Reflection Report

Submitted by: Gaukhar Jarylgamyssova

Full Name:	Gaukhar Jarylgamyssova
External ID:	0525CbAT20
Gender:	Female
Age:	44
Submitted At:	2025-04-21 03:47

1. CBC, CBE, and CBA as a System

In February, while studying the Netherlands' competence■based system, I encountered the interlinked notions of CBC, CBE and CBA and saw how they operate as one whole. Unlike a topic■led tradition, the Dutch stress on practical application reshaped my view of teaching and its purpose. Competency■Based Curriculum (CBC) is no mere catalogue of themes, but a program devoted to transferable skills. Concern shifts from what a learner knows to how that knowledge is mobilized, the teacher designs contexts in which learners act. For instance, where conventional computing lessons ask pupils to list HTML tags, CBC requires them to build a personal website, structure information, apply CSS and create navigation—planning, reasoning and displaying a finished product rather than reproducing facts. Competency■Based Education (CBE) places the learner at center stage. Progress is individual; mastery is secured stepwise. The teacher becomes a mentor who scaffolds capability and confidence. Significance lies not in possessing facts but in deploying them flexibly. Competency■Based Assessment (CBA) completes the triad by evaluating performance, not recall. Instead of asking "What does the <a> tag do?", the learner builds linked pages, formats them and justifies each decision, revealing thought and application. Aligning these insights with Kazakhstan's criteria■based model introduced in 2016, I see converging principles whose coherence has driven reform: 1. The curriculum articulates explicit outcomes targeting knowledge, skills and competences. 2. Instruction uses active approaches—collaborative tasks, projects and authentic challenges. 3. Assessment is

transparent and competency■oriented, extending beyond tests to observable action. Such alignment yields motivated, self■assured learners who engage deeply with study. To progress further, Kazakhstan could enhance functional literacy by binding theoretical themes more tightly to everyday contexts so that students not only master content but also recognize its practical leverage.

2. Curriculum Development and Learning Goals

Since 2016, when criterion■referenced assessment was introduced in Kazakhstan, the SMART framework for goal■setting has been embedded in practice. I routinely test every objective against SMART, paying special attention to measurability, because only measurable aims reveal whether the goal has been reached. Yet Dutch experience showed that nominal compliance is insufficient. Each SMART component—specificity, measurability, achievability, relevance and time■frame—must be addressed deliberately and explicitly. Articulating every parameter also clarifies expectations for learners and parents, making success criteria visible. Such rigor renders objectives transparent and attainable and makes learning more effective. My conclusion is clear: it is not enough to tick “SMART”; one must work through every element. This discipline strengthens planning, supports assessment, and fosters professional growth in teachers and meaningful learning in students. Example. Lesson theme: Virtual and Augmented Realities. Curricular objective 11.2.4.1 — explain the purpose of virtual and augmented realities. Lesson objectives (within one period learners will) – explain the concepts “virtual reality” and “augmented reality”; – present at least two real■life applications of VR and AR; – formulate one prediction about future uses of these technologies. SMART analysis: S – Specific: define terms, supply examples, make a forecast. M – Measurable: success verified by accurate definitions, two examples and one prediction, delivered orally, in writing or slides. A – Achievable: feasible in a single forty■five■minute lesson with available resources. R – Relevant: aligned with 11.2.4.1, develops critical, analytical and ICT literacy. T – Time■bound: tasks and presentation completed within the lesson. Such a SMART target structures the session, clarifies expectations and sustains motivation. The teacher can gauge progress objectively, while forecasting VR/AR futures engages learners at Bloom’s higher levels—analysis and synthesis. The resulting feedback loop drives continuous refinement of teaching and learning.

3. Assessment Quality: Validity, Reliability, and Fairness

After studying the principles of reliability, validity, and fairness in assessment, I came to an important conclusion: an exam cannot be valid unless it is reliable, and both principles lose

their meaning if the test is not fair. Reliability ensures consistency and repeatability of results, validity refers to the alignment between goals and content, and fairness guarantees equal opportunities for all students, taking into account their educational needs. These three aspects form the foundation of constructive alignment and high-quality assessment. While composing a test on “Network Interaction” I audited items for validity. 1) Defining a networked professional community is clearly valid, as it checks the term itself. 2) The item asking for the principle that is not correct is basically sound, yet the wording should be refined to prevent confusion. The questions as a whole meet the theme and assess the required knowledge; next time I will phrase negative options more clearly. I also ensured that each distractor remained plausible but clearly secondary. Scoring proved reliable because identical criteria were applied to every script, ensuring objectivity. Fairness was maintained through equal conditions and transparent wording. I plan to increase inclusivity by offering varied response modes. Task 1 A networked pedagogical community is … Choose one correct answer A. a resource created to advance interactive learning in a single subject B. a group of professionals working in one subject area C. the organization of instruction using diverse teaching methods D. an interactive technology that develops knowledge and skills through analysis E. an interactive technology that develops knowledge and skills through solving a real problem Task 2 Select the principle that is not characteristic of a networked community. Choose one correct answer A. voluntariness and independence of members B. openness of actions, results, problems and information C. permission to download resources and rebrand them as one’s own D. exchange of published teaching materials and innovative outcomes E. work anywhere, anytime

4. Grading and Standard Setting

Before the course I used a fixed scale: 90 % = “A”, 75 % = “B”, 50 % = “C”. This was convenient yet ignored task complexity and learning aims. The program led me to treat cut■off scores thoughtfully and to recognize that a mark is an interpreted result, not merely a percentage. I now distinguish three key principles: reliability– stable results for identical knowledge; validity, and fairness. Two models for interpreting outcomes were explored: norm■referenced comparison with peers, and criterion■referenced comparison with predefined targets. The latter best supports competency■based education because it asks whether objectives have truly been met. Equally enlightening were three standard■setting techniques: the Angoff method, where experts estimate the probability that a minimally competent learner answers correctly; the Ebel method, which weights item importance against difficulty; and the Nedelsky method, which derives cut■offs from guessing probability in multiple■choice items. While working on a test on the topic of "Network Interaction," I developed 40 items and conducted a pilot trial with six instructors. Using the Angoff method, we determined that the average probability of a correct answer by a borderline student was

0.80, resulting in a passing threshold of 32 out of 40. Two items were removed due to low performance parameters: one had an item difficulty of 0.29 and a discrimination index of 0.12. After removal, the passing score was recalculated to 30 out of 38. The internal consistency of the test reached Cronbach's alpha coefficient 0.81, indicating high reliability. I now understand that thresholds must rest on content, goals and transparent criteria, never on convenience. Such rigor strengthens objectivity, equity and trust in assessment. Embedding these ideas in my classroom practice has already sharpened feedback and reshaped how learners view their own progress. In short, assessment is more than allotting numbers; it is a diagnostic instrument that drives learning and fosters professional growth for both students and teachers.

5. Use of Rubrics

Through my studies, I have developed a deeper understanding of the importance of rubrics and feedback in a competency-based education (CBE) system. Rubrics are not merely assessment tools; they help structure instruction, support differentiated learning, and guide students toward success. Examining rubric-development steps helped me see that fairness and transparency require intentional design. I also realized the importance of meaningful feedback. While I previously knew that vague comments like "good" or "improve" were unhelpful, I lacked strategies to provide structured, actionable feedback. Now, using the rubric as a foundation, I can deliver feedback that is specific, timely, and practically useful. In my lessons, I use rubrics to assess student achievement accurately and equitably. A rubric clearly defines assessment criteria, levels of achievement (low, medium, high), descriptors (observable behaviours), and alignment with learning objectives (validity and alignment). This ensures both reliability and fairness in assessment. For example, in the "Web Design" module (Grade 10), I used a three-level rubric to assess a task on using HTML tags and CSS. Students used the rubric for self-assessment and peer review, which increased awareness and reduced anxiety before the summative assessment. Providing the rubric in advance boosted engagement. The process included feedback and peer discussions. As a result, assessment alignment among teachers improved (agreement coefficient K = 0.87), and student appeals decreased. * Students understood the criteria and expectations. * Motivation and engagement increased. * Objectivity improved through consistent standards. * Fewer questions and appeals were reported. In the future, I plan to include cross-expert rubric reviews to improve reliability. Working with rubrics and feedback in CBE has transformed my assessment approach. Assessment is now a learning tool, not just a result. This shift strengthens competency development and brings us closer to preparing students for real-life challenges, not just exams.

Digital Signature (CMS):

```
MIINVwYJKoZIhvcNAQcCoIINSDCCDUQCAQExDjAMBggqgw4DCgEDAwUAMAsGCSqGSIb3DQEHAaCCBHAwggRsMIID
```