

Reflection Report

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1. CBC, CBE, and CBA as a System

In a competency-based education system, there are three key elements (CBC, CBE, CBA) that work in close collaboration to create a powerful learning framework. Each plays a unique role, but all are closely connected and aimed at helping learners develop useful, real-life skills. Together, these three components prepare learners not just for exams, but for life beyond school. They help students build confidence, independence, and the ability to apply knowledge in everyday and professional situations. This is what makes competency-based learning strong, practical, and future-ready. The core aspects of these elements can be summarized as follows:

- Competency-based curriculum – focuses on practical skills applicable in daily life. Learning objectives involve both knowledge and actions — for example, students may plan a trip using geography and math skills.
- Competency-based education – emphasizes fairness, skill orientation, clarity, individual support, mastery before progress, and a flexible learning pace, allowing each student to grow at their own rate.
- Competency-based assessment – focuses on identifying what students can actually do with what they've learned. However, setting goals alone is not enough. It is also necessary to define success criteria specific indicators that allow us to assess how well students have completed a task. Success criteria help both teachers and students understand what a high-quality result should look like. Nonetheless, simply formulating goals is insufficient. It is equally important to determine achievement indicators — clear benchmarks by which students' performance can be judged. These indicators help students understand what is expected of them and enable teachers to

assess performance objectively. Goal achievement criteria make the learning process more transparent, comprehensible, and manageable. They allow: - a clear vision of what the result should be; - evaluation of work based on predefined requirements rather than intuition; - development of students' self-assessment skills and a conscious approach to learning. Thus, success criteria become an integral part of an effective learning process, linking goals, activities, and assessment together. Example from practice: In the first stage, students are asked to read the title of a text, "Sale at Your Office Store," and predict what the text might be about. The main goal is to develop the ability to make predictions. Next, students silently read the text and answer the question: "Who would be interested in this information?" — using the strategy of "reading with a purpose." At the post-reading stage, using the "Questioning" technique, students are asked to analyze and summarize: - Can all customers receive a refund? - What documents does the customer need to send to take advantage of the offer? - From which department must the item be purchased to qualify for a refund?

2. Curriculum Development and Learning Goals

High-quality learning goals in the CBC framework follow the SMART principle: goals should be Specific, Measurable, Achievable, Relevant, and Time-bound. When setting a goal, always ask: What will the student learn? What student outcome can be observed? However, setting goals alone is not enough. It is also necessary to define success criteria — specific indicators that allow us to assess how well students have completed a task. Success criteria help both teachers and students understand what a high-quality result should look like. Nonetheless, simply formulating goals is insufficient. It is equally important to determine achievement indicators — clear benchmarks by which students' performance can be judged. These indicators help students understand what is expected of them and enable teachers to assess performance objectively. Goal achievement criteria make the learning process more transparent, comprehensible, and manageable. They allow: - a clear vision of what the result should be; - evaluation of work based on predefined requirements rather than intuition; - development of students' self-assessment skills and a conscious approach to learning. Thus, success criteria become an integral part of an effective learning process, linking goals, activities, and assessment together. Productive learning activities include involving students in project work, role plays, group discussions, and presentations. Assessments determine whether students have truly achieved the intended results. Feedback, self-assessment, and peer assessment enhance awareness and motivation. When all three components are aligned, they reinforce one another, creating a strong and cohesive learning process. Example of a single lesson: Learning goal: By the end of the session, students will be able to formulate simple, clarifying, practical/problem-based questions, and present information as illustrations, comics, drawings, or web resources. Assignments were arranged from simple to complex. For

instance, students read a story and were asked to prepare an interview by inviting one of the story's characters to a radio show and developing questions using a guiding chart: - Group 1: simple and clarifying questions. - Group 2: practical and explanatory questions. - Group 3: creative and evaluative questions. When formulating problem-based questions, students were provided with a visual scheme explaining how to construct them. Throughout the lesson, less confident students received verbal support, and pair or group work. Each task included assessment criteria and descriptors to help students understand their performance levels.

3. Assessment Quality: Validity, Reliability, and Fairness

Topic: Reading Literacy. Text Analysis. Lesson goal: Students will be able to identify the main idea and draw conclusions based on the text. Task: Read the following passage and answer the questions: "One day, a boy named Timur found a wounded bird in the park. He gently picked it up, brought it home, made a nest from a box, and took care of it every day. A week later, the bird recovered. Timur opened the window and released it. The bird flew around the room and, chirping happily, flew away to freedom." 1. What main idea did the author want to convey? 2. Why did the character act this way? Support your answer with text. 3. How do you think the story ends? Explain your reasoning. This is a valid test — it assesses the intended skills (analysis, making conclusions), allows argumentation based on the text, and matches the age and level of students. Invalid test: Task: Read the text and answer: 1. How many times is the word "forest" mentioned? 2. What is the spelling rule in the word "hero"? 3. List five nouns. Why it's invalid: - Doesn't match the lesson objective (text analysis) - Assesses spelling and grammar instead of reading comprehension - Doesn't reveal the ability to think, analyze, or conclude Fairness and diversity in assessment** are crucial factors of quality education. This involves a differentiated approach, taking into account individual student needs, preparation levels, pace, and learning styles. Example: One student may present a project as a slideshow, another as a poster or video. All formats are graded using the same rubric but allow for different modes of expression.

4. Grading and Standard Setting

Assessment is based on criteria that match learning goals. Before starting a topic or project, students review the goals and criteria, which clearly describe the expected outcomes and performance levels (advanced, proficient, basic, beginning). Students know in advance how and for what they will be assessed. Criteria and descriptors are co-developed with students and provided with the assignments. After completing the work, students receive feedback indicating strengths and areas for improvement. All students are assessed using the same

criteria, considering individual factors like language proficiency, working speed, and need for support. All tasks, tests, and projects are geared toward specific goals (e.g., “ability to reason using key words” or “create a coherent text”). There is an option to revise or retake assignments after receiving guidance. Threshold scores depend on the task’s difficulty. For example, a written task out of 10 points: - 9–10 – high level - 7–8 – average - 5–6 – basic - 5 or below – revision needed Areas for improvement: - Increase student involvement in self- and peer-assessment - Develop formative assessment — assessment during the learning process, not just at the end - Provide teacher training on consistent and objective use of rubrics

5. Use of Rubrics

In practice, we use rubrics, which help students clearly understand expectations. This transparency motivates them to perform better. Rubrics also help teachers evaluate objectively and students to recognize their strengths and weaknesses. Example: In a poster presentation on “Global Warming,” students were given a rubric with clearly defined criteria: - Content: causes and effects of global warming, supported by scientific data - Structure: logical organization — introduction, body, conclusion - Design: visual appeal, readability, use of diagrams, charts, photos - Presentation: confident delivery, ability to communicate ideas - Responses to questions: completeness, clarity, reasoning Thus, the rubric not only enabled objective assessment but also taught students how to structure a strong presentation and organize research effectively. Key features of a quality rubric: - Aligned with learning objectives - Clear and transparent - Accommodates individual differences - Objective and fair - Encourages participation and provides feedback Example of known assessment criteria: - Topic understanding (5 points) - Argumentation (5 points) - Presentation design (2 points) - Teamwork (3 points) This eliminates subjectivity — all students understand how their work is evaluated.

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