

Reflection Report

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1. CBC, CBE, and CBA as a System

CBC, CBE, and CBA systems are frequently encountered in education, and understanding and effectively applying them is a key aspect of modern teaching. CBC (Competency-Based Curriculum) underscores not just acquiring knowledge but also being able to use it practically in real life, emphasizing specific competences - knowledge, skills, and values. For instance, a student mastering the competence “understanding text content” can work with any text. This approach, widely integrated into general school programs, relies on clearly stated competency-oriented learning objectives. Lesson planning often includes setting SMART goals, carrying out effective assessments, and using reflection. CBE (Competency-Based Education) continues the instructional process until a student fully masters a given competence. The focus on tangible outcomes enables learners to link tasks with real-life situations. Competence here means a harmonious combination of knowledge, skills, and personal attributes- such as independently locating information and applying it practically. For example, a learner may identify the main idea of a text and provide supporting evidence. Assessment criteria serve as clear indicators of student achievement, such as demonstrating precise understanding of text content. Formative assessment monitors progress during instruction, giving formative questions and feedback, while summative assessment summarizes performance at certain intervals - e.g., end-of-topic tests or final evaluations. Flexibility in pacing allows students to learn at their own speed. Teachers act as facilitators and assessors, which highlights the learner's actual achievements and supports individualized,

learner-centered teaching. Within CBA (Competency-Based Assessment), assessment is not just about verifying knowledge; it is a tool to determine learners' competences (application, understanding, analysis, evaluation). Advantages include promoting active engagement and personal growth, particularly in practical, project-based, debate, or essay-driven lessons, fostering teacher creativity. The challenges stem from measuring competences accurately, requiring significant preparation and resources, which can vary by school.

2. Curriculum Development and Learning Goals

Competency-Based Curriculum ensures that learning objectives guide both students and teachers toward shared outcomes in the teaching and learning process. It evaluates not only theoretical knowledge but also practical skills, critical thinking, and the ability to act effectively in various situations. The main goal is to develop learners who are life-ready, capable of independent decision-making, and able to apply their knowledge in practice. When formulating learning objectives, they should be specific, measurable, and purpose-driven. For example, in a language lesson, students must learn grammatical rules and be able to apply them in real speaking and writing, thereby developing comprehension, application, and analytical skills. Each learning activity is designed to help students use new knowledge in real life - through tasks such as discussing problems and making decisions to confirm their understanding. Assessment measures students' knowledge, skills, and experience; it must be fair, transparent, and adapted to individual capabilities. Competency-based learning focuses on understanding, application, and reflection, cultivating critical thinking, responsibility, and effective communication. These are crucial for success. In education, these three elements - learning objectives, learning activities, and assessment - are interlinked, boosting students' confidence and helping them apply their knowledge daily. Students do more than memorize rules or read texts; they also learn to analyze and creatively expand their skills. For instance, while studying Abai's "Qara Sozder," tasks included comprehension of the text, articulating personal views, discerning author and character perspectives, and linking the material to real life. Learners were assessed on "apply, understand, analyze, evaluate" levels, working at their own pace. In lessons on "adjectives" and "Saken Seifullin's works," they identified adjectives, found them in literary texts, and analyzed emotional roles. Some composed simple phrases, others crafted sentences, and still others wrote creative essays. These goals, activities, and assessments must be unified so students truly master and apply essential competencies.

3. Assessment Quality: Validity, Reliability, and Fairness

Ensuring assessment quality through validity, reliability, and fairness is crucial, as these three aspects guarantee accurate and equitable results while enabling an effective educational process. (1) Validity ensures that tasks truly evaluate students' actual knowledge and skills. If tasks are misaligned with objectives or only cover theoretical content while ignoring practical application, genuine competence cannot be identified. Validity clarifies learners' capacity for study, leading to correct and fair grading. (2) Reliability concerns consistency and stability in assessments, showing that the same task yields similar results across different evaluators or times. Without reliability, student proficiency may be incorrectly assessed, disrupting the learning process. Reliability supports accurate feedback and improves overall educational effectiveness. (3) Fairness guarantees equal, appropriate opportunities for every student, not merely testing knowledge but adjusting to diverse abilities and personal characteristics. A fair assessment system evaluates learners impartially, accounting for individual effort and potential; without it, they risk failing to demonstrate their abilities, diminishing motivation. In my competency-based lessons, I found that assessment clearly reflects creativity, language richness, and text comprehension skills. A "Makhambet's Poetry Analysis" task used criteria to reveal the poem's idea, analyze the poet's language, and connect it to modern life. During implementation, teachers define learning goals within a competency-based framework, design tasks linked to real-life, develop criteria and descriptors, and guide students. Meanwhile, students engage actively, complete tasks independently, and develop competencies. Formative evaluation tracks progress, and summative assessment verifies final outcomes with reflection and self-assessment. In a project aimed at improving sixth-graders' text-work skills, I aligned objectives, tasks, and assessments under outcome 6.3.1.1 - identifying main and supporting ideas. Students practised distinguishing central ideas from extra information, received oral feedback, and later composed descriptive texts independently. Validity, reliability, and fairness foster accurate, equitable evaluation, making teaching and assessment more efficient.

4. Grading and Standard Setting

Assessment is not merely a binary judgment of right or wrong; it reveals how students can apply their knowledge. In a competency-based education system, assessment holds a pivotal role. At the start of each lesson, the learning objectives must be presented so that students work purposefully toward them. Assessment criteria clarify expectations, enabling students to self-monitor their work against these benchmarks. Sometimes assessment can be challenging-for example, certain tasks may not fully disclose a student's thinking- so learners should be invited to explain their work, which enhances fairness. Peer assessment and self-assessment practices increase student accountability. Serving as a developmental tool, assessment-when fair, transparent, and comprehensible - drives better outcomes. It must

always be anchored in the learning objectives. The use of rubrics in grading is equally important. Rubrics provide level-specific descriptors- such as “performed well,” “partially performed,” or “did not perform”- making evaluation precise and transparent. Threshold scores should be assigned based on these descriptors. Consider a 6th-grade Kazakh language lesson on text types (description, argumentation, narration). Task design aimed not only to reinforce linguistic knowledge but also to develop functional literacy and real-life applicability. Core competencies targeted were communicative actions (accurate speaking, writing, and expressing opinions); informational competencies (comprehension, analysis, application); and cognitive competence (thinking, comparing, drawing conclusions). Students compared text types, identified main ideas, and produced their own short texts on topics like “Urban ecological issues,” which were assessed for structure and linguistic features. I employed a three-level rubric for the “text type discrimination” task: Level 1 - unable to identify the type; Level 2 - identified without justification; Level 3 - identified and justified with linguistic evidence. Competency-based assessment must be equitable, transparent, and goal-oriented, organized clearly around learning objectives to enhance student motivation and accountability.

5. Use of Rubrics

Competency-based education directs students to apply their learning in real life. A rubric is a precise set of evaluation criteria that makes assessment fair, transparent, aligned with objectives, and clear. Students use it to review their work, fostering reflection and clarifying why they received a grade. Consistency ensures all students meet the same standards. In my practice, I enhance learning quality with rubrics, ensuring transparency and feedback that guides improvement. Rubric descriptors articulate performance levels- exemplary, proficient, developing- making grading transparent and supporting peer and self-assessment cycles. They also foster professional dialogue among teachers, ensuring consistent standards across classes. I regularly assign essays, dialogues, and compositions with rubrics specifying expected behaviors—e.g., “coherent ideas,” “grammatical accuracy,” “rich vocabulary.” By explicitly defining criteria for behaviors such as idea coherence, linguistic precision, and critical reasoning, rubrics make assessment more objective. This ensures validity by focusing assessment on intended goals and helps students set targeted goals and track progress over time. Rubrics reveal specific competencies: when evaluating comprehension, analysis, or organization, teachers employ clear descriptors, and students pre-check drafts, developing self-assessment skills. The task showed strong validity and fairness, though scoring consistency and differentiation across student levels need attention. Assessment should also measure critical thinking, analysis, and problem-solving. Implementing criterion-referenced assessment- with tiered tasks, tailored feedback, and ongoing progress monitoring -will enhance effectiveness. Differentiating instruction and tasks to student needs will further

improve outcomes. In one successful essay■writing project, students self■evaluated their drafts using the rubric before my scoring; our grades aligned, boosting their confidence. To refine rubrics, I plan to share them with parents and involve them in the process, increasing transparency. A well■designed rubric systematizes learning, enables fair evaluation, and teaches students to assess their own work. Rubrics are essential for professional growth and student empowerment.

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