

Reflection Report

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1. CBC, CBE, and CBA as a System

CBC is a curriculum structured around key professional and cross-disciplinary competencies expressed in terms of observable behavior. CBE is a learning process in which a learner's progress depends on the achievement of outcomes. CBA is an assessment system that checks the level of competency mastery rather than memorization of content. Learners are taught practical skills that can be demonstrated in action. In CBE, the emphasis is on what specific skills and knowledge have been acquired, not how much time was spent learning. Advancement depends on achieving these outcomes, i.e., how well a learner can apply their knowledge and skills in practice. In the framework of professional development courses for language teachers, I used a test for summative assessment. The test included both multiple-choice questions and open-ended tasks focused on analyzing pedagogical situations and applying studied methods. In terms of validity, the test was built in accordance with the course's learning goals and competencies. The tasks reflected key aspects of a teacher's professional activity: the ability to apply methods of developing critical thinking, plan lessons with cross-curricular objectives in mind, and analyze types of tasks. To ensure reliability, all participants received the same task format and instructions. For extended responses, I conducted cross-checking with a colleague, and we used rubrics to ensure consistency. Fairness was ensured through equal testing conditions: the same time, access to instructions, and the opportunity to ask clarifying questions before starting. Particular attention was paid to the wording of tasks: they were universal and suitable for teachers with varying levels of

experience. The integration of CBC, CBE, and CBA ensures a logical structure in the learning process—from competency to assessment. This enhances validity, activates learners, and guarantees the achievement of practice-oriented outcomes.

2. Curriculum Development and Learning Goals

The development of a CBC-based program begins with identifying target competencies. The next step is formulating learning objectives using action verbs (Bloom's taxonomy) and creating activities aligned with the learning outcomes. The key principle is constructive alignment: competency – objective – activity – assessment. In developing course sessions, I used methods and practices aimed at developing the competency of "organizing group learning activities." Objectives included: analyzing types of group work; designing learning tasks; applying facilitation methods. Activities: case analysis, lesson design, microteaching. Assessment was based on the expected learning outcomes. Criteria included: lesson structure, appropriateness of methods, logic of role distribution, and level of student engagement. Assessment was conducted on a 3-point scale (0 points - does not meet; 1 point - partially meets; 2 points - fully meets). Formative feedback was provided at each stage. Peer assessment increased motivation and allowed for critical analysis of one's work. The collective lesson planning stage was especially effective. Participants demonstrated competencies through practical case solutions. One challenge was the lack of initial diagnostics: some participants lacked a basic understanding of facilitation. The solution was to include pre-testing and varied tasks. The program adhered to CBC principles: objectives matched competencies, tasks aligned with activity types, and assessment reflected expected behavior. The use of active methods, rubrics, and sample models ensured alignment and validity. To improve future iterations, I would enhance support materials for entry-level participants and provide additional scaffolding for new concepts. So, successful CBC program development requires a logical structure, a focus on applicable outcomes, the use of authentic tasks, and criterion-based assessment.

3. Assessment Quality: Validity, Reliability, and Fairness

As part of the professional development course for history teachers, I developed a test consisting of 20 items: 15 multiple-choice and 5 short extended responses. The purpose of the test was to check participants' understanding of key methodological approaches to teaching. The test's validity was ensured by linking tasks directly to the course content, assessing not only information recall but also the application of knowledge in pedagogical situations. For example, one task involved analyzing a lesson fragment and identifying types of questions that

correspond to levels of critical thinking. However, I noticed that some multiple-choice items were overly theoretical and lacked practical context—this reduced content validity. In later iterations, I revised the wording to include pedagogical cases. To enhance reliability, I used clear instructions for evaluating extended responses and conducted a pilot test with a focus group. While grading, I compared responses to sample answers and applied a single point-based rubric. This ensured a high level of scoring consistency. Fairness was maintained through individual differences - participants who had difficulty with written responses could give oral answers. This accounted for learner diversity and minimized external factors affecting performance. This experience showed that well-constructed tests and clear criteria ensure objective and fair assessment. Assessment validity is defined by the alignment between learning goals, activities, and assessment forms. In the course, I analyzed the assessment of a final project—a digital resource. The goal was to evaluate the ability to design a pedagogically sound digital product. Initially, an expert scale without three key criteria was used—this resulted in low validity as the form did not match the goal. Assessment reliability was enhanced through inter-expert calibration. We used benchmark samples to align expert scoring. As a result, scorer variability decreased. Fairness was ensured by adapting tools to learner conditions: for participants with limited digital skills, templates and support materials were provided. Feedback was structured and explained each evaluation criterion. Self- and peer-assessment were used. Thus, validity was achieved through alignment of form with goals, reliability—through calibration and clear descriptors, and fairness—through consideration of learner characteristics and transparency.

4. Grading and Standard Setting

In my practice as a trainer of history teachers, the assessment system is built on the principles of Competency-Based Assessment (CBA). It implies the use of criteria focused on observable behavior and the practical application of knowledge rather than theoretical reproduction. Assessment is transparent: each participant receives rubrics that clearly define achievement levels for each criterion. This helps participants understand what is being assessed and how they can improve their performance. Fairness is ensured by applying the same criteria to all, regardless of the instructor's subjective perception. Grades are based on complex tasks such as designing lesson scenarios, conducting lesson fragments with critical thinking elements, self-analysis, and group work. Each task is connected to one or more learning objectives from the program. This creates constructive alignment between objectives, activities, and assessment. Threshold scores are set using the absolute standards model. For example, a minimum of 70% of total points is required to complete the module. Both quantitative results and task quality (e.g., depth of analysis, relevance of examples, application of theory) are considered. I also use self- and peer-assessment to enhance reflection and give learners more

control over their learning. I expand the range of formative assessment practices, including mini-portfolios and critical-creative assignments. I clarify rubric rating scales by adding descriptions of intermediate levels for more differentiated feedback. In one case, a participant misunderstood the criteria for a reflective task and underperformed. I revised the instruction sheet for clarity and included annotated samples to set clearer expectations. Thus, the assessment system in my courses is aimed at developing professional competencies and is closely connected to real teaching practice, providing both control and support for learning.

5. Use of Rubrics

The structured assessment instrument called a rubric supports evaluation of student work. A rubric helps assessment achieve validity by objective alignment and reliability by result consistency and transparency by showing students their success criteria. I apply rubrics as my evaluation tool across different activities between written assignments, presentations and projects at my workplace. By using rubrics I can clearly describe assessment requirements which lead to judging student work in a standardized and unbiased way. The feedback quality of rubrics provides students with insight about their abilities alongside their particular weaknesses and needed growth areas. A rubric served as an excellent assessment method for team projects. Every team member received a qualification system that specified performance levels and marker descriptions to evaluate their assignments. The evaluation process determined the work quality of each group by following established criteria while delivering helpful feedback. The rubric contained four assessment criteria which consisted of establishing task skill-element connections and keeping them relevant to learning goals and competency identification and methodology-driven task research. The evaluation matrices included multiple levels of performance which used specific labels to explain the results (such as "excellent," "good," "satisfactory," "unsatisfactory"). By using this format the expectations became clear at every level and assessment transparency was secured. I have determined several crucial elements for building and applying rubrics after completing these studies. Assessment criteria need to have precise definitions which students as well as instructors can understand easily. Performance levels must be described using clear descriptors to create consistent and objective results. The rubric description matches learning targets while evaluating the specific competencies and information students should achieve. The involvement of learners in rubric creation allows them to understand evaluation standards better resulting in better academic results. I mastered the creation of thorough assessment rubrics which enable objective student work evaluation and professional feedback delivery.

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