Reflection Report

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1. CBC, CBE, and CBA as a System

I followed a Competency - Based Curriculum (CBC). Competency - Based Education (CBE) and Competency - Based Assessment (CBA) are relevant and innovative approaches in education. These three components - curriculum, teaching, and assessment-are closely interconnected pillars of the competency - based approach. I clearly formulated the learning objectives of CBA program, focusing on actions, research, and analysis. Using measurable language based on SMART criteria and Blooms Taxonomy. I ensured objectives were assessable. Lesson plan emphasized valid assessment of learners' knowledge and skills, applying three types of validity. For example: "The learner investigates general issues related to teachers, analyzes the challenges faced, proposes solutions, and defends the project in a visual format. " Both children and adults process visual information more quickly - it is clear, engaging, easier to remember. In my practice, I organized a project titled "The Pedagogical Ethics of a School Teacher" where learners worked in groups to explore positive and negative qualities of teachers. They conducted interviews, created infographics, and proposed solutions developing research, planning, communication, and digital literacy skills. Survey results on the pedagogical ethics of school teachers SWOT Analysis Strengths: practical and realistic tasks, communication, interdisciplinary connections, active learning. Areas for future improvement: Ensured fair assessment in group evaluation; Monitored authenticity in self-assessment; Required clear criteria for peer assessment; Oversaw the decision of the judging panel; Compared traditional and criterion-based assessment; Will create clear, fair descriptors for

group assessment. Assessment Criteria and key concepts for the Pedagogical Ethics Project: SMART goal 50%; SWOT analysis 50% ; Survey requirement 20% ; Gamification research 40%; Description of gamification 10%. During group work, participants supported their answers with real - life examples and applied relevant terminology and frameworks. Fair assessment remained the key focus. I deepened my understanding of this essential triad during the "Competency - Based Assessment" professional development course.

2. Curriculum Development and Learning Goals

In the context of CBL, lesson planning followed SMART principles, Blooms Taxonomy, and constructive alignment. The test for learners included 10 questions: 4 open-ended and 6 closed-ended. Based on classical test theory, I implemented the following steps: Analyzed topic-related data, Defined parameters according to standards, Set a clear and consistent scoring system, Ensured fair and objective assessment. Regarding validity, I demonstrated that the test aligned with the learning objectives (construct validity). For example, a comparison task related to "Environmental Issues in Our Country» was included. However, one question: "Do we need nuclear power plants?" did not match the level of a review lesson, indicating a drop in content validity. In terms of reliability, two colleagues assessed the same student work. Discrepancies were found in evaluating open-ended responses. As a result, I adjusted the assessment criteria using a rubric, which improved inter-rater reliability and consistency across evaluations. To ensure fairness, the task was adapted for a student with special educational needs, using graphic elements. Gender and cultural neutrality were also maintained, confirming that the evaluation process was equitable and inclusive for all learners. I developed an ecological project titled "Environmental Issues in Our Country" focusing on structured lesson delivery. The objectives required students to identify an issue, explore key questions, analyze challenges, and propose solutions. In the end, they presented the results visually.Tasks were practical, specific, and aligned with the intended learning outcomes.Validity in this context asks : "Are you measuring what you intend to measure? " A written test alone lacks full validity, as it does not reflect speaking skills. The lesson incorporated cross - curricular connections (science, IT, math, Kazakh language). Assessment criteria were provided in advance, and expected outcomes were clearly outlined. The lesson complied with SMART principles and Blooms Taxonomy, ensuring that all tasks were valid, reliable, and fair.

3. Assessment Quality: Validity, Reliability, and Fairness

III. In my practice, the system of criterion-based assessment includes formative and summative assessments. Evaluation is transparent and based on learning objectives. At the beginning of each lesson, I present assessment criteria and achievement levels in advance. For example, when assessing an "Oral Presentation, " a rubric with three components is used: content, language richness, and speaking manner. The maximum score in the rubric is 10. 10-9 points indicate a high level 8-7 points a medium level 6 and below require improvement A learner scoring 8 out of 10 achieved a "good" result. This follows the absolute standard-setting approach, considering characteristics of basic, intermediate, and advanced levels. Sometimes, unclear criteria may lead to subjective judgments by evaluators. During project defenses, differing interpretations can arise. To prevent this, it is essential to present clear criteria with examples and conduct moderation sessions, which enhance fairness. To ensure reliability, we applied moderation: several teachers assessed the same task and compared scores. This reduced subjectivity and contributed to objectivity. For students with special educational needs, adapted tasks were provided-an important element of inclusivity through differentiation. One improvement area is the integration of self - and peer-assessment. Mutual reflection based on descriptors helps turn assessment into a learning tool. As part of the project, learners researched data, created posters, and presented their findings.This illustrates the competency-based approach (CBA) in action.The project followed CBA principles with interdisciplinary tasks. Learners actively participated and applied knowledge in an authentic context. Unlike previous experiences focused only on test responses, this project highlighted their functional literacy and 21st-century skills (communication, collaboration, reflection).This integration proved highly effective. I gained valuable insights from the competency-based education program. The lesson showed that criterion-based assessment is more equitable than traditional evaluation. I hope we will work together!

4. Grading and Standard Setting

It is important to keep connection between assessment and learning objectives. In lesson planning one should plan the evidence of learning that demonstrates the objectives' achievement and the assessment gathers that evidence. For example if the objective is "to analyze a source of information and draw conclusions" the task is to analyze a research work in an infographic. - How is the assessment clear? - Assessment criteria are introduced at the beginning of the lesson. During the formative assessment learners compare their work with rubrics and give reflections that ensure transparency, authenticity and fairness. - How is the max score determined? - The expected levels are described according to the learning objectives. Each task is assigned based on Bloom's taxonomy (knowledge – 1 point, application – 2 points, evaluation – 3 points). Sometimes the learning objective may be complex but the task is too simple. To ensure alignment between tasks and objectives I use a

test matrix that shows the table of task’s learning objectives. The assessment system must be fair on learning objectives. I frequently use formative and summative assessments. For example, in the topic “Water Resources in Kazakhstan” learners do tasks using geomification and have peer discussions. Finally present their solutions. The max score is determined in advance. In conclusion, sometimes there is misunderstanding among teachers. To improve the standardization process special training sessions are recommended which increase objectivity in assessment. The rubrics impact on the development of self-assessment and reflection skills.Effective rubrics must be clear, specific and understandable. Co-creating rubrics with teachers and students increases motivation. Sometimes teachers think that rubric is only a grading tool. But it is a powerful tool to enhance learning.That’s why I try to use at least one rubric per learning activity, also descriptor, leveled and analytic rubrics in my lessons. Thank you!

5. Use of Rubrics

V. Types of Rubrics and Their Effectiveness: 1. Analytical Rubric - each assessment criterion is described separately and scored individually and allows accurate and in-depth analysis. 2. General Rubric - it is a quick evaluation where overall quality is assessed, as one general description. 3. Level-based Rubric - each criterion has specific levels of points (e.g., poor, average, good, excellent). 4. Descriptor Rubric - each level includes concrete description. For example: "spoke fluently," "added logical thought," "demonstrated creativity". 5. Self-assessment Rubric - a guide that allows students to evaluate their works, helps them to understand their study. I frequently use rubrics in lesson planning and assessment.They make the learning process clear and facilitate feedback.Rubrics are especially helpful when assessing critical thinking or creative tasks. Example: "Profession of the Future" project in the 7th grade. Students presented their future dreams and four criteria rubric was used: relevance of the idea, quality of research, speech culture and design. How did the rubric help? - Students were able to assess their work and clearly see what could be improved. The teacher saved time. At the end of the lesson, students assessed each others work and gave comments. Key success factors: The rubric should be clear and concrete; It is important to discuss the rubric with students; Criteria and descriptors must be clear; Based on the learning objective is important. Using rubrics is an important tool for improving the quality of assessment. In my practice, I apply rubrics in summative and formative assessments. For example, in the project "Science and Technology, Artificial Intelligence" we evaluated the project structure, the reliability of sources, creativity and the presentation. Competency-based learning defines the structure of the educational process and how it should be implemented. Competency-based assessment (CBA) focuses on evaluating learning outcomes in terms of real-life skills.

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