

Reflection Report

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1. CBC, CBE, and CBA as a System

CBC is a Competency-Based Curriculum, built around the formation of key competencies in learners: knowledge, skills, values, and attitudes necessary for a successful life. The main focus of the curriculum is not how much learners know, but what they can do with that knowledge and how they can use it in real-life situations. CBE is Competency-Based Education, an approach to learning that centers around the development of skills. Learners progress at their own pace — they move forward only after fully understanding and mastering the material. CBA is Competency-Based Assessment, a method of evaluation that focuses not on the reproduction of information but on the practical demonstration of competencies. The key is to assess whether the learner can apply their knowledge in a real or simulated situation.

How they work together:

- CBC defines the structure and goals of the program — what needs to be learned.
- CBE determines the methods and approaches — how to teach.
- CBA checks if the learning goals are achieved.

Together, they form a system where learning becomes individualized, practical, and skill-oriented. Example of successful integration: Project: “Eco Patrol” in Grade 1

CBC: The curriculum aimed to develop children’s basic ecological awareness and a responsible attitude toward nature (key competency: ecological literacy).

CBE: During the project, learners participated in nature observations, collected litter on school grounds, conducted experiments with water and soil, and discussed behavior rules in nature. The learning process was play-based, step-by-step, and conscious.

CBA: Assessment was done through observing children’s actions, evaluating creative tasks (drawings, stories), and

through reflection — “What did I learn? What can I do now?” Why it worked: Children were engaged and motivated; parents supported the project at home; and the children demonstrated new behaviors and knowledge in everyday life.

2. Curriculum Development and Learning Goals

Project: “School Mini-Garden” Goal (CBC): To develop students’ ability to care for living organisms (plants), understand basic biological growth processes, and foster a sense of responsibility and ecological thinking. Key competencies: Ecological literacy; Responsibility; Communication; Cognitive activity. Learning Activities (CBE): To achieve these goals, learning was structured in accordance with CBE (Competency-Based Education) principles: Seed planting: Children planted seeds independently, learning about light, moisture, and soil. Observation calendar: Daily logging of plant changes (height, color, leaf condition) developed observation skills. Growth measurement: Children used rulers to measure plants, building math and data skills. Plant care: Regular watering and soil loosening helped develop responsibility and consistent effort. Discussion and reflection: Questions like “What does a plant need to live?”, “What happens if we forget to water it?” stimulated critical thinking. Mini-presentations – “My Sprout”: Children described their plants, drew them, and prepared simple oral reports. Assessment and Feedback (CBA): Assessment was conducted in a natural environment and focused on both process and outcome. It included: Observation of actions: Regularity of care, engagement, initiative. Oral questioning: Simple comprehension questions, e.g., “What did you learn about plants?”, “What does it need to grow?” Creative work: Drawings, stories, models. Self-assessment: Children reflected on what they liked, what they accomplished, and what they learned. Peer and parent feedback through discussion and a small exhibition of results. What worked well: High engagement: Children were eager to participate and showed initiative, excited to monitor their plants’ growth. Sense of ownership: Each child saw their plant as a personal, living project. Parental support: Discussions at home, help with plant care, shared photos. Visible results: The growing sprout became a metaphor for success and personal development. Development of interdisciplinary skills: Math: Measurement Environmental studies: Plant life Communication: Presentations Art: Drawing and visual expression What could be improved: More individualization: Allow children to choose the type of seed or plant (vegetables, flowers, grains). This increases freedom and motivation. Add inquiry-based tasks: “What happens if you plant a seed without soil?” “What happens if we water it with juice or milk?” “Does it grow faster in the dark or in the light?” These tasks foster critical thinking, the ability to form hypotheses, and conduct simple experiments. Include digital tools: Use photo or video documentation Create mini videos about the growing process to enhance reflection and communication skills.

3. Assessment Quality: Validity, Reliability, and Fairness

Topic: Analysis of a Real Assessment Based on Three Key Criteria Assessment Example:

Final Diagnostic Test in Environmental Studies (Grade 1) -Validity: The assessment aimed to evaluate students' knowledge about the seasons, weather, and rules of behavior in nature.

Valid elements: Matching question: "Which phenomena are typical for spring?"

Cause-and-effect question: "Why shouldn't we break tree branches?" These tasks accurately assessed understanding of the topic and matched learning goals and child development levels.

Invalid element: Question: "What is photosynthesis?" The question tested rote memory and used age-inappropriate terminology. -Reliability (Consistency): The assessment was

administered to all students under the same conditions. Positive aspects: The questions were the same for everyone. Instructions were clear and consistent. Negative aspects: The difficulty level was inconsistent — easy questions were suddenly followed by much harder ones, which could confuse students. This inconsistency lowered reliability, as results may have depended more on the order of questions than on actual knowledge. -Fairness and Consideration of

Learner Diversity: There were children in the class with special educational needs (SEN) and non-native Russian speakers. Support provided: Texts were read aloud. Questions were clarified when needed. Visual cues were used to support understanding. Alternative formats:

Some students gave oral answers instead of written ones. Thus, the principle of fairness was upheld, and the assessment was adapted to meet diverse learner needs. Conclusions and

Suggestions for Improvement: Avoid technical terms not tied to personal experience. Consider pre-testing the tasks with a small group to check for smooth progression of difficulty. Use visual and multimodal assessment formats (e.g., images, verbal responses, hands-on tasks) to ensure fairness and accessibility.

4. Grading and Standard Setting

Assessment System in My Context (Early Childhood and Primary School): General Structure:

The system includes both formative (ongoing) and summative (final) assessment. The main focus is on the development of competencies, not just the memorized facts. Clarity:

Assessment is understandable to children — they know what is being assessed and how: "You named 3 parts of the plant." "You helped your friend during the task." Tools like smiley faces, colored tokens, "success ladders," and "skill trees" make evaluation visual and

age-appropriate. Reflection after lessons is simple and age-appropriate: "I liked...", "I

learned...", "I want to try..." Fairness: Tasks are adapted to each child's developmental level.

The individual needs are considered (including children with special educational needs).

Different forms of expression accepted: drawing, storytelling, construction, dialogue. Alignment

with Learning Goals: Every assessment links to the declared outcomes and competencies. If

the goal is to develop collaboration skills, the focus is on group participation. If the goal is cognitive engagement, then initiative, questions, and participation in experiments are evaluated. Determining Success Criteria (Pass Level): In most cases, criterion-based assessment is applied: Clear success criteria are formulated, such as: "Named 3 rules of behavior in nature." "Was able to explain what a plant needs." In early education, it's important not to compare children with each other, but to track individual progress. Success is defined not by an average score, but by achieving the minimum level of essential competencies. What I Would Improve: -More visual tools for children (for example, a "skill growth tree" with leaves or sprouts). -More systematic feedback for parents — they are involved in projects and can see progress not only in numbers, but also in behavior and interests. -Involving children in setting goals and success criteria, for example: "How will we know we planted the seed well?"; "What's important when we work in pairs?"

5. Use of Rubrics

Rubrics: A Tool for Learning, Feedback, and Reflection For me, rubrics are valuable not only for assessment but also for guiding learning, reflection, and giving feedback. I use them in project work, creative tasks, and in formative assessment. Example: Using a Rubric in the Project "My Home – My Planet" (1) Task: Create a model or drawing of an eco-friendly house and explain its benefits. The rubric included 4 criteria: -Idea – How thoughtfully did the child approach the topic? -Creativity – Use of different materials, originality. -Justification – Can the child explain why their idea is helpful? -Presentation – Ability to talk about their work and listen to others. Each criterion was assessed at three levels: beginner – basic – high. Who assessed: The teacher Classmates (simple peer feedback) The child (using smiley faces or short comments) How the Rubric Supported Learning: Children understood what mattered in the assignment. They compared their work to the criteria, not to others. Parents could see what their child needed to work on. The rubric helped focus on the process, not just the final result. Key Success Factors in Creating and Using Rubrics: -Clear and simple wording, especially important for younger students. -Alignment with learning goals – each criterion should reflect a key competency. -Involving learners in discussion – if age-appropriate, children can help define the criteria. -Versatility – a rubric can be used for assessment, planning, and reflection. -Flexibility – it can be adapted to different tasks and learner levels.

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