

Reflection Report

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1. CBC, CBE, and CBA as a System

Competency-based curriculum (CBC) is an educational programme which focuses on students' abilities to use their knowledge and skills in school, everyday life, and, further on, at work and real life. Therefore, CBC is designed to provide students with learning which includes goals for obtaining up-to-date knowledge and developing practical skills for real life situations taking into account personalized, authentic, and engaging activities as well as assessment directed to observe students' individual performance, mastery, and progress. Competency-based education (CBE) is a student-centered teaching approach which promotes delivering the CBC by ensuring students' personal, practical, and empowering learning at their own flexible pace. Teachers are positioned as guides, coaches, or facilitators who provide individual support, guidance, and instructions concentrated and adapted to students' personal learning needs and strength making them ready for real world context. Teachers foster all students' active engagement in inclusive, meaningful and effective learning processes. CBE primarily ensures students' mastery rather than learning progress. Therefore, competency-based assessment (CBA) focuses on checking how students apply and perform their knowledge and skills through collaborative work, projects, teamwork, and problem-solving discussions instead of relying on traditional test results. CBC defines the learning goals including the design of all educational processes and agents. CBE is supposed to provide learning outcomes designed in CBC by means of authenticized learning methods and experiences. CBA promotes fair and clear evaluation of students' competencies targeted in CBC. This educational system defines a

coherent alignment of teaching approaches which provide curriculum development for student-centered learning, fostering teachers' professional development, and supportive school culture privileged among students, teachers, leaders, and parents. In my professional experience of teaching English as a second language, generally, CBC, CBE, and CBA are introduced. All agents of the educational process are actively engaged in learning a certain topic, for instance, Tourism context. In class students actively perform their rehearsed role-plays, however, they struggle in unscripted conversations. The addition of surprise visitors or other unexpected situations during the role-play could immerse students into spontaneous speaking activity. Although teaching goals (CBC) was well-planned, and learning process (CBE) was improved by immersion into real life during classes, the test-based assessment (CBA) at the end of the course can not show all students' potential of using their knowledge and skills in a real world context.

2. Curriculum Development and Learning Goals

High-quality learning goals, learning activities and assessment in a CBC context are focused on what students can practically do in real-life situations. The learning goals are specific and oriented to actions, they show how students apply knowledge and skills in a certain real situation. For instance, students will be able to show the tourist the city with clear guidance and polite speech. As for learning activities, students use their competences in real-life situations, they collaborate to practice in contextual and authenticized role-plays, for example, role-playing the situation in the hotel or restaurant. The assessment prioritizes evaluating not only how many details or facts students remember, but observable performances, i.e. peer interactions, presentations, or dialogues. Example of a project I observed. The learning goal: students will be able to describe tourist attractions in English and give clear directions to the tourist. The learning activity: 1. Think of a local tourist attraction; 2. Write a short tourist guide; 3. Prepare a clear delivery for your peers; 4. Present the tour to your peers with visuals. The assessment: students were evaluated on speech clarity, fluency, use of grammar and vocabulary, and ability to answer tourist's questions. The strength: the situation is taken from real-life context; students use it in meaningful context; students are highly-motivated to present the authentic material; students practice their speaking, listening, writing, research, and critical thinking skills. Improvements: students with lower language skills should be provided with scaffolding materials (templates, etc.); the assessment could be done not only by the teacher, but also by peers or by using self-reflection checklists to develop students' autonomy and capability.

3. Assessment Quality: Validity, Reliability, and Fairness

I reviewed a speaking exam task designed for students who learn English. The task was to role-play the situation in the hotel in which a reception assists a tourist. The valid aspect: the task aligned with program goal (CBC), and it reflected the real-life situation in which students could perform their competences. The invalid aspect: since it was the speaking task, students were given lots of prompts, some prompts were really long and detailed, so students were able to show how they memorized the prompts rather than demonstrating their abilities to apply their competences in authentic and spontaneous situations. The scoring consistency: the rubrics defined grammar, vocabulary, pronunciation, fluency; some rates of fluency could be interpreted in different ways (like good or bad fluency, etc.), therefore, scoring is not completely consistent. It could be improved by means of revised rubrics with clear role-play descriptors, and explanation sessions for examiners to increase rating reliability. Fairness: the speaking task proposed flexibility for all students to role-play the situation in the authentic context which they knew well and feel confident. However, the students' diversity in this task was not considered. Students with low language proficiency could not succeed, because some open-ended questions demanded full answers with high-quality vocabulary proficiency. The scaffolding prompts and visual materials could improve this task for supporting students who are less confident in using language knowledge and skills, or have different learning needs.

4. Grading and Standard Setting

Grading in the English language teaching context is partially aligned with learning goals, especially, six principles of CBE, because it also carries the traditional assessment practices. Most courses still carry grammar, vocabulary tests, quizzes, speaking and writing tasks, etc. Final grades are calculated as 60% midterm and 40% final in average weight, usually the grades are presented in percentages and letter grades. Students have rubrics for speaking and writing tasks, and they know the cut-off scores in grammar and lexical tests. However, the fairness may be compromised because each teacher interprets vaguely written rubrics for speaking and writing tasks in their own way, and evaluates students' performance in a different way. Moreover, in most cases teachers primarily evaluate grammar rules and vocabulary richness rather than real communication competences. This does not align with CBC high-quality goals which aim to prepare students for real world context. As for cut-off scores, they are usually set by the institution, in which 50% is 'passed' and 90% is 'excellent'. Of course, it aligns with institutional police to monitor the students' average academic performance, but it does not coincide with CBC high-quality goals which is directed to know students' real-life competence mastery. The following improvements could be done at this point: 1. To set the competency levels like basic, proficient or advanced instead of cut-off scores. This will help to focus on students' mastery of using real-life competences; 2. To provide detailed rubrics for each skill which students should improve; 3. To train teachers and

examiners how to evaluate students in order to improve their knowledge and skills rather than just grade and give statistics.

5. Use of Rubrics

I always use rubrics in my work and submit them to students while I explain the task. I also keep the rubrics before I assess my students. Firstly, I try to clarify the expectations for students which are of high importance in order to ensure the consistency in fairness, reliability and effectiveness of the assessment processes. Secondly, I try to provide the guidance with instructions and structural feedback for students' further improvement and meaningful engagement in learning which follows the assessment. For example, in the class in which students are supposed to role-play the communication in the Information desk, the following rubrics are included: 1. The speech clarity and fluency; 2. The usage of specific vocabulary; 3. Polite, friendly interaction and engagement; 4. The competency to react and solve the issues in unexpected situations. These rubrics help students to understand which performance is more successful; they are able to track their own progress and self-reflect; they are less anxious because the expectations are clear, observable and transparent. For me as a teacher, the designed rubrics ensure consistency in evaluating different students, and support them in improving their competences and empowering them in the learning process. So, there key success factors for good rubric design and implementation: 1. Rubric alignment with high-quality learning goals; 2. Detailed description which clarifies all what is expected from students; 3. Balanced and flexible criteria which comprises limited categories to evaluate students'; 4. High-quality learning tool which is used to help students' self-reflection as well, but not just grading. 5. To ensure fairness, inclusiveness and avoiding bias, applying consistency in using the rubrics.

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