

Reflection Report

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1. CBC, CBE, and CBA as a System

The Competency-Based Curriculum (CBC) focuses on developing practical skills that students and teachers can apply in everyday life, promoting meaningful and useful learning. Competency-Based Education (CBE) is a teaching approach that supports learners in achieving the goals outlined in the curriculum. It takes into account individual needs and abilities, and is built on principles of inclusion and differentiated instruction. In this system, students are viewed as researchers, learners, problem-solvers, and individuals motivated toward personal growth. Teachers act as mentors and guides who help students find their own path to success. Competency-Based Assessment (CBA) is an integral part of the learning process and aims to determine what students can actually do with their knowledge. Together, CBC, CBE, and CBA form a powerful and unified education model. For example, in a CBE lesson, students were tasked with using rhetorical devices—such as persuasive language, dialogue, rhetorical questions, or debate forms—to construct educational exercises. Some groups chose the debate format but initially misunderstood it by relying on familiar patterns like “Is this action right or wrong?” To support their understanding, they were introduced to examples such as T. Akhmetzhan’s story “The Nobel Prize,” which is structured around a polemical discussion. This broadened their thinking and led them to select Aiteke Bi’s famous speech “The Kaskakol Dispute” for group analysis. They collaborated on visual storytelling by creating posters, practiced communication skills, and discussed complex topics thoughtfully with their peers. By connecting the lesson to fields such as theater and science (a CBC

interdisciplinary approach), they identified the geographic location (Pavlodar region) and strengthened key life skills through role-playing. In poetic analysis, students developed and interpreted expressions like “Is Kaska Lake private property or a shared national resource?” Peer assessment (CBA) was guided by public-speaking criteria such as fluency, accuracy, impact, style, rhetorical tools, tone, rhythm, and expressiveness.

2. Curriculum Development and Learning Goals

To support high-quality goal setting, we introduced the SMART principle, where goals should be Specific, Measurable, Achievable, Relevant, and Time-bound. Learning activities can take various forms. Common examples include group discussions, where students share and explore ideas collaboratively; role-playing exercises, which simulate real-life situations and develop social or communication skills; and practical tasks, such as experiments, projects, or simulations that reflect real-world or workplace challenges. This approach helps bridge the gap between theoretical knowledge and its application in real life. In alignment with the CBC curriculum, students were initially expected to work in groups to meet the SMART learning objective related to writing in different genres. However, they chose to complete the task individually. Based on objective 6.3.2.1 — “Compose a character sketch, greeting, or biography following genre and stylistic conventions” — students were given a choice of writing types. Evaluation criteria were co-developed with students using self-assessment sheets and included: clarity of topic, logical structure, genre and stylistic accuracy, vocabulary use, grammar, and creativity. Works were first shared in pairs, then presented to the class, and the best piece was showcased. For example, L’s autobiographical piece “How I Became a Teacher” stood out. She vividly described her journey from a business background to teaching, sharing her struggles and growth with sincerity and fluency. The creative style and attention to personal detail captured the audience. This task helped students develop essential life skills such as decision-making, self-awareness, career reflection, and critical thinking. It also strengthened their confidence in writing and planning for the future. In another task (objective 7.3.2.1), G presented a public article titled “My Best Methods: The Road to Success,” sharing effective classroom strategies like “The Five-Minute Rule” and “Every Method Is My Navigator.” A suggestion was made to expand it into a scientific guide — a step she is now preparing to take. This experience provided meaningful feedback and encouraged both students to reflect, grow, and build lifelong learning habits.

3. Assessment Quality: Validity, Reliability, and Fairness

Reliability is a key concept in assessment, especially in a competency-based education system. It is essential for accurately reflecting what teachers know and can do. When teachers share consistent knowledge and skills, reliable assessment should yield the same results regardless of when, where, or by whom it is conducted. Fairness is one of the core principles in education and assessment. It ensures that all students have equal and just opportunities to succeed, regardless of their background, gender, language, culture, abilities, or personal circumstances. Validity means that an assessment measures what it is supposed to measure. Key types of validity include: Content validity (the test fully covers the taught material), Criterion validity (results align with other assessment methods), Construct validity (the test targets specific skills or competencies). I placed particular emphasis on aligning assessment tasks with learning objectives. For example, in Grade 8, while analyzing T. Akhtanov's story "The Legend of the Kuy," students completed a task aligned with the objective 8.2.1.1: analyzing structure from whole to parts and parts to whole. The task included the following descriptors: Identifies compositional structure – 2 points Understands plot elements – 2 points Analyzes the literary work by storyline – 2 points We used guiding questions to distinguish between plot and composition: Does the young dombra player's risk prevail, or the old man's? Does age win, or youth? We broke the story into parts: exposition, rising action, climax, and resolution. Some students struggled with speaking, while others had difficulty demonstrating strengths in different skills. Group work allowed students to divide tasks. Fast groups moved ahead while others had more time. The task demonstrated validity, reliability, and fairness. These approaches increased motivation and teacher confidence in assessment, while also strengthening students' analytical, theoretical, and critical thinking skills.

4. Grading and Standard Setting

A grade is a symbolic representation used to summarize a learner's achievement or performance level in a particular task. Standard setting refers to the systematic process of determining what level of performance a student must achieve to receive a certain grade, pass an exam, or earn a certificate. In Kazakhstan, assessment standards are based on a criteria-based assessment system. In this system, learning objectives are aligned with assessment tasks, and transparency and fairness are maintained through clear evaluation criteria and descriptors. Establishing threshold scores. Each assessment has a specific passing score, which is determined by the number and complexity of the questions. For example, if the passing threshold is 50 out of 100, students must correctly answer at least 50 questions. This system allows for accurate tracking of students' progress and clearly shows the required level to pass certification or qualification exams. Areas for improvement. During the teaching process, some students struggle to fully understand the evaluation criteria and may deviate from the task. To address this, especially in literature classes, teachers are

encouraged to explain the criteria using concrete examples, refer to scholarly research, and conduct short pre-task exercises. These strategies help guide students toward the learning goals and develop their analytical skills in a practical way. Group and pair work foster collaboration among teachers and learners, enhance communication, expand theoretical knowledge, and support self-development. Based on this, I apply several innovations: Explaining criteria through examples Using self- and peer-assessment sheets Creating descriptors together with students These methods increase student engagement and strengthen their trust in the assessment process. Using transparent, fair, and goal-oriented grading standards has proven effective. This approach not only reflects student progress fairly but also guides future learning. For continued improvement, regular teacher reflection and peer review are recommended.

5. Use of Rubrics

A rubric is a structured assessment tool used to define expected outcomes for a specific task. It outlines the evaluation criteria and describes levels of quality for each criterion. In a competency-based education system, rubrics are valuable as they ensure transparency, consistency, and alignment with learning objectives. In Grade 8 Kazakh literature, students were given a task aligned with learning objective 8.2.1.1 — analyzing a text’s composition from whole to part and part to whole, based on T. Akhanov’s literary work. Using a rubric allowed students to clearly identify structural elements of the text and analyze how each section contributes to the overall meaning. The rubric included specific criteria such as: identifying compositional elements, analyzing textual unity, and explaining connections between parts. Each was supported by clear descriptors, enabling teachers to understand expectations and evaluate fairly and openly. When designing and applying rubrics, I focus on: Specific learning objectives from the curriculum Criteria tailored to each skill Descriptors appropriate to student levels Bloom’s taxonomy to cover cognitive levels Clear, simple, and student-friendly language As part of the “Story Map” task, students created and presented posters. The rubric included the following: Identifying the beginning Describing the connection Showing development Highlighting the climax Explaining the resolution Task structure and presentation Scoring: 16–18 points: Excellent 13–15 points: Good 10–12 points: Satisfactory 9 and below: Needs improvement For me, rubrics are more than assessment tools—they support lesson planning, guiding students, and promoting reflection. They help track learning progress, clarify success paths, and ensure fair and precise grading. In practice, I aim to co-construct rubrics with students to build responsibility and engagement in their learning.

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