

Reflection Report

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1. CBC, CBE, and CBA as a System

This topic I realized that the curriculum CBC is a curriculum aimed at educated and practical skills, what you need to know what to learn to learn this knowledge in real life situations. Competence-based knowledge CBE is a model of education aimed at mastering specific competencies of students. I convinced that the focus is based on the student's achievement, the knowledge he mastered through activities. Competence-based assessment CBA - I learned that the student's competence, a system of assessment of skills through activities. In the 4th grade, it was possible to use CBC, CBE and CBA elements in a single system through the design work "I am a researcher of my homeland." The purpose of the CBC is clearly formulated. This goal is based on controlled behavior and opened the way to assess the student's action. In the CBE process, students scored, photographed, interviewed their grandparents, have combined with experience. In the CBA system, each student's actions were evaluated through specific evaluation criteria. A constructive compliance between the learning objectives, assignment and assessment tools was maintained and assessed in accordance with the principles of validate and reliability. In lesson, the constructive correspondence between the learning goal and the assessment task was observed, the controlled behavior of the students was clearly reflected. During the project work, students map, collect information and present the results of the study through posters - they fully comply with the requirements of the CBE. During the evaluation period, the assessment was carried out in accordance with the pre-submitted criteria, in accordance with the validation

requirements. However, some students found the task difficult, since the qualifications in the task were insufficient. If I were to reschedule, I would offer level assignments and enhance visual support.

2. Curriculum Development and Learning Goals

I realized that in creating a learning goal on this topic, there should be a constructive fit between reading and evaluating CBC content. In formulating the curriculum and clearly articulating learning objectives according to the structure of the CBC, I realized the importance of planning it according to the SMART principle. The CBE educational process is aimed at achieving competence by the student. During the CBA period, this action is evaluated according to a specific criterion, validity and reliability are preserved. When planning science classes on the Three States of Water, a clear learning goal based on the SMART principle was created according to the CBC framework. Under the CBE system, students experimentally observed three states of water and acted as a controlled behavior through drawings, blueprints, and oral explanations. At the CBA stage, an assessment was carried out using specific criteria and descriptors, the correspondence between the task and the learning goals was preserved. I made sure that the constructive compliance with the purpose of training and the task will be respected, and the assessment will be valid and fair. The purpose of the training was clearly articulated on the basis of SMART according to the CBC framework and the correspondence between task and purpose. During the CBE, students observed the state of the water, demonstrated the observed behavior through drawings and stories. At the CBA stage, the assessment was carried out through the rubric, validity was ensured. A good moment is the active activity and interest of students in the study. However, the feedback on the task is not fully implemented. In the future, analyzing the work of students, using oral and written feedback forms, I give students the opportunity to understand their achievements and directions of development.

3. Assessment Quality: Validity, Reliability, and Fairness

In a competency-based assessment, I realized that the principles of reliability, validity, and fairness are important for conducting a quality CBA assessment. I realized that confidence is the stability of assessment results, validity is the conformity of the purpose of learning and task, and justice is the creation of equal opportunities for each student. In the CBC system, the learning goal is formulated according to the SMART principle, in the CBE the student demonstrates skills through controlled behavior. I have ascertained that a valuation based on the rubric in the CBA would be fair, reliable and valid. When planning classes on "The Impact

of Light and Water on Plant Life," I developed a SMART-based learning goal according to the CBC structure. Using the CBE method, students observed the plant for 7 days and recorded changes associated with exposure to water and light. As a controlled behavior, they kept a diary of observation, acted with the help of drawings and oral descriptions. At the CBA stage, the assessment was carried out through headings and descriptors. Constructive correspondence between the task and the objectives of training is achieved, validity and reliability are ensured. The validity and reliability of the assessment was successfully organized in accordance with the training goals. In accordance with the structure of the CBC, the goal of training was built on the SMART principle, the constructive correspondence between the content of the task and the assessment tools was preserved. As controlled behavior by the CBE method, he kept a diary, took photographs and offered oral characteristics. At the CBA stage, assessment was carried out using criteria and descriptors, and student actions were measured clearly. This showed that validity and reliability are ensured. But the principle of fairness could be improved. For some students, the task seemed more difficult, so I would implement differentiated tasks in the future.

4. Grading and Standard Setting

As I studied this topic, I deeply realized that assessment in a competent education is an integral part of learning. The correct construction of training goals on the structure of CBC in accordance with Bloom's taxonomy is the basis of the quality of the assessment. The CBE system should clearly reflect the controlled behavior of the student. In the CBA method, I found a constructive correspondence of the assessment task to the purpose of training, the importance of compliance with the principles of validity, reliability and fairness. Assessment criteria and descriptors were created, student achievements were clearly and fairly assessed. He organized project work on the topic "Nature protection - a common task." According to the CBC structure, the purpose of training is formulated in SMART format. The purpose of the training involved understanding, applying, analyzing, generalizing, and evaluating Bloom's level of taxonomy. The CBE method manifested itself in the controlled behavior of students - the analysis of information, posters, attempts to prove their point of view. Within the framework of the CDA, the assessment was carried out according to criteria and descriptors. Validity - ensured by the use of a measured tool, reliability - by standards of uniform assessment. Several components of the evaluation process have been successfully organized according to the project theme. In accordance with the structure of the CBC, the goal of training is formulated in the SMART model and is based on the levels of understanding, application and accumulation of Bloom taxonomy. Controlled behavior in the CBE method was clearly expressed by actions to collect information, summarize and submit proposals. The CBA system is implemented through evaluation criteria and descriptors. Each activity is assigned an

absolute score. This approach allowed us to preserve the principles of validity and reliability and get a specific result. I focus on clarifying the standards of assessment together with students.

5. Use of Rubrics

When studying topic, I realized that the use of rubrics in assessment is the basis of competency-based education. Training objectives in accordance with the CBC structure are determined by the SMART principle and are based on controlled behavior. These goals should be expressed by the actions of students in the CBE process. At the same time, the heading is an instrument of objective, valid, trusting assessment of the student's activities. The role of the heading in the CBA system is to systematize the assessment process, accurate and consistent assessment of student achievements. During the project on the topic "My motherland," use of the heading increased the quality of the assessment. According to the CBC system, the purpose of training is based on the SMART principle. Observed behavior of students according to the CBE method - information processing, visualization, confirmation of their opinion. The assessment process was carried out on the basis of headings and descriptors in accordance with the requirements of the CBA. Each criterion was evaluated according to the point system. I have verified that this will be effective in meeting the validation and reliability principles. The purpose of studying the project topic in accordance with the CBC structure was created in accordance with the SMART principle. In the CBE method, schoolchildren demonstrated controlled behavior by collecting data on their native land through photos, texts, and interviews. The assessment was carried out on the basis of headings and descriptors created in accordance with the CBA system. The assessment criteria were clear to the students and conducted according to the point system. This ensured validity and reliability. However, only the teacher created the evaluation section, so the schoolchildren did not fully understand its content. I intend to make the assessment more effective by creating a section with students.

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