

# Reflection Report

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## 1. CBC, CBE, and CBA as a System

Modern Education Requires a Focus Not Only on Knowledge, But on the Ability to Apply It in Practice What we teach, how we teach, and how we assess learning outcomes must all be aligned. In this context, the CBC/CBE/CBA system serves as an effective tool for transforming the educational process. • CBC (Curriculum Based on Competencies) provides the framework of the educational program — with clear, practical learning objectives linked to real-life situations. It fosters functional literacy in learners. Each objective should be focused on observable behavior, meaning what the student can actually demonstrate and apply in real-world contexts. • CBE (Competency-Based Education) is an approach to organizing learning in which the active learner is at the center. It promotes active learning methods, flexible pacing, individualized learning paths, and group-based formats. • CBA (Competency-Based Assessment) is the natural continuation of this approach, enabling the assessment of not just knowledge acquisition, but the ability to apply it in practice. A key principle here is the authenticity of tasks. These components are interconnected. Their integration is the foundation of quality education. Only when objectives, instruction, and assessment are aligned within a single logical framework does true effectiveness emerge. Example from My Practice: During a professional development course for primary school teachers, in the module “Enhancing the Content and Methods of Educating and Teaching Children,” participants were asked to: • Choose a core value from the Holistic Education Program • Formulate a SMART learning objective • Develop a demo lesson and design

assessment criteria (rubric) One group of teachers created a demo lesson on the topic “Methods of Water Purification” using experimentation. The learning objective was clearly defined, the activity had a strong practical orientation, and the assessment featured transparent criteria. The success of the lesson came from the alignment of goal – activity – assessment. However, not all teacher groups initially succeeded in formulating observable behaviors, so we revisited Bloom’s Taxonomy and the principle of constructive alignment. Therefore, effective integration of CBC/CBE/CBA requires coordinated collaboration across the entire teaching team. It is essential to build a shared understanding of how these components relate. I used the backward design model in training — starting with the lesson goals, then developing the assessment tools, and only then planning the learning activity. This approach received positive and productive feedback from the teachers.

## 2. Curriculum Development and Learning Goals

Curriculum Development in the Context of CBC in Primary School Developing a curriculum based on CBC (Curriculum Based on Competencies) in primary education requires learning objectives that are achievable and competency-oriented. These objectives should: • Reflect real-life situations • Describe observable behavior • Be measurable (in SMART format) • Be logically aligned with active learning tasks and assessment methods The key principle is constructive alignment: Learning Objectives ↔ Learning Activities ↔ Assessment Example from Practice: During a professional development course for primary school teachers, we analyzed a demo lesson on the topic: “Nature and My Safety” (Grade 3) Lesson objective: Students formulate rules of behavior in the event of geological and climate-related natural disasters. Learning activities included: • Pair work (classifying natural disasters) • Individual work (creating a graphic model) • Oral reasoning and explanation • Self-assessment using a checklist What worked well: • The objective was practical and observable • The task engaged students and encouraged reflection • Students clearly saw the connection between world knowledge and everyday life What needed improvement: • There was no clear rubric for evaluating the quality of students’ argumentation Next step: We proposed that colleagues create a simple three-level rubric (basic – proficient – advanced), including: • Accuracy of the rule formulation • Logical clarity of the explanation/argument • Clarity of the graphic model This type of rubric makes assessment more transparent and motivating, and fosters a sense of responsibility in students regarding their own safety and learning actions. Teaching Practice Insight: In my own teaching, I started using the technique of “translating learning objectives into student-friendly language” and displaying them on the board or in worksheets. This significantly improved students’ awareness and engagement in completing their tasks.

### 3. Assessment Quality: Validity, Reliability, and Fairness

Validity, Reliability, and Fairness — Three Core Quality Criteria in Competency-Based Assessment

- Validity means that the assessment truly measures what it is intended to measure.
- Reliability is the consistency of results regardless of who conducts the assessment.
- Fairness ensures equal conditions and considers the diverse needs of all students.

Example from Practice: In a 4th-grade math class on the topic “Word Problems on Motion,” students were given a practical task in addition to standard problems: “Dilyara and her father went by bicycle to a village located 18 km from their home. Her father rode at a speed of 12 km/h, and Dilyara at 9 km/h. Who will get there faster and by how many minutes?” “Why is it important to consider speed when planning a route?” The task involved arithmetic calculations, application of the distance-speed-time formula, and was set in a real-life context, which ensured authentic validity.

Why this task was valuable:

- It used a real-world scenario, familiar to students
- It assessed not only calculation skills, but also the ability to reason and justify conclusions

Assessment challenges:

- One teacher focused only on the correctness of the calculation, stating that the main thing was to apply the formula
- Another deducted points if there was no explanation
- As a result, identical answers received different scores, which affected reliability

Solution: Introducing a clear four-level rubric:

- 3 points – correct calculations, logical explanation of who is faster, and justification
- 2 points – correct answer, brief conclusion without explanation
- 1 point – partial correctness: some calculations, but with errors or incomplete conclusion
- 0 points – error in calculation, no conclusion

What changed:

- The quality of feedback improved significantly
- Students began to understand why they received a particular score
- I began using pre-assessment calibration — discussing criteria with colleagues before grading, which increased reliability
- I also became more attentive to task phrasing: checking whether the task truly assesses the targeted competency and not just mechanical skills — this makes the assessment valid

### 4. Grading and Standard Setting

In the traditional primary education system, assessment often focuses not on a child’s actual understanding or development, but rather on how well their actions align with the teacher’s expectations. In the CBA (Competency-Based Assessment) system, the emphasis shifts from “effort-based grading” to the achievement of specific learning outcomes, making the assessment process more transparent and supportive.

Example from Practice: Subject: World Around Us Topic: “The World of Professions” (Grade 3) Students collected information, analyzed it, and drew conclusions about various professions, while developing a value-based attitude toward people’s work. Guiding question: “Why is this profession important to society?”

The task included:

- Information gathering
- Presentation of material
- Interpretation and

conclusion How assessment was conducted: • Each criterion was scored on a 0–2 point scale • Maximum score: 6 points • The passing threshold was set at 4 points What worked well: • The assessment was aligned with the lesson’s learning objectives • Students knew the criteria in advance and used them for planning and self-assessment • Everyone received individual feedback What needed improvement: Previously, the minimum competency thresholds were determined intuitively. I have now introduced defined competency levels: • Beginner: the student names the profession and mentions a couple of facts • Basic: collects information, draws a conclusion, and explains the importance of the profession • Advanced: independently structures their response This helps make learning standards more transparent and adaptable. I also use a “mini self-reflection rubric” — a simple tool that helps students develop reflective thinking and intrinsic motivation.

## 5. Use of Rubrics

Rubrics — One of the Most Effective Tools in Competency-Based Assessment Rubrics are among the most effective tools in competency-based assessment. They help structure expectations, make evaluation criteria clear to students, and ensure objectivity for the teacher. Example from Practice: During a seminar with mathematics teachers of grades 3–4, we developed a rubric to assess the task “Planning a Purchase” (solving real-life problems involving addition, subtraction, and multiplication). Students worked in groups, calculated income and expenses, created tables, and justified their choices. A four-level rubric (from beginner to advanced) was created based on three criteria: • Accuracy of calculations • Format and structure of presentation • Justification of decisions Impact of Implementation: • Students knew what was expected of them before starting the project • Assessment became more transparent, justified, and fair • Teachers noted a reduction in disputes and conflict when discussing and assigning grades Key considerations in rubric development: • Use clear, specific, and easily observable wording • Structure levels with gradually increasing complexity • Align the rubric with learning objectives and the task format • Test the rubric in practice, gather feedback, and revise as needed Currently, I use rubrics for: • Final tasks • Oral responses • Group work (including self- and peer-assessment) The rubric has become a tool for developing student thinking — helping them recognize the quality of their work and take greater responsibility for their own learning.

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