

# Reflection Report

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## 1. CBC, CBE, and CBA as a System

Today, a competency-based approach is widely used in education, focusing on the development and assessment of key competencies. This approach consists of three interrelated components: CBC (Competency-Based Curriculum) defines the learning content and aims to develop specific competencies such as information retrieval, critical thinking, and teamwork. CBE (Competency-Based Education) ensures that teaching is tailored to each student's pace and ability. Students' progress to the next topic only after fully mastering the required competence, emphasizing the quality and application of knowledge. CBA (Competency-Based Assessment) goes beyond traditional tests by including projects and real-life tasks to evaluate students' ability to apply knowledge effectively. These components work together: CBC defines what to learn, CBE describes how to learn it, and CBA evaluates how well it was learned. When implemented in harmony, they ensure effective and meaningful learning outcomes. In my professional experience, this system was successfully implemented during the course "Fundamentals of History and Law: New Technologies in Teaching." The CBC focused on civic literacy, historical text analysis, and research skills. Through CBE, students worked in groups using methods such as PEST analysis, case studies, and discussions to complete research projects. For CBA, we assessed the soundness of solutions, source analysis, and the quality of peer feedback. However, one group struggled with time management and failed to provide meaningful feedback, which impacted the validity of the assessment. This issue was likely due to an incomplete understanding of assessment tools.

From this experience, I learned the importance of clearly explaining assessment criteria in advance, improving time management strategies, and fostering a culture of peer assessment to support more valid and fair evaluation processes.

## 2. Curriculum Development and Learning Goals

The Competency-Based Curriculum (CBC) is designed to develop specific skills that students can apply in real-life contexts. Within CBC, high-quality learning objectives are framed using the SMART criteria (Specific, Measurable, Achievable, Relevant, Time-bound), and instructional strategies align with Bloom's taxonomy and observable behaviors. During a field practicum in a grade 6 class on the topic "Formation of the Kazakh Khanate," CBC principles were clearly reflected. The learning objectives focused on identifying the historical importance of the Kazakh Khanate and analyzing the content of "Tarikh-i-Rashidi." These were competency-focused and application-driven. Teaching methods included the PTMS formula, plot tables, Tarsia puzzles, image mapping, and text analysis. These supported the development of historical thinking, research, and communication skills. Students actively engaged in group work, presentations, and data interpretation. Assessment tools were effectively integrated. Rubrics and descriptors guided evaluation, with group leaders using observation sheets to track performance. Formative assessment was conducted via the "Choose the correct answer" technique, and student understanding was gauged through feedback. The lesson's strength was the alignment between objectives, activities, and assessment. Each task directly supported the stated learning goals, ensuring student engagement. However, some students struggled due to a lack of understanding of the assessment criteria, and differentiation was limited. Feedback, while present, lacked depth. This experience taught me that effective CBC-based lesson planning requires: -Alignment of learning objectives, tasks, and assessment; -Opportunities for student autonomy and active participation; -Differentiated instruction based on learners' individual needs. In future lessons, I aim to: -Clarify assessment criteria from the start; -Apply differentiation methods systematically; -Enhance formative assessment practices to improve learning outcomes.

## 3. Assessment Quality: Validity, Reliability, and Fairness

In competency-based education, assessment is an important tool that determines the level of mastery of specific competencies by a student. Assessment must be valid, reliable, fair: it must meet the learning objectives, have stable results, and provide equal opportunities for all. As part of the advanced training course for history teachers, I developed test tasks on the topic "Independence of Kazakhstan and the formation of a sovereign state". The tasks were created

in accordance with the learning objectives. For validity, the tasks were not only factual, but also application-oriented. For example, questions such as “Analyze the role of the Constitutions of 1993 and 1995 in strengthening sovereignty” required working with a historical document. For example, factual questions (“In what year did Kazakhstan gain independence?”) were recognized as invalid and replaced with application-oriented tasks. For reliability, the test matrix, Bloom's taxonomy, descriptors, and a scoring system were used. According to the principle of fairness, the tasks were created taking into account different learning styles. However, some students did not have access to digital tools. This issue can be addressed in the future by offering an offline alternative. This experience helped me to master the principles of competency-based assessment (CBA). Bloom's taxonomy helped to structure questions at different levels of thinking, and the test matrix helped to increase validity. The most successful aspect was providing individualized feedback to the trainees. This stimulated their self-development. The aspect that needs improvement is pre-testing of tasks. This allows us to identify potential shortcomings in the task content at an early stage. This, of course, will be possible in subsequent professional development courses. Creating a valid, reliable and fair assessment system is a process that requires a systematic approach, from clearly defining goals to improving tasks and taking into account the individual characteristics of learners. In conclusion, I realized that CBA is not just an assessment tool, but a systematic approach that contributes to the development of learners.

## 4. Grading and Standard Setting

In competency-based education, assessment is an integral part of the learning process. In my experience, assessment is a systematic, open process aimed at improving the quality of learning. The tasks used in the lesson are aligned with the learning objectives, and the assessment criteria and descriptors are introduced at the beginning of the lesson. This ensures the transparency of the assessment. To ensure fairness in the assessment, differentiation methods, tasks of different levels and methods appropriate to the learning style are used. Feedback, self- and peer assessment create an environment for a clear understanding of the students' achievements. Assessment in history is not limited to mastering facts, but also includes the skills of working with historical data, critical thinking, and determining cause-and-effect relationships. In this regard, the assessment process in my experience is competency-based, open, and consistent with the learning objectives. For example, on the topic "The Impact of Constitutional Reforms on Sovereignty", the students were able to compare data and draw conclusions. An absolute method was used to set the cut-off score (above 70% - a good result), but this approach is limited in complex tasks. In the future, I plan to use a mixed approach (absolute + relative) and an integrated method of setting standards. This method allows you to determine the range of threshold scores before the task and make

adjustments based on statistical analysis of the test results. This increases fairness, validity and reliability. Assessment in history, as an important part of the learning process, should not only be a formal result, but also a tool for developing historical thinking and forming a civic position. The assessment system should be fair, reliable and consistent with the learning objectives. This experience has shown me that assessment is a tool for the growth and development of historical thinking of the learner.

## 5. Use of Rubrics

After the refresher course, conducting refresher courses with teachers, I realized that the assessment criterion is not just an assessment tool, but an effective tool for managing the learning process. Previously, I used it only to obtain assessment results, but now I saw in practice that the rubric can be used to improve teaching and achieve learning goals. I realized that the role of rubrics is crucial for fair, transparent and meaningful assessment in competency-based education. From my own experience, I began to use rubrics not only as an assessment tool, but also as a teaching guide. It establishes a connection with learning objectives and determines the actual level of student performance. The rubric consists of three components: criteria, performance levels and descriptors. The criterion is the key indicator expected from the student. The descriptor clearly describes the manifestation of this criterion at each level. As an example, I developed a rubric for a history essay titled “Independence of Kazakhstan and Legal Reforms.” It included three main criteria: content accuracy, logical organization, and use of sources with personal viewpoint. Each criterion had four performance levels (Basic – Satisfactory – Good – Improved), which helped clarify expectations and reduce subjectivity. Aligning assessment criteria with learning objectives enabled students to better evaluate their performance and benefit from targeted feedback. Trainees identified their strengths and areas for improvement, enhancing their self-assessment and revision skills. For instance, suggesting a graphic outline to a learner struggling with structure served as effective, actionable feedback. However, some trainees had difficulty understanding the language used in the descriptors, which created confusion about the assessment requirements. Moving forward, I plan to simplify descriptor language to ensure clarity and accessibility for all learners. Several key factors are important for the successful use of rubrics: matching the criteria to the learning objectives, clarity and precision of the descriptors, presenting them to learners before the task, and combining effective feedback and assessment. In the future, I will use the rubric systematically and direct its capabilities to improve the quality of teaching and assessment.

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