Reflection Report

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1. CBC, CBE, and CBA as a System

I understood from this topic the relationship between CBC, CBE and CBA in competency-based education. A competency-based curriculum (CBC) is a curriculum that focuses on specific knowledge and the development of practical skills. I understood that this system teaches students what they need to know and allows them to apply their knowledge in real life. Competency-based education (CBE) is a teaching method that focuses on developing useful skills in students. I learned that CBA competency-based assessment assesses not only students ' knowledge, but also their ability to apply the knowledge they have acquired in real life. The 8th grade Kazakh language lesson, I implemented the "Water Resources" project using the CBC, CBE, and CBA integrated system . Based on the CBC, the learning objective "The student writes a text about water resources and suggests ways to save water" was clearly established, through CBE, students collected information about water resources, conducted research, developed posters, and defended their work in front of the audience . I conducted criterion-based assessment and feedback using the CBA method . This approach contributed to the development of students' cognitive, communicative, and research skills. Based on the unified system, validity and fairness were maintained in the assessment. By using a unified system of CBC, CBE, and CBA, I was able to implement active learning methods and fair assessment methods that were in line with the learning objectives. Students were able to apply their knowledge to real-life situations through group work, research, and poster presentations, which It showed that CBE was clearly implemented. The clarity of assessment criteria and

timely feedback based on CBA increased the effectiveness of teaching. However, it was found that some students did not provide complete information when conducting research. Next time, I will focus on providing a wide range of sources and using time effectively.

2. Curriculum Development and Learning Goals

When creating a curriculum, learning objectives (CBC) should be specific, accessible, and competency-based. I understood that learning goals need to be specific, measurable, achievable, realistic, and time-bound (SMART) . To achieve these goals, planned learning activities (CBE) are based on engaging students in activity, analysis, and reflection. And assessment (CBA) assesses the level of achievement of those goals through specific descriptors. I have been convinced that this three-tier system improves the quality of teaching and paves the way for the full development of students. During the teaching of the topic "Traditions and Holidays" in the Kazakh language lesson, I formulated the learning objectives according to the SMART principle in accordance with the structure of the CBE. This objective included the levels of understanding, application and accumulation of Bloom's taxonomy. Within the CBE system, students demonstrated the skills of constructing a story, maintaining a speech style and working with data as observable behavior. The assessment was carried out using the CBA method: the student's work was assessed using a rubric and descriptors, using a scoring system. Constructive correspondence between the learning objectives and the task was maintained, and the assessment was conducted in a valid, reliable and fair manner. I formulated the learning objectives according to the CBC system in the SMART model. The objective included the student's skills in composing a text, expressing an opinion, and using language norms. This learning objective corresponded to the application and accumulation levels of Bloom's taxonomy. Written and oral tasks were performed as behaviors monitored by the CBE method. Assessment was carried out using a rubric and descriptor in accordance with the requirements of the CBA. Constructive correspondence between the task and the objective was maintained, the assessment was valid and reliable. However, some students did not fully understand the assessment criteria, so next time I will plan the rubric together with the students.

3. Assessment Quality: Validity, Reliability, and Fairness

A competency-based education system ensures that assessment is high-quality, fair, and effective. I understand that reliability is the consistency of assessment, validity is the consistency of learning objectives, and fairness is the equal opportunity for all students. This allows for a fair and accurate assessment of learning achievements within the framework of

CBA. I understand that the CBC program is closely related to the CBE process, and that the learning content and teaching methods are combined through accurate assessment. I am convinced that high-quality assessment allows for a clear identification of student competence. In the lesson on the "Healthy Nutrition" section of the Kazakh language lesson, the three main principles of assessment quality - validity, reliability and fairness - were harmoniously combined. According to the SVS system, the learning goal was created using the SMART principle. According to the SBE method, the observed behavior was manifested through the selection of information, text composition, and argumentation. According to the SBA system, assessment was carried out using a rubric and descriptors. The assessment was valid and reliable. Each student's text was assessed according to specific criteria. The learning objectives structured on the basis of the CBC were determined in accordance with the SMART principle and were aimed at developing students' skills in composing texts and expressing their own point of view. The constructive correspondence between this goal and the task allowed for a clear assessment of student performance. The assessment rubric created using the CBA method increased confidence in student achievement through a point system. With the CBE method, the observed behavior of the student was clearly reflected - the student was able to express himself by collecting information, reasoning, and writing a text. However, the principle of fairness was not fully implemented for some students. In the future, I would like to create differentiated descriptors and create assessment criteria together with students.

4. Grading and Standard Setting

Understanding the competency-based education system (CBC, CBE, and CBA) as a single framework has opened up a new dimension of assessment for me. CBC, CBE , CBA I realized that the unity of the curriculum is aimed at assessing not only students' knowledge, but also their ability to apply their knowledge , skills, competencies, and attitudes. I realized that assessment and grading are not just results, but also a means of improving the learning process. In my own experience I strive to use CBA assessment as a mechanism to improve the quality of teaching, with an emphasis on the developmental trajectory of students. I experienced the importance of assessment quality while teaching the topic "Largest Libraries in the World" in the Kazakh language subject. In accordance with the structure of the SBE, the learning objective was formulated using the SMART principle . Within the CBE system, actions such as composing a text, using thematic words appropriately, and maintaining a logical structure were observed as controlled behaviors. The assessment process was conducted on the basis of the CBA. Students' work was assessed using a rubric and descriptors. This approach ensured validity and reliability. Of this topic , the SMART goal, created in accordance with the structure of the CBC, was successful. Through the CBE process, students worked with concrete information and demonstrated controlled behavior in constructing their own text. The

assessment in terms of CBA was conducted using a pre-suggested rubric and descriptors, allowing for reliable and valid assessments. However, I would like to provide feedback more appropriately in the future. I intend to enrich the feedback format with visual aids and increase the student's ability to reflect.

5. Use of Rubrics

I have realized that using rubrics increases the relevance and fairness of assessments . Because the rubric clearly defines learning objectives and assessment criteria, clearly shows the student what to learn and how to achieve success . I realized that in the competency-based education system, the rubric allows you to assess the student's specific skills . In the Kazakh language subject, the use of a rubric in a lesson on the topic "Interesting Vacation" increased the quality of assessment and became an effective tool for increasing student activity. A SMART learning objective was developed in accordance with the structure of the CBC. This objective was based on the levels of application, accumulation, and evaluation of Bloom's taxonomy. Using the CBE method, students composed a story about their vacation and demonstrated sentence structure, time order, and the use of words appropriate to the topic as observed behavior. Assessment from the perspective of the CBA was carried out on the basis of a previously proposed rubric and descriptors. The rubric included 4 main criteria and ensured fairness and reliability. The process of using the rubric during the lesson on the proposed topic was effective. First of all, the SMART goal created according to the CBC system was focused on the specific actions of students and had a complete constructive correspondence with the task. According to the CBA system, the assessment was carried out using the rubric and descriptors proposed in advance. The assessment criteria were clear, understandable and fair. Student achievement was assessed validly and reliably. However, not all students were able to work with the same understanding when using the descriptors. Next time, I would organize an analysis of the assessment criteria and descriptors with students and a detailed explanation using examples.

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