Reflection Report

Submitted by: ZHANGUL ZHUBAYEVA

Full Name:	ZHANGUL ZHUBAYEVA
External ID:	0425CbAT14
Gender:	Female
Age:	45
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1. CBC, CBE, and CBA as a System

CBC is a structured plan that determines what will be learnt. It sets specific goals, aims to develop practical skills for practical use, rather than memorized knowledge, e.g. in the course, teachers plan CBC curriculum for elementary school students, including tasks to identify sanatoriums with groundwater and display number of vacationers per year in a table. They identify sanatorium close to their home, research treatment options, and create plan for visiting sanatorium convenient for family. CBE is a teaching method that focuses on achieving the goals of the curriculum based on that competency. It takes into account the individual characteristics and pace of each teacher and provides education according to how they learn. CBE involves self-paced learning through differentiated tasks, e.g., in planning, teachers can use methods using various resources according to needs of students (video, text tasks, advertising pages, maps) when exploring sanatoriums. CBA determines what teachers can do. Application of skills in projects, presentations, experiments, planning tasks is assessed, measuring how well teachers have learned. During assessment, teachers are given feedback on the skills they need to improve. Teachers who need support are identified. When these three concepts are combined into a single system, a holistic learning system is formed. Teachers will know what and how students are learning, how they are being assessed. There will be coherence resulting in effective learning according to students' abilities. For example in science lesson "Motion. Trajectory of Motion", planning involves not only clarifying that motion occurs through forces, but also studying motion and trajectory of various vehicles. They

connect with mathematics by using units of measurement to determine speed of vehicles, with the Kazakh language by describing with adjectives resulting in a presentation with examples of people and vehicles' speed on the street and road signs analysis. Presentation allows assessment of a wide range of skills, not only by highlighting the means of detecting movement, but also by identifying types of movement in everyday life.

2. Curriculum Development and Learning Goals

The SMART principle is used to define high-quality learning objectives. In Kazakhstan, it is beneficial for teachers to have learning objectives set in the curriculum for each subject. It's important to have constructive alignment, which is the coordination of learning activities and assessment in accordance with learning objectives. The parts of the learning process form a whole learning process with the principle of coherence. I understand that both tasks and assessments need to be structured according to the learning objective, e.g. if learning objective is "Identify spatial and plane shapes", task may be to group plane and spatial shapes, assessment task may include labeling those shapes. It's important to integrate cognitive, affective, psychomotor domains to create educational environment that builds competence. Asking questions, providing examples of good and bad answers, and structured identification are used to clarify learning objectives. Tasks that meet learning objectives should be structured based on Bloom's Taxonomy. Learning tasks that combine theory and practice should be appropriate for student's level. We must use work forms and types of teaching in accordance with learning objectives. Correct implementation of assessment is that it's in accordance with objectives. Critical feedback should be given on work and skills performed. In my experience, when implementing updated program, teachers planned lesson process according to 5 criteria. Each teacher formulated lesson objectives using SMART format. They incorporated various forms of active methods into the plan that implemented the learning objectives, planned assessment methods based on student needs. Determined Bloom's Taxonomy levels of thinking in accordance with learning objectives and developed assessment criteria. In addition, they provided feedback and assessment methods. My support in the planning process and participation in assessment helped me understand high-quality learning objectives, learning activities, and assessment.

3. Assessment Quality: Validity, Reliability, and Fairness

Quality assessment - providing consistent, reliable results regardless of when and by whom assessment is conducted. Reliability ensures the consistency, accuracy, and fairness of the assessment. For instance, if scale shows the same weight every time you use it, it's reliable

instrument. If teacher's level of education is same, a reliable test should show same results no matter how it's administered. Validity refers to whether a test is relevant to learning objectives. If the task assesses skill or knowledge that learner should actually acquire, it's valid. If the task is indirect or completely unrelated to learning objectives, it's not valid. For example, if science teachers create test covering all topics of "Sounds", "Types of Light" and "Motion", it's a valid test. Only when reliability and validity go hand in hand the assessment is fair and meaningful. Reliability means the stability of the results, and validity means correctness of the purpose of assessment. The principle of fairness is to provide equal opportunities, regardless of background, gender, abilities, or life experience. It helps to create a student-centered, inclusive, and quality assessment system. In planning of "Proportion" lesson in subject "Mathematics", learning objective is: Define and write fractions as ratios, compare. I have the students determine the "application" level according to Bloom's taxonomy by discussing verbs The listeners determined Bloom's Taxonomy by discussing the "application" level. Assessment Criteria: Identify and write fractions of a whole. Comparison of fractions was done. Tasks were created to assess whether the lesson objectives were achieved. For example, what fraction of circle does the colored part represent? Write them as fractions. Next task: Identify colored parts of circle. Compare proportions. Fill in the blanks with appropriate >,<,= symbols. The task is considered valid because it corresponds to content.

4. Grading and Standard Setting

In my experience, teachers give tests as part of their professional development courses. After conducting the tests, I make judgments. I determine which questions were difficult, the average score of the answers, and the percentage of correct and incorrect answers. I will discuss why those questions were easy or difficult. To ensure that the assessment is fair, reliable and effective, it is important to review the quality of the questions after they have been administered. This can be done through qualitative and quantitative analysis. Qualitative analysis takes into account the clarity of task instructions, the conditions of the test, and the availability of time. Quantitative analysis uses statistical tools and numerical data to assess the technical quality of a test. It is more objective than qualitative analysis and focuses on how trainees performed on tasks. A Cronbach's alpha of 0.80 is considered high in many educational contexts: This high level of confidence is taken into account when assessing the listener's skills in certification. In my practice, I conduct an assessment process for the purpose of assessment and certification. By achieving a certain threshold, trainees receive a certificate of completion of the advanced training course. Here, in the absolute method, a certain percentage is set as the standard for passing the final work. The benchmark is based on a predetermined threshold and not on the student's performance. For example, if 55 out of 100 points is the cut-off level then you need to answer 39 out of 70 correctly. During the course, I

got acquainted with the techniques of Angoff, Ebel, Nedelsky, Pass Rate and Wijnen methods. In the future, I will try to widely use methods aimed at increasing the reliability of the test and setting standards in professional and responsible testing.

5. Use of Rubrics

Using a rubric increases fairness and reliability, it's not just for grading but providing opportunities for feedback and self-assessment. If rubric is provided before task is due, it helps them perform with quality. In my practice, rubrics wasn't only used by teachers for assessment, but as teaching tool. At the end of the course, teachers provided a pre-approved rubric for assessing students' assignments. It clearly states what criteria will be used to assess. This ensures transparency in assessment and encourages listeners to work hard. The process of developing a rubric on a clear and logical basis involves 4 main steps. 1. Task definition. 2 Criteria - these are the main parameters or elements of the task being assessed. For example, the criteria for the task "Make a story based on a picture" in the Kazakh language subject for primary school: content, vocabulary, grammar and spelling, creativity. Each criterion indicates a specific learning goal or skill that the student must achieve. 3. The number of levels depends on the context and purpose of the rubric. Many rubrics include between three and five levels for clarity and ease of use. For example, 1-difficult, 2-fair, 3-good, 4-excellent. 4.Descriptors are detailed explanations of what work looks like at each level for each criterion. For example, content is evaluated according to following criteria: The story is complete, interesting, logically connected - 4 points. The story is understandable, with a few breaks in communication - 3 points. The content of the story is incomplete, the connection is weak - 2 points. The content of the story is unclear or absent - 1 point. This format allows the teacher to easily assess and assign appropriate scores to each component of a student's work. Well-designed rubrics help provide constructive and reasoned feedback.

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