Reflection Report

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1. CBC, CBE, and CBA as a System

My main conclusion when studying leadership is the interrelationship between CBC, CBE and CBA: it is a combination of three competency-based systems that function together within the education system. These three concepts complement each other and help students develop real-life skills. Students should not only know and understand theoretical information but also be able to apply it in real-life and in practical situations. One successful example of integrating CBC, CBE, and CBA in my practice was a lesson titled "Developing Reading Literacy Skills Using an Interdisciplinary Approach": CBC: The purpose of the lesson is to develop reading literacy skills through 3 learning strategies using an interdisciplinary approach. CBE: First, I planned an interactive lecture that presented innovative reading strategies for analyzing historical and legal texts, discussed PISA reading literacy levels, and the concept and components of critical thinking. During the group work, the students classified historical and legal documents using the "Ranking" method, algorithms for working with historical and legal texts were compiled using the "Lego" method, and the groups selected annotations for 2 types of historical documents and compared them. Using the "T-Chart" method, they completed columns titled "What do you know?" and "What was new to you?", providing feedback on their learning process. CBA: At the end of the lesson, the students confirmed the group's point of view, arguing with historical facts. The demonstration of their positions in the historical context became the basis of the assessment. As a result, the students demonstrated knowledge of the basic skills of reading literacy in working with historical and legal documents, and were able to

identify the advantages of the new technologies for developing reading literacy using an interdisciplinary approach. This experience highlighted the effectiveness of integrating CBC, CBE, and CBA in promoting critical thinking, collaboration, and meaningful application of knowledge in a real-world context.

2. Curriculum Development and Learning Goals

A good learning goal is not just a statement that means what a student should learn. It is a powerful tool that guides learning, supports student progress, and provides a clear framework for assessment. Let's analyze the SMART principle, which ensures the effectiveness of a learning goal, using the example of the module titled "Improving subject competencies in the context of improving the quality of education: Goals: 1. To improve theoretical knowledge in teaching complex topics by exploring the principles and features of the current history curriculum in grades 10 and 11; 2. To analyze and summarize historical facts when studying complex topics in the school history course for grades 10 and 11; 3. Develop project-based learning skills and historical reconstruction techniques using primary sources. The module is designed for 12 academic hours (each academic hour 45 minutes). After completing the module, students will be able to: - Demonstrate understanding of the theoretical foundations of complex topics in the current history curriculum for grades 10 and 11; - Apply effective methods and strategies to teach complex historical topics;- Design learning tasks and demonstrate practical and individual teaching skills. Studying competence-based learning has led me to the following conclusions: S: The goals focus on 3 skills, clearly indicating what the listener should learn or accomplish. M: Goals allow for performance evaluation and help students to monitor their progress. A: corresponds to the current skills of the listener, the time of training and the learning environment, within 12 hours the planned actions are clearly reflected. R: supports basic subject knowledge or vital skills. The content supports essential subject knowledge and practical skills. T: sets a specific time frame for the goal, which creates conditions for effective planning and tracking progress. Using the SMART framework enables educators to formulate learning goals that are focused, realistic, and outcome-oriented

3. Assessment Quality: Validity, Reliability, and Fairness

This course has deepened my understanding of assessment. Here is a brief summary of the key concepts I have learned: 1. Validity: Assessment should clearly measure what it is intended to assess. For example, when evaluating project work, the assessment tasks must relate specifically to the project objectives. I learned the importance of asking, "What exactly is being assessed?" and ensuring that the answer is clear and consistent.2. Results should

remain consistent when the same assessment is repeated. This means that if multiple assessors evaluate the same test, the outcomes should not vary significantly. 3. Fairness: The assessment process should be fair to all, without discrimination; all evaluators should have the same requirements; no discrimination based on gender, nationality, social status, etc.; assessment should not give anyone any advantages or disadvantages. I will analyze the developed test paper on the subject of "History": 1. validity – determining chronology; working with historical data; testing skills in identifying cause-and-effect relationships. And if some questions are aimed only at asking the fact by heart (for example, "in what years did Abylai Khan rule?"), where it does not fully cover the skills of historical thinking and, therefore, has limited validity. 2. Reliability: the same version of the test is used for all students, the answer sheets are checked objectively (for example, by the answer key). In this case, the evaluation results will be consistent, meaning that no matter who checks, the result will not change. 3. Fairness: all students need the same time, the same conditions. Additional time or learning assistance is recommended for students with special needs. General justice is preserved. If some of the questions are written in a difficult academic language, this may be a problem for students with low language abilities. This may affect the fairness. Therefore, it is important to compose questions in simple, understandable language for everyone.

4. Grading and Standard Setting

During the course, students' knowledge is monitored and evaluated both during the course — formative — and at the end of the course — summative assessment. Formative assessment is used for intermediate control and adjustment of knowledge and skills. It is conducted in the form of performing practical tasks, solving problems, designing a lesson fragment, and a system of tasks. Summative assessment is carried out in the form of final testing. A task bank has been developed for this purpose. The task bank contains 20 tasks for each complex topic studied in the module. The student takes a test consisting of 35 tasks, 4–5 tasks for each complex topic studied in the module. Students' independent work is organized: - in classroom form, in the mode of offline classes — under the guidance of a teacher; in an extracurricular form (30 hours), in online mode — without direct supervision from the teacher. Assignments, recommendations for implementation, examples of implementation, standards for self-verification, and criteria for evaluating assignments are included in the educational and methodological package of the educational program for advanced training. When completing assignments, students are provided with group counseling and support for individual requests. The teacher monitors the students' performance of tasks according to the schedule and provides detailed feedback indicating areas and methods for improvement. Each task has either a benchmark for verification and self-verification or evaluation criteria. Threshold scores are set in the final test based on the calculation of the execution rate in % — from 20 points

and above — which are then converted into grades.As a result of the courses, I became convinced and consolidated the following knowledge: relying only on final tests can contribute to short-term memorization rather than deep understanding. Conversely, using only formative tests can make it difficult to assess overall academic performance

5. Use of Rubrics

How do I use rubrics in studying the History course?I often use rubrics when I need to evaluate project tasks, group work, essays, presentations, and debates. A rubric is a structured tool in which the evaluation criteria are clearly defined. It helps the student clearly understand why they received a particular grade, and for the teacher — it ensures a fair and systematic assessment. For example, the task might be to write an essay on the topic "The Historical Significance of the Formation of the Kazakh Khanate." The criteria in the rubric include: the use of historical data, causality, quality of judgment and conclusions, structure, and literacy. If the task is completed fully — 3 points, partially — 2 points, and if the performance is weak — 2 point. With the help of this rubric, the student has the opportunity to see exactly where they performed well and where they need improvement. Moreover, the assessment process becomes open, fair, and understandable. The contribution of the rubric to learning or assessment: or the student: they know in advance what is expected, so they approach the work purposefully. After receiving feedback, they understand what went wrong and have a chance to improve. For teachers: it reduces subjectivity in assessment, saves time, and facilitates more effective feedback.The main factors that ensure success in developing and using rubrics include:Accuracy and measurability of criteria Discussion of the rubric with students Alignment with the learning goals Clarity and readability Use in combination with feedback: assessment is not only about assigning a grade — when used alongside explanations, it becomes part of the learning process.Rubrics play an essential role in both guiding student learning and enhancing the transparency and fairness of assessment

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