# Reflection Report

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| **Submitted At:** | 2025-04-20 17:51 |

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

This course was full of new information for me. Competency-based learning teaches students how to apply the knowledge they've gained in real-life situations. I learned that students develop the ability to apply new skills in practice through projects and tasks. CBC (Competency-Based Curriculum) is a learning plan designed to help students understand how to use the knowledge they acquire in real life. CBE (Competency-Based Education) is a teaching method focused on helping students turn actions taken to reach a goal into skills. CBA (Competency-Based Assessment) includes tests, projects, and presentations that students complete with interest. It teaches students how to understand and use the information they've learned, and how to communicate respectfully with those around them. Students enjoy completing test assignments. In my elementary literature class, I regularly give test questions to my students. Lesson topic: "At the Lake" Objective: Identify the character and determine their actions. Test questions: 1. Who are the main characters in the text? a) Geese b) Swans (correct answer) c) Cranes d) Fish 2. Where are the swans swimming? a) In the sea b) In the river c) At the edge of the lake d) In the middle of the lake (correct answer) From the course, I learned how to construct test questions correctly. • Relevance: I formulated the questions clearly and according to the lesson objective. • Objectivity: I included only one correct answer. • Effectiveness: I provided clear answers without extra information. • Specificity: The student must read and understand the text to answer. • Neutrality: The questions are simple and accessible to all students.

## 2. Curriculum Development and Learning Goals

Defining High-Quality Goals, Activities, and Assessments in a CBC Context Learning Goals: Clear, measurable, focused on what learners can do. Example: Students will solve real-life problems using fractions and percentages. Activities: Practical, engaging, and connected to real-world contexts. Example: Students create a family budget or simulate a shopping trip with calculations. Assessments: Based on performance, with clear criteria and meaningful feedback. Example: Students present their calculations and reasoning; assessed with a rubric. ■ Lesson Example: “Market Math” (Grade 6) Goal: Use fractions and percentages to calculate totals, discounts, and change. Activity: Role-play as buyers and sellers in a market using play money and price lists. Assessment: Group presents transactions with explanations; evaluated for accuracy, teamwork, and communication. ■ What Worked Well: High engagement. Clear evidence of learning. Supported peer collaboration. ■ What Could Be Improved: Time management. More structured group roles. Include a reflection session afterward.

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

1. Perform the operations and find the correct answer: 16440 ÷ 60 × 40 + 8888 A. 19488 B. 19884 D. 18984 C. 19848 E. 18894 My original version of this task was invalid. I redid it. Improved version: A. 18894 B. 18984 D. 19488 C. 19848 E. 19884 This version of the task is valid. _____ 2. Solve the equation: 490 ÷ x = 700 ÷ 100 A. 80 B. 50 C. 60 D. 70 E. 90 This task was made with a mistake. Improved version: A. 50 B. 60 C. 70 D. 80 E. 90 Here I corrected my mistake. _____ 1. External factor: the test environment was not suitable. 2. The test was incorrectly created. 3. The child's internal state: the student may have been sick. X = T + E (Test result = Test quality + External/internal factors) _____ There are two types of assessments in the classroom, because the questions were presented in a dichotomous format. • Only 10% of students answered task 1 correctly – it was too difficult. • 90% answered task 2 correctly – it was too easy. • If 50–70% of students answer correctly, then the test is considered appropriate for the class level.

## 4. Grading and Standard Setting

When a teacher makes a test, they need to carefully think about the content and structure. This is important because it shows the test is fair, reliable, and matches the learning goals. Each

part of the test should reflect what was taught and what students are expected to know and do. If the questions don’t match the content, what should you do? If the teacher made a mistake, then 1 point should be added to the student’s score. If a student made many mistakes, they should work on correcting them. We should also check: • How many students answered correctly? • How many didn’t? • How many hard questions were there? • Which questions students couldn’t answer because of a mistake in the test? The test should match the level of the class.

## 5. Use of Rubrics

A rubric is a key factor in assessment, as it shows clear criteria for student achievement. It can be presented in oral, written, or visual form. A rubric consists of three components: 1. Criteria 2. Levels 3. Descriptors For example, when a student writes a test or an essay, the teacher assesses based on: 1. The structure of the essay and the quality of arguments 2. The use of supporting evidence 3. The clarity of the essay, language accuracy, and grammar Using a rubric, we can see which level the student’s work meets. Students can also use the rubric to track and evaluate their own performance. The rubric reflects the quality level of the student’s work. When creating a rubric, the teacher must ensure that the student clearly understands why they received a certain grade. Rubrics are usually developed based on student levels. Most often, there are three levels: 1. Basic level 2. Proficient level 3. Advanced level For example, the essay evaluation criteria might look like this: • At the basic level – supporting evidence is rarely used • At the proficient level – appropriate evidence is used, with minor mistakes • At the advanced level – strong and accurate evidence is used throughout the essay

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