

Reflection Report

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1. CBC, CBE, and CBA as a System

CBC (Competency-Based Curriculum) is a curriculum focused on developing specific, clearly defined competencies. It is not just a list of topics, but a description of what a learner should be able to do. Competencies are expressed as actions: analyze, interpret, argue, evaluate. For example, “analyzes a text,” “draws conclusions,” or “constructs a justified argument.” Every topic and task in the course is linked to these goals, making the learning process transparent and purposeful for all participants. CBE (Competency-Based Education) organizes instruction in a way that learners don’t simply receive information - they apply it. The learning process is active and outcome-oriented. Learners solve real-world problems, collaborate in groups, discuss authentic examples, and create products. This approach strengthens understanding and promotes the practical application of knowledge in professional settings. CBA (Competency-Based Assessment) focuses on real learner performance rather than recall. It evaluates skill demonstration: quality of output, reasoning, and the use of method. Participants present projects, design lessons, or complete tasks. Assessments are based on pre-agreed criteria, ensuring alignment between objectives, tasks, and outcomes. This makes assessment meaningful, motivating, and fair. In my practice, I used this integrated model in a course on reading literacy for Russian language and literature teachers. Target competencies included extracting information, interpreting meaning, evaluating critically, and producing reasoned writing. We worked with various texts-fiction, popular science, journalism-and used techniques such as text marking, annotation, “stop-and-think” reading, collaborative commenting, and

layered questioning. Teachers developed assignments aligned with PISA task levels. At the end, participants presented tasks as posters and publicly defended them, explaining the link to competencies. Assessment was based on clear criteria: alignment with objectives, methodological quality, and clarity of instructions. Feedback came from both the trainer and peers. This experience showed that CBC, CBE, and CBA are not just theoretical frameworks—they can shape real teaching practice.

2. Curriculum Development and Learning Goals

In the context of CBC, I define high-quality learning objectives as observable learner actions. Objectives are framed as visible behaviors: analyzing a text, interpreting information, constructing arguments, or evaluating sources. This structure helps align goals with both content and assessment, making learning more focused and coherent. During a professional development course on reading literacy, I led a session where objectives, activities, and assessment were clearly connected. The topic was text analysis through reading competence levels: retrieving, interpreting, reflecting, and evaluating. Objectives were introduced step-by-step: starting with locating information, then explaining meaning and structure, and finally evaluating author intent or style. Each objective had a matching task. We used text marking and “stop-and-think” for retrieval; annotation, tables, and diagrams for interpretation; and discussions and comparisons for evaluation. A key focus was developing layered questions—from factual to analytical and evaluative. Participants worked in small groups, first trying methods, then designing their own tasks based on real texts. Their results were shared as mini-projects: task cards, learning paths, or lesson fragments. This hands-on design helped them apply CBC principles in practice. Assessment was built into every stage. We used peer and partner review, gallery walks, and digital polls. Clear criteria were shared early: alignment with goals, depth, logic, presentation, and creativity. Participants received feedback from both the trainer and peers. The structure linking goals, tasks, criteria, and outcomes worked especially well. Many said it was their first experience of assessment as something supportive rather than punitive. Suggestions for improvement include more time for revising tasks, adding self-assessment and reflection activities, and offering rubric templates for future use.

3. Assessment Quality: Validity, Reliability, and Fairness

One example from my work where I analyzed assessment quality was a session focused on designing tasks for analyzing and interpreting literary texts. The main focus was alignment: objective – task – assessment. Participants created their own assignments and discussed how to assess them. This allowed us to explore key aspects of assessment quality: validity,

reliability, and fairness. The assessment was valid because the criteria directly reflected the learning objectives. For example, if the goal was to construct an evidence-based opinion, the task required a short written response, and the criteria focused on the thesis, supporting quotes, and logical reasoning. Tasks were linked to cognitive levels such as retrieval, interpretation, reflection, and evaluation. We explored which task types best assessed specific objectives and how to adapt them, ensuring alignment between teaching and assessment. For reliability, we focused on consistent marking. Participants used shared criteria that had been discussed beforehand. Before assessment, we reviewed sample tasks and common errors to clarify descriptors and reduce scoring discrepancies. Even with multiple assessors, evaluations remained stable, which built trust in the process and encouraged engagement. Fairness was addressed through flexible formats. Participants could choose the text type, the format (oral, written, or visual), and how to present their work. This supported inclusion and allowed them to show their strengths. Working in pairs or small groups helped reduce stress. We also discussed linguistic fairness-ensuring instructions were clear for all participants, especially those unfamiliar with specific terms. Importantly, participants could revise their tasks after receiving feedback, reinforcing assessment as a learning process. Areas for improvement included providing more sample tasks, clearer templates, and examples of varying complexity. Pre-discussion of criteria with participants also helped align expectations and improve the quality of outcomes.

4. Grading and Standard Setting

In my experience as a trainer in the “Orleu” system, formative assessment is the primary tool used in professional development courses. It supports the learning process by helping participants track progress and allows trainers to adjust their guidance accordingly. However, in the course “Creating and Supporting a Comfortable Learning Environment in Russian Language and Literature Classes,” we also use summative assessment. This provides a more comprehensive and structured evaluation system, fully aligned with CBC/CBE goals and learning outcomes. Final grading is based on clear, structured criteria that reflect key components of the final assignment: alignment with objectives, appropriate methods, integration of digital tools, promotion of functional literacy, and logical justification. Each criterion contains two elements and is scored from 0 to 2. The maximum total score is 16, with a passing threshold of 10 (60%). This makes the system fair and flexible. The criteria are competence-based, focusing on what learners demonstrate rather than formal completion. Assessment is transparent and aligned with stated learning goals. All criteria are shared in advance, discussed during in-person sessions, and included in course materials. This reduces anxiety and gives participants a clear structure. For example, they know their work will be evaluated not only by presentation but by how well it aligns with goals, engages students, and

reflects principles of functional literacy and values-based education. Additionally, the course includes peer assessment, self-assessment, and moderation. All grades are recorded in the LMS and can be reviewed. Trainers must justify their scores during moderation, which builds trust and encourages deeper reflection among both trainers and participants. To improve the process, it would help to show examples of final projects at different scoring levels and analyze them together. Step-by-step task development with interim feedback could also boost participants' confidence and final product quality.

5. Use of Rubrics

In the “Orleu” professional development system, the term “rubric” in its international sense (with levels and descriptors) is not used directly. However, rubric principles are fully implemented through our system of criteria-based assessment, which includes clearly defined expectations, behavioral indicators, and analytical criteria. In my practice, I apply rubric-like tools when assessing final tasks. For example, during the defense of posters or mini-lessons in the course “Creating a Comfortable Learning Environment,” participants receive the assessment criteria in advance. These include: “alignment with objectives,” “methodological logic,” “use of digital tools,” and “support for functional literacy.” Each criterion is scored from 0 to 2, with a maximum of 16 points. These indicators guide participants as they design and present their work consciously. All scores are recorded in the LMS and may be moderated if needed, which strengthens objectivity and transparency. Feedback is structured around the same criteria, allowing participants to clearly identify areas for improvement and revise their tasks. As a result, assessment becomes part of the learning process—not just a final judgment. When developing educational programs, we embed expected learning outcomes from the start. These outcomes become the foundation for assessment criteria and shape the meaning of assessment itself. In fact, rubric logic is integrated into the structure of the course—from goals to feedback. In training sessions, participants also try creating their own criteria, developing metacognitive skills. After the course, many continue to apply the “goal—criteria—outcome” approach in their teaching, making lessons more purposeful. Rubrics support communication between teacher and student, enhance engagement, and improve reflection. Successful use of rubrics depends on clear wording, alignment with goals, early discussion with learners, flexible formats, and active learner involvement in both assessment and reflection. Thus, even without the formal term “rubric,” our system fully reflects its core function: guiding, supporting, and developing competencies.

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