

Reflection Report

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1. CBC, CBE, and CBA as a System

CBC (Curriculum), CBE (Education), and CBA (Assessment) based on competitions, represent three interrelated components that form a comprehensive system of competency-based education. The CBC component defines goals focused on developing relevant and life-long skills. CBE outlines methods for the step-by-step acquisition of these skills, taking into account each learner's individual developmental path. CBA concentrates on assessing learners' ability to apply these skills in real-life contexts. During a professional development course for primary school teachers, I realized that CBC, CBE, and CBA function as an integrated system. CBC defines what a student should learn, CBE offers methods and strategies to achieve these goals, and CBA provides tools to monitor and evaluate learning progress. My practical experience within the project "I Am a Researcher" provided an opportunity to observe how CBC transforms into observable student behavior. Students asked questions, formulated hypotheses, conducted observations and experiments, and presented conclusions. This clearly demonstrated the alignment of learning goals, activities, and assessment. Participants of the course noted the benefits of this integrated system, particularly the transition from goal formulation to the development of descriptors, tasks, and assessment criteria. This allowed teachers to better understand the correlation between CBC, CBE, and CBA. Experience has shown that implementing a competency-based approach requires not only knowledge, but also a rethinking of the teacher's role — from being a transmitter of knowledge to becoming a facilitator of a developmental learning environment. In the future, I plan to dedicate more

attention to the joint development of case studies and the analysis of examples of alignment between competencies, learner activities, and assessment in primary education.

2. Curriculum Development and Learning Goals

Competence-based planning requires building the learning process from goals to results, which means moving from thematic planning to planning based on the observed behavior of students. The use of Bloom's Taxonomy in conjunction with SMART principles fully allowed me and the participants in the course to formulate competency-based, measurable, achievable, relevant, and time-bound learning outcomes (CBE). During the practical lesson, the teachers created mini-lessons on the topic "I am a researcher", focusing on building logic from goals to tasks and assessment. Purpose: The student will be able to put forward a hypothesis, plan an experiment, record observations and draw a conclusion. It is possible to include an experiment on observing the melting of ice in the lesson. Students place ice cubes in various conditions (in the sun, in the shade, in the water) and track where the ice melts faster. These tasks promote cognitive activity, meet CBE requirements, and allow students to evaluate progress through observed actions. They also teach to formulate hypotheses and analyze the causes. The "learner's language" technique has proven itself well; we rephrased the objectives so that they were understandable to the learners (for example, instead of "I will learn how to check a hypothesis," "I'll learn how to come up with an idea and test it through experience" "I will be able to conduct an experiment to verify my guess." This increased engagement and awareness of the learners. However, there were difficulties in detailing the goals and converting them into descriptors. To help teachers, I suggested using templates and tasks built according to Bloom's Taxonomy. Understanding how the formulation of goals directly affects the choice of learning activities and subsequent assessment has become key for teachers. In the future, I plan to develop a bank of tasks, criteria, and rubrics linked to specific competencies for competency-oriented planning.

3. Assessment Quality: Validity, Reliability, and Fairness

I learned that in CBA, assessment should measure knowledge and support individual growth. Effective competency-based assessment relies on validity (objective alignment), reliability (consistent results), and fairness (individual needs and equal access). In primary education, assessing both final outcomes and the learning process is crucial. We analyzed a case study: "Examine the soil and determine which holds water better," designed to build research skills in observation, planning, and conclusion-making. While the task was valid, inconsistent assessment (some teachers focusing on activity, others on accuracy) reduced reliability. To

improve this, we developed unified criteria: measurement accuracy, data recording method, and justification of conclusions. This allowed us to establish a clear alignment between the goal, learning activity, and assessment criteria. We have also introduced the practice of discussing the criteria with students before starting the assignment. This increased the transparency of the requirements and motivated the children to perform their work better. I realized that one of the difficulties for teachers remains the formal approach to creating descriptors. In the future, I plan to pay more attention to creating algorithms, structuring sessions in small groups for developing unified approaches to assessment and increasing the objectivity of the assessment. During the discussion of the principle of fairness, we touched upon the topic of differentiation of assessment forms. Thus, students with writing difficulties were offered the opportunity to present the results orally or through visual materials. This contributed to the formation of a more inclusive educational environment. We also noted the significant role of formative assessment and immediate feedback. Wide feedback from listeners was an effective tool “assessment sheet” that allows for tracking the progress of the learner according to key criteria. Experience has shown that qualitative assessment in CBA is a complex process that includes assignment design, professional dialogue, and student engagement. Such an assessment develops reflection, self-regulation and awareness, meeting the goals of the competence approach.

4. Grading and Standard Setting

Working with CBA has reshaped my view of primary school assessment. Its core purpose is to track individual progress based on clear criteria, not to compare students. This principle became central to both formative and summative assessment. Transparent, achievable standards that guide both teachers and students are essential in the competency-based approach. The alignment between learning goals, tasks, and assessment criteria proved especially important. In the “Ecosystem of My Yard” project, participants identified four core competencies: • Observation • Analysis • Visualization • Communication Based on these competencies, we developed a three-level assessment rubric (from 1 to 3 points for each criterion). The pass standard was set at 8 out of a possible 12 points. This helped establish realistic expectations and improve the validity of assessment, as the criteria were directly aligned with the learning goals. One particularly effective practice was the introduction of student self-assessment sheets, where children could independently mark their progress: “I did it” “I need help” “I want to learn more” The tool contributed to the development of meta-subject competencies, especially self-regulation, and gave the assessment a formative, supportive character. Teachers noticed that the inclusion of students in self-assessment increased their involvement and responsibility. The main difficulty was the lack of clear descriptors for the assessment levels. There were difficulties in interpreting the differences between the levels, for

example, "Mastering" and "Confident". To eliminate subjectivity, a template was developed with specific actions, such as "captures data in a table", "justifies the conclusion based on observation". This increased the reliability of the assessment and unified approaches within the team.

5. Use of Rubrics

Working with rubrics has helped me develop a deeper understanding of their role as a formative assessment tool within the CBA system. Especially in primary school, where it is essential to support students throughout the learning process, rubrics become a way to make expectations transparent and feedback constructive. Through the lens of the competency-based approach, I realized that rubrics ensure alignment between learning objectives, tasks, and assessment criteria. This makes the assessment process not only valid but also more meaningful for students — particularly when the criteria are discussed before the assignment begins. The assessment criteria included: -Regularity of notes -Completeness of descriptions -Formulation of conclusions -Presentation and formatting Considering the age of the students I have adapted the heading using "color codes" and "short formulations" to make it accessible and understandable for younger students. Teachers noted that using the rubrics significantly increased student engagement, children began to better understand what was expected of them, and independently made adjustments to their work. The preliminary discussion of the rubrics strengthened the students' skills of "goal setting, planning and self-reflection", which corresponds to the development of meta-subject competencies. The students compared their actions with the levels of the category and took conscious steps to improve the result. The "problem area" was the description of intermediate levels, such as "good enough" or "almost done." To increase the "reliability and objectivity" of the assessment, we started using work examples for each level. This helped both teachers and students to interpret the criteria uniformly and understand how, for example, the level of "Beginner" differs from "Confident". One of the most effective techniques was discussing rubrics before completing the task. This allows students to understand in advance what needs to be paid attention to and consciously plan their activities. In the future, I plan to introduce a digital format of rubrics with the possibility of self-assessment, comments and individual recommendations. This will enhance the awareness of learning and make the feedback even more personalized.

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