners. This integrated approach ensures that assessment contributes effectively to meaningful learning outcomes.

## 4. Grading and Standard Setting

Assessment is a pedagogical approach aimed at verifying learning outcomes. Currently, both formative and summative assessment forms are implemented in the learning process. An assessment system requires fairness. Formative assessment can be carried out through peer assessment, self-assessment, and group, pair, or individual tasks using oral and written feedback. Formative assessment is conducted during the learning process. It helps learners improve their knowledge and correct mistakes by providing effective feedback throughout their learning journey. Feedback plays a significant role in assessment. It gives every learner an

opportunity for self-development and growth. For example, one of the commonly used methods in teaching the Kazakh language is the "Role-play" technique. In Grade 5, during the lesson on the topic "Traffic Rules," learners used the active method called "Wandering Reporter" to master traffic rules. In this method, students take on roles such as media reporter, eyewitness, news anchor, and audience. They utilize linguistic-communicative listening and speaking skills, share information, engage in dialogue, and express opinions connected to real-life situations. In this context, it is possible to apply constructive feedback. This contributes to a fair and realistic evaluation of students' theoretical knowledge and practical skills. Summative assessment is conducted at the end of a learning period to measure learning outcomes. Summative assessment is divided into two types: end-of-unit summative assessment and term-end summative assessment. In summative assessment, students' performance is determined based on a specific threshold score. When conducting both formative and summative assessments, it is important to consider the specific learning objectives. The principles of assessment — reliability, validity, and fairness — must be strictly adhered to when creating assessment tests/tasks. This ensures students receive a fair evaluation.

## 5. Use of Rubrics

Rubric is a tool of structured assessment that defines the expected outcomes. It allows for fair and objective evaluation. When developing a rubric, it must primarily be based on criteria, descriptors, and levels of performance. For example, in a Kazakh language lesson with the goal of writing an article (as part of a writing task), the following rubric can be developed:

Criterion	Beginning	Proficient	Advanced	Content
The article has weak content; ideas are presented in a disorganized manner.	The article has meaningful content, but ideas are somewhat repetitive and lack clear sequence.	The article fully develops the topic; ideas are presented in a logical and coherent sequence.	Grammar	The article contains spelling and punctuation errors.
The article has no spelling errors, but contains punctuation mistakes.	The article is written in accordance with spelling and punctuation norms.	Writing Skills	Writing skills are weak, though interest in writing is evident.	Writing skills are moderate, and the writer's personal style begins to emerge.
Writing skills are well-developed, with a clear personal writing style, rich vocabulary, and expressive usage.	Using this rubric, the learner can self-assess the level of their written work, identify its weaknesses, and has the opportunity to make improvements.			

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