

Reflection Report

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1. CBC, CBE, and CBA as a System

CBC is an approach to education that focuses on what learners are expected to do, not just what they know. It's built around developing specific competencies (skills, values, and knowledge) that are relevant to real-life situations. The goal is to prepare learners to be active, responsible citizens with practical abilities. CBE is the method or system of teaching that aligns with the CBC. It emphasizes personalized learning, where students progress at their own pace after mastering a competency. It values outcomes (what students can do) over time spent in class. CBA is the way learning is measured in the CBC/CBE framework. It focuses on assessing whether students can demonstrate specific skills or competencies, often through practical tasks, observations, or performance-based assessments, rather than just written exams. How They Work Together: CBC sets the learning goals (what students should be able to do). CBE is the teaching approach that helps students achieve those goals. CBA is the measurement tool that checks if the students have actually developed those competencies. Example from School Context: Success Example: In the school where I was an observer, during a Grade 6 science project, learners were asked to design a simple irrigation system using locally available materials. The curriculum (CBC) focused on environmental sustainability, the teaching (CBE) was student-centered and hands-on, and the assessment (CBA) evaluated the learners' practical models, teamwork, and ability to explain the process. This integration worked well because students were engaged, learning was relevant, and the assessment truly reflected their understanding and skills. Failure Example: However, in some

language classes, teachers continued to rely solely on traditional exams. Although the curriculum (CBC) emphasized communication skills and creative expression, the teaching (CBE) was lecture-based and the assessment (CBA) focused only on grammar tests. As a result, students struggled with real-life communication, showing a gap between intended outcomes and actual learning. The failure came from not aligning teaching and assessment methods with the competency goals.

2. Curriculum Development and Learning Goals

1. High-Quality Learning Goals: In a CBC context, high-quality learning goals are clear, specific, and competency-driven. They focus on what learners can do after a lesson, not just what they know. They are measurable, relevant to real-life situations, and aligned with the learner's level of development. Example: "Learners will be able to design and explain a simple water filtration system using locally available materials." 2. High-Quality Learning Activities: These are learner-centered, active, and practical. They are designed to help students develop the targeted competencies through hands-on, collaborative, or inquiry-based methods. They must be inclusive and allow for different learning styles and paces. Example: Group work to build a water filter using sand, gravel, and charcoal, followed by a short class presentation. 3. High-Quality Assessments: In CBC, assessments are continuous, formative, and performance-based. They focus on skills demonstration and attitudes, not just content recall. A good assessment allows the learner to show mastery through real-world tasks or observable actions. Example: Rubric-based assessment of the water filter model, including teamwork, creativity, functionality, and explanation. Example of a CBC Lesson Observed: Project: Grade 5 Biology – "Starting a Home Garden" Learning Goal: Learners will demonstrate how to prepare soil and plant vegetables in a home garden setup. Activity: Learners prepared garden plots in school, planted seeds, and tracked their growth for two weeks. Assessment: Teachers used a checklist to assess participation, technique, and ability to explain the process orally and in writing. Strengths: Very practical and engaging – learners worked in real soil, got their hands dirty, and were motivated. The learning goal was competency-based and linked to real-life needs (food sustainability). The assessment included observation and learner reflection – well aligned with CBC principles. Areas for Improvement: Some learners with physical disabilities or allergies struggled to participate equally – activity lacked differentiation. Reflection and reporting were not fully supported – some learners needed scaffolding for written work. Assessment tools (like rubrics) could be more detailed to capture varying levels of competence (beginner to mastery).

3. Assessment Quality: Validity, Reliability, and Fairness

Assessment Reflection: Assessment Context: I reviewed a Grade 7 Kazakh composition test where learners were asked to write a narrative essay based on a given picture. The task required creativity, grammar accuracy, coherence, and structure. Validity: Valid Aspects: The task matched the learning objectives (writing creatively, using correct language structures). The assessment measured real communicative competence, which aligns with CBC. Invalid Aspects: The picture prompt was abstract and culturally biased (showed a winter scene with snowmen), which was unfamiliar to many learners in our context. No scaffolding or guiding questions were provided, which disadvantaged lower-level or ESL learners. Scoring Consistency: A basic rubric was used, which helped guide scoring (organization, grammar, creativity, spelling). However, some teachers interpreted the creativity component differently, so inter-rater reliability was low. More detailed descriptors for each criterion would improve scoring consistency. Fairness and Student Diversity: Strengths: Students could choose their language level of expression (some used local idioms or familiar settings). No time pressure – the task was completed over two lessons, allowing for deeper thought. Areas for Improvement: Learners with dyslexia or writing difficulties weren't offered alternative modes of expression (e.g., oral narration, typing instead of handwriting). Language learners didn't receive vocabulary support, which affected their confidence and scores.

4. Grading and Standard Setting

Grading in My Context: In my context, grading is done using a competency-based approach rather than relying solely on traditional percentage scores. Students are evaluated based on how well they demonstrate specific learning outcomes or competencies. Grades are usually reported using levels such as: Exceeds Expectations (EE) Meets Expectations (ME) Approaching Expectations (AE) Below Expectations (BE) Each level reflects how well a student can apply knowledge and skills in real or simulated contexts. Is It Clear, Fair, and Aligned with Learning Goals? Clarity: In general, grading criteria are explained using rubrics, especially for performance tasks. However, sometimes the language used in rubrics is too technical for younger learners or even parents. Fairness: Teachers strive for fairness by using standardized rubrics, continuous assessment, and offering different ways to show learning (e.g., presentations, projects, discussions). But fairness can still vary depending on teacher consistency. Alignment: Most assessments are aligned with learning outcomes, especially in project-based or practical subjects. However, in theoretical subjects, some teachers still rely on content recall tests, which don't fully align with the competency-based focus. Cut-off Scores: In CBC, instead of fixed numerical cut-offs, levels of mastery are often defined using performance descriptors. However, when scores are needed (e.g., report cards or national exams), schools may convert rubric levels into percentage bands, such as: 80–100% → Exceeds Expectations 60–79% → Meets Expectations 40–59% → Approaching Expectations Below 40% → Below

Expectations This conversion sometimes causes confusion because it blends competency levels with traditional grading, which can send mixed signals. What Would I Improve? Standardize and simplify rubrics to make them understandable for students and parents. Train all teachers to interpret and apply rubrics consistently to reduce subjectivity. Strengthen feedback — instead of just giving a level, provide clear next steps for improvement. Separate competency grading from traditional scores to avoid confusion and focus on skills, not numbers. Include student self-assessment to encourage ownership of learning and reflection.

5. Use of Rubrics

Using Rubrics in My Work: I use rubrics to guide both assessment and learning. A rubric helps clarify expectations for students, standardizes grading, and provides structured feedback. It breaks down a task into key criteria and describes performance levels from low to high.

Example Where the Rubric Helped: During the oral presentation project, students had to research a community issue and present their findings. I used a rubric with four criteria: Content accuracy and relevance Organization and structure Delivery and language use Engagement and visual support Each criterion had performance levels: Exceeds Expectations, Meets Expectations, Approaching, and Below. Impact: Students used the rubric as a checklist during preparation, which improved the quality of their presentations. Feedback was easier and more transparent, especially during peer assessment. Learners felt the grading was fair and understood what to improve next time.

Key Success Factors for Good Rubric Design & Implementation: Alignment with learning goals: Rubrics must reflect the specific competencies or outcomes students are expected to achieve. Clear and specific descriptors: Each level should clearly describe what performance looks like — avoiding vague terms like “good” or “poor”. Student-friendly language: Learners should understand the rubric — if they can’t use it independently, it’s too complex. Balanced criteria: Don’t overload with too many categories. Focus on the most essential skills or knowledge. Used as a learning tool, not just grading tool: Introduce the rubric before the task, and let students use it for self- or peer assessment. Consistency in use across teachers/subjects: Helps reduce subjectivity and bias, especially in group grading contexts.

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