

Reflection Report

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1. CBC, CBE, and CBA as a System

Competency-Based Curriculum (CBC) is a curriculum based on competencies. It goes beyond merely acquiring knowledge and focuses on applying it in real life. CBC has six key features: clear learning objectives: practical learning, cross-curricular integration, active learning, flexible learning pace, real-world assessment. Competency-Based Education (CBE) focuses on developing life skills and allows learners to acquire knowledge at their own pace. Learners move on to the next learning objective only after mastering the previous one. It answers the question, "What can a student do with what they know?" Students are given time and support to master content. Competency-Based Assessment (CBA) is aimed at assessing not theoretical knowledge, but the ability to apply knowledge in practice. These three components complement each other: CBC defines what the learning goals are; CBE outlines how to achieve them; CBA helps assess the outcome. When all three are aligned, learning outcomes improve. For example, in one of the professional development courses I conducted, the practical session demonstrated how these three components can be effectively integrated. Teachers were tasked with designing lesson plans that aligned learning objectives, instructional activities, and assessment criteria. One teacher, for instance, developed a lesson on "Identifying the main idea in a text," with tasks involving pair work and discussions, and provided clear assessment criteria. This integration was successful as all components were in harmony. However, some teachers created engaging tasks but failed to connect them with the learning objectives and assessment criteria. As a result, students did not understand why they

were being assessed. This indicated an ineffective implementation of the CBA system. Some teachers' tasks did not contribute to achieving the lesson goals, making the assessment invalid. In other words, CBC, CBE, and CBA did not complement each other in those cases. Thus, the practical work highlighted the importance of the interconnection between CBC, CBE, and CBA.

2. Curriculum Development and Learning Goals

A competency-based curriculum should not only focus on theoretical knowledge but also on the ability to apply that knowledge in practice. Therefore, high-quality learning objectives must be specific, measurable, achievable, and aligned with the learning context. Such objectives should reflect observable behaviors that demonstrate skills. Learning activities should promote student engagement, critical thinking, and creativity. Assessment must fully align with the learning objectives and be valid and reliable. For example, in a professional development course, one participant conducted and defended a lesson "Developing Critical Thinking Skills." The lesson objective was: "develop students' ability to identify the main idea in a text and justify their viewpoint." This objective followed the SMART criteria—being clear and measurable. The learning activities engaged students in pair and group work, discussions, and reasoning. Tasks such as text analysis, opinion writing, and participation in debates enhanced students' functional literacy. Students deepened their understanding through discussion, not just task completion. The teacher used a rubric for assessment, with clear criteria including justification, use of evidence, logical reasoning, and language accuracy. This ensured the assessment was both valid and fair. Predefined criteria helped students understand expectations and take responsibility for their learning. However, feedback during the lesson was not always timely or specific. The teacher often limited responses to "good," "correct," or "well done," without explaining why the response was good. As a result, students lacked clear direction for improvement. Therefore, in future lessons, the teacher should provide effective oral and written feedback. In the context of CBC, I believe that for a lesson to be high-quality, learning objectives, instructional activities, and assessment must be logically connected and mutually supportive.

3. Assessment Quality: Validity, Reliability, and Fairness

During the professional development course, participants were given the task of "Developing a lesson plan." This task aimed to assess their ability to clearly define learning objectives, ensure task alignment, apply differentiation strategies, and conduct reflection. The rubric developed for the task was aligned with the learning objectives and ensured the validity of the assessment. In

terms of validity, the criteria and descriptors were specific and measurable. For example, the criterion "Is the learning objective well-formulated?" was supported by clear descriptors (alignment with the curriculum, demonstration of competency, use of measurable verbs). This ensured the assessment was goal-oriented and content-relevant. However, some criteria were found to be too general. For instance, the criterion "task is appropriate for the student's level" lacked clarity on which specific aspects should be considered. To ensure fairness and address learner diversity, teachers were given the option to choose a subject or grade level based on their experience and adapt the task accordingly. Some participants received individual guidance, with additional explanations about the content and format of the task. This approach supported inclusivity and fairness. Reflection also played a key role in the assessment process. After completing the task, participants analyzed their own work based on the evaluation criteria and identified personal areas for growth. This helped develop their self-assessment skills and encouraged more responsible participation in the learning process. By the end of the lesson, it was evident that most tasks were valid, consistent. However, I realized there is still a need to refine certain criteria and enhance the delivery of personalized feedback to teachers. Some teachers struggled with formulating SMART objectives and creating differentiated tasks for students. Therefore, I have set a goal to address individual teacher needs more effectively in the planning of the next lesson.

4. Grading and Standard Setting

In my practice, I use a criterion-based assessment approach. I understand that assessment should not only reflect final results but also serve as a tool to monitor, support, and guide the learner's progress. To plan lessons, I develop assessment criteria and descriptors that align with the learning objectives. This ensures transparency and fairness in the evaluation process. During formative assessment, I observe learners' work and try to provide timely and effective oral or written feedback. This allows learners to correct mistakes and improve their work. Additionally, the final projects of teachers attending professional development courses are assessed using evaluation sheets. For example, I assign different roles to the groups: one group acts as teachers, another as evaluators, third group take on the role of students. The evaluator group assesses the teacher's performance using pre-designed evaluation sheets. Clear threshold scores are used in the assessment. These thresholds are determined through a rubric developed in advance, taking into account the complexity of the learning objectives. For instance, in a specific task, a full answer is 2 points, a partially correct answer is 1 point, and an incorrect - 0 points. These scales help maintain fairness and consistency. As a trainer, I always verify the scores given to ensure reliability. Through the use of peer and self-assessment, I create opportunities for learners to reflect on, analyze, and evaluate their own knowledge. Since criterion-based assessment is also embedded in the school curriculum,

applying it is generally not difficult. However, teachers often mention that due to the 45-minute limit of lessons, it becomes challenging to organize systematic feedback for students. This prevents students from fully understanding their mistakes. Therefore, I plan to work with teachers to improve the quality of feedback, analyze assessment results together with students, and identify their achievements and areas for development.

5. Use of Rubrics

As part of the professional development course for primary school teachers, I use rubrics to clarify assessment criteria, outline task performance steps (descriptors), provide feedback during lessons, and ensure fair evaluation of learning outcomes. When a rubric is aligned with the learning objective, participants understand what they need to learn, how to achieve success, and the requirements for assessment. To help participants understand and use rubrics effectively in practice, I incorporate rubric components during my own lessons, and teach them how to create effective rubrics. For example, in one of my lessons, I asked teachers to develop an assessment task and a corresponding rubric based on the topic. Teachers formulated a learning task, developed assessment criteria aligned with the learning objective, wrote descriptors, used the rubric to assess each other's work and reflected on how well the principles of consistency and fairness were maintained. Through this experience, they were able to see the concrete impact of rubrics on the learning process. The descriptors were shared with participants beforehand, which helped them understand the task requirements and complete the work with quality. Thus, the rubric served not only as an assessment tool but also as a support for understanding the learning objectives. However, in tasks without descriptors, it became evident that some teachers used rubrics only to assign grades. Therefore, during the course, I emphasized the use of rubrics as an active tool in teaching and learning. Reflecting on my experience, I realized that when developing rubrics, the focus should always be on learning objectives and expected outcomes. Using rubrics increases motivation and helps ensure objective assessment. To enhance the effectiveness of rubrics, they should be regularly updated to meet learners' needs. A well-designed and appropriately used rubric improves learning quality, helps define each learner's development path, and supports differentiation. Clear descriptors for each level allow learners to self-assess, identify weaknesses, and make improvements. I came to understand that well-defined assessment criteria enable fair and systematic evaluation of learners' achievements.

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