

Reflection Report

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1. CBC, CBE, and CBA as a System

Competency-Based Curriculum (CBC) creates skill-oriented goals alongside Competency-Based Education (CBE) systems for personalized learning, and Competency-Based Assessment (CBA) performs assessments by authentic tasks for observable results. A system that integrates these elements synchronizes to establish the essential 21st-century skills of communication and critical thinking along with collaboration for achieving both English language proficiency and professional advancement. The student-learning model comprises six critical CBC components that make education directed and informative for participants: clear learning objectives, practical learning, cross-subject learning, active learning, learning speed, and real-world assessment. Trainees in CBE programs may advance only after showing mastery, thus matching Orleu's purpose to develop teacher capabilities. A CBC-aligned workshop delivered at Orleu taught the competency "facilitate effective classroom discussions in English" to training educators. According to the CBC guidelines, the defined outcome required teachers to implement open-ended questioning for student participation. I designed CBE sessions using role-plays because I preferred activities similar to the Tamgaly petroglyphs role-play, which allowed teachers to practice questioning methods in artificial learning environments. The peer examination method of CBA performance assessment evaluated teachers based on their effectiveness in professional dialogue and classroom presence. The approach proved successful initially because teachers focused on concrete activities; however, an earlier attempt failed when written reflection

assessment methods interfered with the stated competency test construction guidance. The workshop maintained its practical power because it applied genuine classroom scenarios that directly linked activities to teaching situations, thus stimulating participant teachers' motivation. I learned about the crucial nature of constructive alignment from working with assessments that were not properly aligned. My improvement strategy includes developing more formative assessments because these tools provide real-time feedback, which helps students reach proficiency levels before they take final tests. The teaching approaches should include debate sessions and storytelling activities because they suit different instructional methods while following fairness standards. Understanding the combined structure of CBC/CBE/CBA made me appreciate how this framework enables educators to demonstrate the skills they will teach, thereby improving their instructional effect on students.

2. Curriculum Development and Learning Goals

Designing Competency-Based Curriculum requires using SMART learning objectives created from Bloom's Taxonomy to develop progressive clarity in line with specific, measurable, achievable, and relevant timeframe-based learning objectives. The objectives need alignment with competency-based frameworks to establish a chain of objectives toward activities and assessment creation. The activities need to simulate real-world situations and should incorporate multi-subject competencies, including analysis and communication, like projects and role-plays promoting active learning. The guidelines serve as essential components for Orleu's professional development curricula by making sure English knowledge produces functional educational techniques. As part of my work, I observed a workshop named "Enhancing Student Engagement through Storytelling" for teachers of English enrolled at one of the city schools. The workshop aim specified that participants needed to develop an English storytelling lesson that targeted secondary students through the integration of three narrative devices by the session's conclusion. The teaching approach focused on storytelling analysis alongside team performance of delivery and educational plan design that utilized teachers' of English preference for role-play formats. The assessment procedure required seminar participants to show their developed plans, which would be assessed based on their creative design and plan clarity. The workshop effectively generated teacher involvement, while some participants regarded the goals to be too broad due to narrative technique prerequisites that matched recommendations for precise instructional methods. The storytelling objective proved to be in line with CBA principles since trainees used their English skills to design educational material. The too broad objectives caused challenges following the SMART principle. The goal needs to be divided into incremental steps, beginning with "identify one technique" to move through "incorporate three" while providing visualization aids feedback research. The program would combine multiple subjects through the inclusion of cultural analysis from literature to

provide meaningful connections that mirrored the cross-subject learning. This lesson demonstrated to me the importance of combining ambition with accessibility so that teachers from all English skill levels achieve professional success.

3. Assessment Quality: Validity, Reliability, and Fairness

The syllabus explains validity through the assessment of intended competencies and reliability through scoring consistency and fairness through equal opportunities for all learners. Need-based testing through matrices promotes validity and reliability measurement via Cronbach's Alpha. The assessment process at Orleu must take into account diversity factors, including language barrier accommodation due to its diverse trainee population. The Standard Error of Measurement alerts examiners to handle test results carefully since minute score fluctuations should not be taken seriously. To assess trainees' mini-lesson delivery skills, I developed the assessment for Orleu's English training session. A written rationale was included with this 10-minute lesson to assess writing ability instead of instructional competence, which reduced validity. The reliability suffered because co-trainers scored the assessment differently since we had no common scoring guidelines. The provision of more preparation time served to address fairness issues, although my approach failed to accommodate differences in English proficiency among the participants. The assessment situation followed the same risk factors as described in Section 7.7. The mini-lesson role-play assignment maintained authenticity since it followed the CBA demonstration models and ended up matching my approach to classroom interaction. I would apply a test matrix to validate and focus on delivery skills in the assessment system. To enhance reliability, I will use a rubric with detailed descriptions and score calibration with learning partners. The implementation of bilingual glossaries would improve fairness to let all trainees demonstrate their competence. The SEM concept teaches me to avoid strict pass/fail assessment requirements, which leads me to evaluate overall trainee performance. The assessment design strategies in the syllabus gained reinforcement through this process because they provide necessary equity for professional development.

4. Grading and Standard Setting

Assessment grading must use criterion-referenced analysis to evaluate student competency based on established criteria. The Angoff method and other standard-setting techniques predict borderline performances to establish equitable cut-off points, which uphold professional standards for certification examinations such as those run by Orleu. A grading system depends on three key elements of transparency, fairness, and consistency. Additionally, the analysis of

score distribution helps protect trust by preventing score misconceptions. During an Orleu workshop on “Effective Feedback in English,” I evaluated trainees through a checklist that included items such as “provides specific actionable feedback.” The criterion-referenced system provided definite results yet failed to recognize different levels of mastery since it operated as a simple binary system. The intuitive process used to establish cut-offs in this method might cause evaluation inconsistency between sessions, which warns against making arbitrary thresholds. Some attendees who received grades from the simple checklist disagreed that their ratings accurately captured their progress. Using descriptive levels creates problems when using the rigid scoring system of this checklist. To achieve better grading, I would establish a scale that transitions between basic feedback at the lowest level and advanced customized evidence-based feedback at the highest tier. The implementation of the Angoff method will establish standardized cut-offs to achieve trainer consistency. A distribution analysis of scores would occur so that I could check for fairness before making adjustments to score clusters that tended to gather at either end. The experience taught me about the importance of transparent grading within professional development, thus making me dedicated to designing systems that track trainee progress without compromising standards.

5. Use of Rubrics

Structured tools called rubrics function to define expectations while minimizing judgment subjectivity and guiding feedback assessments, which Orleu needs for its skill-focused training programs. A rubric contains specifications for criteria along with performance levels and descriptive indicators but maintains three to five criteria for sufficient focus. Learned success increases through early rubric disclosure as well as when feedback connects to established criteria. Rubrics enable differentiation because they recognize various student needs. The benchmark measure for assessing language clarity and structural accuracy, and appropriate tone with professionalism was implemented to guide trainees during a workshop on “Writing Professional Emails in English.” The trainees implemented the rubric during their email drafting tasks so they could achieve better results that matched our role-play techniques. Vague expressions like “appropriate tone” appeared in the assessment. Advanced trainees used the rubric to enhance their formality, yet less confident professionals required additional support from the tool. The practice of using specific rubrics for assessment feedback produced learning benefits that match the emphasis on practical abilities. Engaging trainees became possible due to the clear nature of the rubric. I would strengthen my evaluation method by adopting specific verbalization (such as “takes advantage of brief formal language”) and sticking to three evaluation criteria. Training participants should help develop rubrics to enhance their sense of ownership, which resembles my collaborative role-play activities. The differentiation strategy involves templates for trainees who need support along with challenges, such as audience

analysis for more advanced learners. My experience validated my conviction about using rubrics as assessment and instruction linkages that deliver equitable and effective professional development activities. A rubric needs to directly mirror the learning objectives it assesses. Every criterion within the assessment system must maintain direct relevance to the assessment. The descriptors need to present clear and precise information which enables proper differentiation between student performance levels. Moreover, the implementation of rubrics reduces subjective evaluations.

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