

Reflection Report

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1. CBC, CBE, and CBA as a System

Throughout this course, I have learned how Competency-Based Curriculum (CBC), Competency-Based Education (CBE), and Competency-Based Assessment (CBA) are connected. They form a complete system. First, the curriculum defines what learners need to be able to do. These are called competencies. Then, CBE helps students develop these competencies through learning activities. CBA is the final part, it helps us check if learners have really achieved the expected competencies. As a teacher trainer in English language education, I often guide new teachers on how to plan their lessons using these concepts. One good example was during a workshop where I asked teachers to create a lesson plan focused on speaking skills. The competency was: "Students can take part in a basic conversation in English about daily routines." Teachers created tasks such as interviews, pair discussions, and short dialogues. For assessment, they used a role-play where students talked about their daily routine. This worked very well because the learning goal, the activities, and the assessment all matched. However, I also remember a time when the connection between CBE and CBA didn't work. A teacher planned a lesson on writing skills (write sequence of sentences), but then gave a task such as a test. The activity and the assessment didn't match. The test didn't show if students could actually write sequence of sentences or not. After discussing it with the teacher, we redesigned the assessment to include a short written summary where students must make sentences in written form. This showed me how important it is to keep CBC, CBE, and CBA connected to support real learning.

2. Curriculum Development and Learning Goals

In a competency-based curriculum (CBC), it is important to define learning goals that are practical and focused on real-life skills. As a teacher trainer in English language teaching, I help teachers create learning goals that are clear, measurable, and action-based. For example, instead of saying “Students understand the past tense,” a better goal is: “at the end of the lesson students can talk about past events using the past simple tense .” This makes the goal more connected to what learners should actually be able to do. One project I led was a four-day training where teachers designed a full lesson plan using CBC principles. One teacher developed a lesson plan for upper-intermediate students on the topic of “Describing Travel Experiences.” The learning goal was: “Students can describe a personal travel experience using past tenses and descriptive vocabulary.” The learning activity was a guided writing task followed by peer feedback. For assessment, students gave short presentations about a past trip. The strength of this lesson was its alignment. The goal, the activity, and the assessment all focused on the same skill. Students had a real reason to use language, and the teacher could easily observe their use of grammar and vocabulary. What could have been better was the support for students before they began writing. Some students were not confident and needed more examples or vocabulary practice. After the training, I suggested adding a pre-task where students listen to or read a travel story and highlight useful language. This way, students build the skills before they produce their own text. This course helped me realize that good CBC design is not only about writing learning goals, but also about making sure the whole lesson, from activity to assessment, helps students succeed step by step.

3. Assessment Quality: Validity, Reliability, and Fairness

One of the most useful parts of this course was learning how to judge the quality of an assessment. I now understand that a good assessment needs to be valid, reliable, and fair. This means the assessment should match the goal (validity), give similar results when scored by different people (reliability), and give all students a fair chance to show what they know (fairness). In my work training English teachers, we often review assessment tasks they use in their classrooms. In one course, a teacher brought an oral assessment task for speaking. The goal was: “Students can describe a person using adjectives.” The task asked students to describe a classmate in 2–3 sentences. It seemed valid at first. But when I observed it in class, I saw that some students only said, “She is nice,” or “He is tall.” The task did not really show their ability to describe in detail. We discussed how to make the assessment more valid. The teacher changed the task to include a photo and a prompt: “Describe this person’s appearance and personality in four sentences.” She also added sample answers. This improved the validity because it pushed students to use more language. To increase reliability, we used a simple

rubric with three criteria: range of vocabulary, sentence structure, and pronunciation. We practiced using the rubric with example answers so that all teachers would score similarly. As for fairness, we gave students extra time to prepare and allowed them to choose between two photos. This helped shy or slower learners feel more confident. After this training, many teachers told me they started thinking more carefully about the quality of their assessments — not just what is easy to mark, but what really shows learning.

4. Grading and Standard Setting

Before this course, grading in most teacher training programs I worked with followed a traditional format: students received a percentage score, and 80–100% meant “excellent,” 60–79% was “good,” and so on. But now I see that this system often does not show what learners can actually do. Especially in language teaching, it is more useful to show levels of performance based on real tasks. For example, in one course for future English teachers, they had to write a lesson plan and deliver a short teaching demonstration. The grading was done using points — 20 points for the plan, 30 for delivery, and 50 for reflection. But the point values were confusing. One teacher might give 25 for a great reflection, another might give 35 for the same work. This caused arguments and made grading unclear. After taking the course on CBA, I started thinking about standards and performance levels instead of just scores. I worked with a group of trainers to create a performance scale with three levels: “basic,” “proficient,” and “advanced.” We used real student work to decide what each level looked like. Then we made a rubric for the teaching demonstration with clear descriptions. This made grading much more transparent and fair. Now, when we give feedback, we can say, “Your lesson plan meets the ‘proficient’ level because it includes clear goals and good timing, but needs more student interaction for ‘advanced.’” This gives more useful feedback than just a number. I plan to continue using standard setting in my teacher training programs and encourage other trainers to move away from points and toward criterion-based grading.

5. Use of Rubrics

Rubrics are now a central part of my work as a teacher trainer. I use rubrics not only for grading but also for helping teachers understand what good teaching looks like. A well-designed rubric gives clear expectations, supports learning, and makes assessment more objective. One example was in a professional development course on lesson planning. Teachers had to submit a detailed plan and then teach a short part of it in front of peers. Before they started, I gave them a rubric with four categories: clarity of learning goals, structure of the lesson, student engagement strategies, and use of English. Each had three levels:

basic, good, and excellent. What made the rubric successful was that we discussed it together before the task. I showed examples of what “excellent” and “basic” looked like. This helped teachers understand the expectations and made them feel more confident. After the presentations, we used the same rubric for self-assessment and peer feedback. This made the process more reflective and less stressful. However, I learned that rubrics also need to be simple and clear. In one earlier training, the rubric had too many categories and confusing language. Teachers didn’t understand what was expected. Now, I try to keep rubrics short and use clear words like “gives clear instructions” or “uses examples.” In addition, I sometimes involve teachers to develop rubrics— they help define what good performance looks like. This makes the rubric more meaningful and useful for everyone.

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