Reflection Report

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1. CBC, CBE, and CBA as a System

CBC is a curriculum designed around key competencies. It answers the question, "What should the student learn?" CBE is an approach to organizing the learning process where each student progresses at their own pace, mastering the required competencies. It answers the question, "How should we teach?" CBA is an assessment method that shows how well a student has mastered specific competencies. It answers the question, "How should we assess?" Here's how they interact: First, goals are formulated (CBC), which help define the competencies to be developed at each stage of learning. Then, the learning process is structured (CBE), selecting specific methods centered around the competencies. Finally, the outcomes are assessed (CBA), showing students' level of mastery through diagnostic evaluation. An example of my personal and successful integration of these approaches in practice is the planning and delivery of professional development courses aimed at enhancing specific professional competencies for teachers of Russian language and literature, which I conduct myself. This approach includes three key components: Planning focused on the development of practice-oriented competencies; A learning process that is valid and ensures the integrity of the educational environment; And assessment that provides objective information about the actual level of achievement of the intended learning outcomes. This approach has proven to be both effective and reliable: learners not only understand the theory, but also recognize that well-aligned goals, methods, and tasks allow them to comprehend, apply, and interpret the acquired knowledge both in practice and in real life.

2. Curriculum Development and Learning Goals

In the educational system of the Republic of Kazakhstan, elements of the Competency-Based Curriculum (CBC) methodology have already been implemented. These include SMART objectives, which are focused on competencies rather than just factual knowledge. They take into account the student's age, level of development, culture, and life experience. The objectives are formulated using active verbs. When planning a lesson, special attention is paid to the correct formulation of learning objectives, from which the lesson aim is derived As an example, consider a 5th-grade Russian language and literature lesson based on V. Golyschkin's short story "The Goalkeeper." Within this lesson, the teacher aimed to implement methods focused on developing functional literacy and key competencies. The lesson was structured according to all stages of a modern lesson: a motivational block, activation of prior knowledge, introduction of new material, consolidation, and reflection. However, some mistakes were made due to incorrectly formulated lesson objectives, which did not align with the selected learning objectives. The lesson objectives did not correspond to the learning objectives: they were not focused on achieving a specific competency; they lacked clear and measurable indicators; they did not reflect the expected learning outcomes. As a result, it was difficult to identify which specific skills and abilities students were expected to develop. Assessment based on descriptors was conducted in a formal manner and did not reflect the actual level of students' achievement of the lesson objective. The absence of tasks with varying levels of difficulty led to some students who completed the tasks quickly becoming disengaged, while students who worked at a slower pace faced challenges. This negatively impacted equal opportunities for all students to achieve the learning goal. Accordingly, the teacher was given the following recommendations: Formulate lesson objectives correctly, focusing on the end result—competency acquisition rather than the reproduction of information. Develop descriptors that clearly reflect the different levels of achievement of the objective. Differentiation should be ensured at every stage of the lesson

3. Assessment Quality: Validity, Reliability, and Fairness

Test tasks serve as a tool for promptly diagnosing students' level of knowledge. Assessment based on clear and pre-defined criteria not only allows for an objective measurement of material comprehension but also helps identify both students' strengths and existing knowledge gaps. Based on the conclusions drawn from studying the program "Competency-Based Assessment Tools for Trainers," I have come to the following understanding: Validity is a key indicator of the quality of the assessment process. In the context of educational testing, it is defined as the degree to which the conclusions drawn from test results are well-founded, meaningful, and useful. In other words, a test must truly measure

the competency or knowledge it is intended to assess. Reliability of assessment refers to its consistency and reproducibility during measurement. High reliability implies that test results are not influenced by random factors such as the assessor's subjectivity, the participant's mood, or the conditions under which the test is conducted. Fairness of assessment means creating equal conditions for all learners, avoiding discrimination, and eliminating bias. It also involves taking into account students' individual characteristics and providing reasonable accommodations when necessary (e.g., extra time for non-native speakers of the language of instruction). From personal experience, I can share an example in which I developed test tasks as part of preparation for a short-term training course. The task was to create 300 questions within a limited number of topics and instructional hours. In the process, reliability and fairness became secondary priorities. Some open-ended questions were formulated in an abstract way, which made them difficult to understand for learners with different educational and cultural backgrounds. The absence of a clear scoring rubric led to varying interpretations of the requirements by different assessors, which negatively affected the reliability and objectivity of the assessment. As a result, during the course, participants were forced to focus more on searching for correct answers than on engaging fully with the course content.

4. Grading and Standard Setting

A criterion-based assessment system has been implemented in the education system of the Republic of Kazakhstan. It includes three key components: diagnostic, formative, and summative assessment, providing a comprehensive approach to monitoring students' academic progress. Accordingly, we also rely on this assessment methodology in our teaching practice. The main characteristics of this system are objectivity, validity, fairness, and a results-oriented approach. It enables consideration of task complexity and the level of knowledge acquisition, taking into account the cognitive levels outlined in Bloom's taxonomy of educational objectives. Threshold scores are used to determine the degree of mastery of the educational material within summative assessment for a section or a quarter. These scores are established in accordance with methodological guidelines for each subject and are based on criteria that correspond to the levels of Bloom's taxonomy. In some cases, the thresholds may be adapted to account for the specific level and conditions of a particular school, such as those in rural areas. However, standardized approaches do not always reflect the diversity of educational conditions. General education schools, especially in regional areas, are often less equipped in terms of resources compared to specialized institutions (e.g., NIS, MFS, BIL). This creates a risk of inequality when the same requirements are applied. Therefore, in addition to academic potential, it is important to consider material and technical resources, social background, and the psychological readiness of teachers. Therefore, the following should be taken into account: Conducting informational work with teachers and parents to enhance

understanding of the principles behind setting threshold scores; Creating a flexible adaptation of threshold scores depending on the educational environment, taking into account social and regional context; Improving learning conditions and infrastructure, particularly in rural schools; Enhancing teacher qualifications in the interpretation and application of assessment criteria; Conducting informational work with teachers, parents, and students about the principles behind setting threshold scores and their significance; Comparing national requirements with international studies (e.g., PISA) to ensure the system aligns with the level of functional literacy development, using the example of 5-10 countries whose students consistently rank at the top in these studies.

5. Use of Rubrics

In pedagogical practice, the task of ensuring fair and objective assessment of students often arises. How feedback is presented affects not only motivation but also the level of student engagement in the learning process. The use of rubrics promotes a more conscious understanding of requirements, allows tracking progress, adapts tasks to the level of preparation, and enhances the individualized approach. For example, for students with a high level of skill development, more complex criteria can be set, while for less motivated students, more accessible and clear requirements can be offered. In the case of writing an essay, the criteria might include logical coherence, structure, and literacy, making the feedback precise and valuable. However, in practice, the importance of rubrics is often underestimated. According to the results of my surveys, many educators do not use rubrics effectively, viewing them merely as an element of their methodological work rather than as a tool for interacting with students and parents. But my personal experience contradicts this. After each lesson, I provide individual rubrics. This helps identify the dynamics of students' growth areas, improves the quality of assessment, and saves time. It is crucial that the language of the rubric is clear, flexible, accessible, and unambiguous for both the teacher and the students. Additionally, it is essential to clearly define the grading levels so that students understand exactly what is expected of them. Ideally, involving the students in the development of rubrics would allow them to better understand the criteria and increase their responsibility for their own learning process.

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