

Reflection Report

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1. CBC, CBE, and CBA as a System

Greetings, Mr. Arnold!!!! We must ensure that, alongside new knowledge, students also acquire practical skills such as applying information, making independent decisions, conducting research, and working in teams. To achieve this, we can focus on three key approaches: CBC (Competency-Based Curriculum) – This is a curriculum designed to help students acquire the knowledge and skills they need in real-life situations. For example, in Grade 7, under the topic "Information Processing," students don't just learn how to type text—they also learn how to properly format and save the document. In other words, the learning content is based on concrete competencies. CBE (Competency-Based Education) – This refers to a method of organizing teaching based on the development of specific competencies. Each student's individual development level is taken into account. For example, in an ICT lesson where students are making a presentation, some students might receive a template, while others are encouraged to create their own. Teaching is organized according to the student's pace and abilities. CBA (Competency-Based Assessment) – This assesses how well a student has mastered a specific competency. It identifies what the student is doing well and where they are struggling. For instance, if a student's presentation has a good design but the information is unclear, we point that out specifically and give them the opportunity to improve next time. For example, when giving upper-grade students a project on "Mobile App Development": - According to CBC, they are expected to develop "Responsibility" and "Research Skills." - According to CBE, they are given freedom to identify a problem, search for information,

develop a solution, and work collaboratively. - During CBA, evaluation is done based on specific criteria. These three components are an inseparable part of developing both knowledge and skills. Each component is important in lesson planning.

2. Curriculum Development and Learning Goals

In the Competency-Based Curriculum (CBC), the main goal is not only for students to gain knowledge but also to be able to apply that knowledge in real-life situations. In Informatics lessons, we don't just teach students how to use tools (such as opening PowerPoint or typing text), but we also give them real tasks that help develop important life skills such as critical thinking, analysis, decision-making, and teamwork. According to CBC, a high-quality lesson consists of three important components: 1. Learning Objective. This defines what the student should learn and what they should be able to do. For example: "The student can independently create slides for a presentation and organize the content clearly." This goal includes both knowledge and skills, and it is also aimed at developing competency. 2. Active Learning Activities. This refers to what students do in class and how they learn. Effective learning activities include active participation, working in groups, exploration, and research. For example: "Students design a mobile app prototype for their school." In this activity, students identify a problem, suggest ideas, and create a project – making the task real-life related and meaningful. 3. Assessment helps identify what and how the student has learned. Effective assessment should: be based on clear criteria, provide constructive feedback, show students what to improve, returning to the presentation example, criteria might include: Is the information accurate? Is the structure of the slides clear? Is the design appropriate and visually appealing? These assessment criteria should be shared at the beginning of the lesson, so students understand what to focus on. In summary, for a CBC-based Informatics lesson to be effective: the learning objective must be clearly connected to real life, students must be actively engaged in the learning process, the assessment should be transparent, fair, and criteria-based.

3. Assessment Quality: Validity, Reliability, and Fairness

Assessment Quality: Validity, Reliability, and Fairness. Task: Let's continue analyzing the task for Grade 6 - creating a presentation using PowerPoint. Students were asked to prepare a 5-slide presentation on a topic of their choice and present it in front of the class. Validity: The task was directly aligned with the learning objective. It aimed to assess students' ability to create slides, process information, and present it clearly - a skill that had been taught. Therefore, the task was valid. For example, if we taught students how to use PowerPoint but

then assessed them on using Excel instead, the assessment would not align with the learning goal, making the task invalid. Reliability: All student work was assessed using the same set of criteria: accuracy of information, slide structure, visual design and consistency. Whether I or a colleague assessed the work, the results were consistent due to clear and specific criteria. Thus, we can say the assessment was reliable. Fairness and Consideration of Student Diversity: The task allowed flexibility according to students' individual abilities. Some students were given templates, while others were allowed to design their slides freely. In addition, students with special educational needs received additional support, such as extended explanation time or reduced slide requirements. This shows that fairness was maintained and diversity was considered, allowing each student to work according to their own level and demonstrate their skills. The assessment task was valid, reliable, and fair. It truly reflected the students' competencies and helped identify areas for improvement. We can confidently say that these aspects of assessment quality - validity, reliability, and fairness - are essential in encouraging students' motivation to learn and supporting their educational progress.

4. Grading and Standard Setting

Assessment Based on Learning Objectives and Clear Criteria. I assess the lesson in alignment with the learning objectives, using clear and specific criteria that determine whether the objectives have been achieved. Throughout the lesson—from reviewing homework, during group and pair activities, to the consolidation stage—I provide timely assessment. At the beginning of the lesson, I share these criteria with the students. This ensures transparency in assessment – students know exactly what they are being evaluated on. Fairness: Equal expectations are set for all students. When needed, I provide differentiated support for students with special educational needs (e.g., allowing fewer slides or providing extra explanation). In addition, I use a clear rubric for each task, which ensures consistency—whether I or another teacher evaluates the work, the results will be similar. This helps maintain fairness in assessment. Alignment with Learning Objectives: All tasks are directly connected to the lesson objectives. For example, if the goal is to “process information and present it clearly using a presentation,” then the assessment is focused on evaluating that specific skill. Grading Scale (based on a 10-point system): 9–10 points – "Excellent" 7–8 points – "Good" 5–6 points – "Satisfactory" 0–4 points – "Unsatisfactory" I explain the grading scale either at the beginning of the lesson or when assigning the task. What I Would Improve: Make assessment sheets more visually accessible (e.g., using smiley faces or color coding). Use more self-assessment and peer-assessment strategies – this increases students' responsibility for their learning. Integrate more digital assessment tools (e.g., Google Forms, Quizizz) to save time and enable automatic analysis of results. Grading and setting standards is not just about assigning a number; it's about fairly, transparently, and purposefully showing the student's

actual learning outcome. This helps students understand where they are in their learning journey and how they can grow further.

5. Use of Rubrics

I regularly use rubrics as an assessment tool in my Informatics lessons. Rubrics are especially effective during project-based tasks such as creating presentations, posters, web pages, or animations. At the beginning of the lesson or when giving the assignment, I introduce the rubric to the students, clearly explaining what they will be assessed on. For example: Students were given a task to create a presentation in PowerPoint. The rubric included the following criteria: Accuracy of information Slide structure Design consistency Creativity (use of animations, images) Presentation skills (speaking and delivery) Using this rubric, students can evaluate their own work and clearly understand what aspects they need to focus on. Benefits of rubrics: Fair and clear assessment – all students are assessed based on the same expectations. Provides guidance – students know exactly what they need to improve in their work. Supports peer and self-assessment – students can fairly assess their peers or themselves using the rubric. Saves time – since it's clear what to pay attention to when marking. Key factors for creating successful rubrics: Clarity and simplicity – avoid complex language, write in a way students can easily understand. Alignment with learning objectives – the rubric should directly reflect what the task is meant to teach. Visual elements can help – for younger or middle-grade students, using emojis or color coding makes rubrics more engaging and easier to follow. Fairness – rubrics should be accessible for all students, including those with special educational needs. A rubric is not just a piece of paper – it is a tool that guides the student. A well-developed rubric ensures fair assessment and a high-quality learning process. It's beneficial for both the teacher and the student.

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