Reflection Report

Submitted by: Gulkhan Amanova

Full Name:	Gulkhan Amanova
External ID:	0825CbAT92
Gender:	Female
Age:	48
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1. CBC, CBE, and CBA as a System

Through this course, I realized that CBC, CBE, CBA are interconnected concepts forming a unified system. The CBA is not limited to mastering educational content, it also focuses on the students` ability toapply skills in real-life situations. CBC is a curriculum based on clear objectives and skills help to understand what they need to know and how to use that knowledge in real-life contexts. The main features of CBC include clear objectives, experiential learning, interdisciplinary integration, active participation, flexible pacing and authentic assessment so students develop communicative and higher order thinking skills, critical thinking, responsibility, and confidence. CBE is a teaching approach based on the development of flexible skills. It allows students to study independently in understanding previous topics. CBA involves assessment through projects, presentations, and practical tasks where students ebgage in developing them, solving problems, or presenting ideas in a concrete way. Also, I learned to distinguish between these concepts and realized how they contribute to the overall assessment system where students apply the knowledge by connecting with real life situations.For example, in Grade 10 lessonabout a famous Kazakh philosopher I noticed that the strength of CBC lies in how students worked in groups using digital technologies, to compare and analyze historical background of the story, the author`s perspective, and the idea of freedom. Each group wrote arguments and quotes on their papers, and studied them. The task was integrated with multiple subjects. The key strength of this approach was that students were able to uncover historical and philosophical meaning of

the novel and demonstrated knowledge by proving what they were capable of. In addition, they conducted research, developed solutions, shared ideas, and presented through a presentation. A drawback was the challenge of selecting the appropriate technology for analyzing a literary work which should be prepared in advance in using it properly.

2. Curriculum Development and Learning Goals

Within the framework of this course, I came to understand the importance of the logical connection between clear learning objectives, learning activities, and assessment. Competency-based education focuses on mastering content, also develops essential life skills in students. Therefore, learning objectives should be specific, measurable, attainable, relevant and outcome-oriented. Assessment methods, should be valid, reliable, and fair. According to Bloom's Taxonomy, learning objectives are planned in increasing levels of complexity —from simple recall of information to higher order thinking skills. For example, by analyzing the novel "Ulpan" in Grade 9students created posters and delivered presentations with the aim of developing critical thinking, analyzing the historical and artistic work by drawing comparisons with modern life, and providing a critical evaluation of its innovative elements. The strength of this lesson was focused on the role of women in a historical contextthrough the character Ulpan. By "Brainstorming" activity and a short video clip and using Canva, Google Docs platforms students'developed descriptive and analytical skills. A key strength was how students demonstrated the relationship between parents and children, tradition and innovation across historical periods. To increase students` engagement was suggested a quiz on Google Forms. Students freely expressed their opinions, analyzed the topic, and skillfully connected it to contemporary life, and provided a critical evaluation of the author's style. This approach clearly demonstrated the connection between objectives, activities, and assessment. Validity was ensured by aligning assessment with the learning objectives. Reliability was achieved through clearly defined assessment criteria and consistent results. Fairness was maintained by setting equal expectations for all students and providing constructive feedback. An area for improvement is encouraging students to actively engage in the learning process through self-assessment and reflection. In the future, I noted the importance of familiarizing students with digital platforms in advance and providing simple video tutorials.

3. Assessment Quality: Validity, Reliability, and Fairness

Through this topic, I learned that assessment is an essential tool for developing and supporting students` competencies. To ensure high-quality assessment, I realized that it must be valid, aligned with clear objectives, reliable, outcome-driven, and fair, considering students` abilities

and individualities. Additionally, effective formative assessment, assessment criteria, and feedback should be directed towardstudent's development. For example, Grade 9 students in Kazakh literature were tasked with writing an argumentative essay on "Humanism in Abai's Poetry." The aim wasat developing writing skills, assessing students' competencies,identifying students' critical thinking abilities, and capacity to support their personal viewpoints. The content of the essay fully aligned with the learning objectivesand demonstrated validity in it. The assessment criteriawere in line with the learning objectives and it was based on work, prepared according to the descriptors. However, the invalid aspects included some students addressing overly extensive issues in essays, and deviating from the main objective. Some students, despite having rich language, failed to convey the main idea clearly and received lower scores. I realized this aspect could potentially undermine the assessment validity.A moderation process was conducted to ensure consistency in assessment which helped us refine the assessment scale. Some students struggled with writing the essay, and was used a differentiated approach, providing them with key words and guiding questions. As a result, all students were given the opportunity to develop skills according to their levels. Feedback was focused on providing support and guidance. Reliability refers to the consistency and repeatability of assessment results. I concluded that descriptors and moderation process should be strengthened. Ensuring fairness in assessment means providing equal opportunities for all students. I observed that some students had strong writing skills, while others faced difficulties with written tasks. I deeply understood that assessment is a crucial tool that impacts the student's learning process.

4. Grading and Standard Setting

During the seminar I understood that assessment is a tool shows the student's developmental way and it should be aimed at supporting, guiding, and fostering the learning process. The assessment process should be clear, transparent, fair, aligned with the learning objectives and precise thresholds and, standards which is the guarantee of quality assessment. In Grade 8, for the topic "Rhetorical Speeches," students were tasked with delivering an argumentative oral presentation. I assessed this task using a rubric, which included descriptors and evaluation points from 1 to 10. The assessment process was transparent: criteria and descriptors were introduced and explained in advance. Students were assessed by self- and peer assessment. This was a good way to engage students in the evaluation process. The total score was calculated by summing all the criteria, and then it was aligned with the grading scale (for example, 10–12 points corresponded to a grade of "5"). The strength of the assessment was that it was accurate, aligned with the learning objectives, and fair. Students clearly understood why they received the grades they did and received feedback to increase theirresponsibility for the next task. For improvement, when setting thresholds, it's important to consider the

students` individual characteristics. For example, students with smaller vocabulary and lower language proficiency, despite expressing logical ideas well, received lower scores. The moderation process should be introduced whenseveral teachers assess the same task. To be fair and effective assessment should be logically connected to the learning objectives and clear criteria. For example, the results obtained from students are converted into quarterly and annual grades based on a grading scale which aligns with the national evaluation system and regulatory documents. Complexity level of the task, the student's developmental dynamics, and the educational context were taken into account.

5. Use of Rubrics

During the course, I realized that a rubric is an effective tool that connects assessment and teaching. A rubric provides an opportunity for effective feedback aimed at development. It helps the learner understand their strengths and identify specific ways of improvement. Also, I understood that assessment can be conducted in a valid, reliable, and fair way. For example, in the Grade 6 Kazakh language lesson, students were assigned the task of writing an informal letter to a friend, in line with the learning objectives. A rubric was prepared in advance, with the defined criteria with total 10 points. Descriptors were created for each criterion. I discussed the rubric with students and provided it in self and peer assessment sheets. The benefits of the rubric: students clearly understood why they received theirgrades. They were able to identify their own mistakes and motivated to correct them, as the assessment criteria were clear with objectivity and fairness. This approach helped develop the students' metacognitive skills. • Alignment with learning objectives – the rubric should derive from the learning objectives. • Clarity – both the student and the teacher must understand the descriptors in the same way. • Pre-introduction – students should be aware of the assessment criteria before the task. • Consistency – the rubric should be applied consistently, without changes in each lesson. • Using it as a feedback tool – it should be used to support students` development. Through the rubric, students started to adopt a reflective approach to their work and understood their level and set personal goals. Some students revisited their writing based on the rubric. This encouraged active participation in learning and fostered independence. Not to confuse students with many criteria in rubric I aim to create 3–4 key criteria with clear and understandable descriptors and will increase the practice of creating rubrics together with students.

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