

Design and Implementation of Senior High School English Reading Teaching under the Integrated Concept of "Teaching-Learning-Assessment"

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Abstract: This study explores the design and case analysis of senior high school English reading teaching under the integrated concept of "Teaching, Learning and Assessment" (TLA), aiming to solve the disconnection between teaching, learning and assessment and the lack of systematic evaluation in traditional reading instruction. Guided by the General High School English Curriculum Standards (2017 Edition, Revised 2020), it integrates Tyler's Rationale and Backward Instructional Design to construct a closed-loop teaching model. Adopting the "What-Why-How" text analysis framework and three-stage activity sequence, the study translates core competencies into observable objectives and assessment indicators. Taking a reading text from the PEP textbook as an example, it demonstrates the whole-process embedding of formative assessment. The findings indicate that TLA integration effectively shifts reading teaching from knowledge-oriented to competence-oriented, enhancing students' interpretive ability, thinking quality and cultural awareness. The proposed framework and case offer practical implications for advancing assessment reform and curriculum implementation.

Keywords: Integrated "Teaching; Learning and Assessment"; Senior High School English Reading Teaching; Instructional Design; Case Analysis

1. Introduction

1.1 Research Background

In senior high school English teaching, reading serves as a core language input channel. Zhang and Wu [1] hold that its value extends beyond basic linguistic understanding to textual analysis, reading habit development and higher-order thinking, which is vital for fostering students' core competencies and humanistic qualities.

Ministry of Education [2] formally proposes integrated "Teaching-Learning-Assessment" (TLA) in the General High School English Curriculum Standards (2017 Edition, Revised 2020), centering assessment on student development and calling for aligning objectives, activities and assessment to achieve subject goals. Cheng and Zhang [3] point out that this drives reading teaching to shift from knowledge-based to competence-based approaches, guiding instruction via assessment goals, supporting learning through varied tasks, and refining practice with clear rubrics.

Current reading teaching still faces structural tensions. Many teachers focus excessively on content and methods while neglecting students' actual learning status. Ministry of Education [2] notes that they lack systematic process and outcome assessment, over-reliance on written tests or ignoring assessment entirely, which separates teaching, learning and assessment and reduces effectiveness. Ding [4] argues that students may feel anxious, lack self-assessment confidence, and fail to improve strategies, limiting reading performance and competency growth. Wang and Li [5] indicate that although integrated TLA has gained attention, research gaps persist: studies on its application in high school reading are limited, especially regarding text-type adaptation, assessment tools and effectiveness evidence.

Against this backdrop, this study centers on senior high school English reading teaching. It explores how to integrate objective design, activity planning and assessment systems under TLA, supported by practical cases. The research addresses curriculum requirements for core competency development and offers feasible solutions to common issues like weak assessment and misalignment between teaching and assessment, promoting the effective implementation of integrated TLA in English instruction.

1.2 Research Significance

1.2.1 Theoretical significance

This study integrates the integrated TLA concept into senior high school English reading teaching. It addresses the lack of scenario-specific research in reading instruction, constructing a targeted teaching-assessment model to fill relevant theoretical gaps. Adopting a student-centered perspective, it transcends traditional knowledge-based assessment, linking reading strategy training and thinking development. This expands the disciplinary applicability of TLA theory and enriches the practical pathways of the "Objective-Activity-Assessment" system.

1.2.2 Practical significance

This research offers a practical TLA framework for English reading teaching, benefiting both teachers and students. It helps teachers move beyond lecture-centered instruction, transforming competency goals into observable indicators for evidence-based teaching. For students, embedded self and peer-assessment fosters active learning and metacognitive growth. The findings also support schools in building competency-oriented assessment systems, advancing the curriculum reform goal of promoting learning and teaching through assessment.

2. Literature Review

2.1 Concept Definition

Integrated "teaching-learning-assessment"

The proposal of the Teaching-Learning-Assessment integrated concept derives from global education reform practices and academic reflections on educational assessment functions as well as the interplay between teaching and assessment. The 2022 Edition of Compulsory Education English Curriculum Standards clarifies that complete teaching activities comprise three indispensable components: teaching, learning and assessment. Teaching is goal-oriented to cultivate students' core English competencies; learning refers to students' internalization of knowledge and skills under teacher guidance; assessment formulates criteria based on teaching objectives to facilitate instructional optimization. Academic circles have reached a basic consensus that TLA integration is a dynamic interactive process with contextual differences in integration modes. Wang [6], Wu and Lü [7], and Cui [8] have interpreted it respectively as an integrated

instructional strategy, a path for competency cultivation, and a systematic design centered on objective consistency.

In nature, TLA integration serves as a guiding educational philosophy in the new curriculum reform instead of a fixed teaching model. It takes competency cultivation as the core, places embedded whole-process assessment as the regulatory mechanism, and realizes systematic collaboration through consistent teaching objectives. Classroom task design integrates instructional goals and learning effects to achieve the dynamic integration of teaching, learning and assessment. Despite the absence of a unified academic definition, scholars universally regard teaching, learning and assessment as an organic entirety. The three elements are mutually embedded throughout the whole teaching process, jointly constructing a complete teaching ecosystem oriented to the development of students' core competencies.

2.2 Theoretical Basis

2.2.1 Tyler's rationale

Tyler [9], an American educator, proposed four fundamental questions in curriculum development, covering educational objectives, learning experience selection, curriculum organization and effect evaluation. His goal-oriented curriculum framework shares inherent logical consistency with the modern Teaching-Learning-Assessment integrated concept. Tyler argued that educational objectives should be formulated by examining students' cognitive level, knowledge base and learning demands, as well as drawing on professional expertise in education. In addition, the selection of learning experiences needs to focus on fostering students' core competencies. For English subjects, it is essential to design valuable learning activities tailored to language proficiency, cultural awareness and thinking development.

Tyler put forward sequence, continuity and integration as the three principles for organizing learning experiences. He maintained that assessment should center on students' learning performance to offer instructional feedback, thereby forming a complete closed-loop system of objectives, experiences and evaluation. His theoretical logic of setting goals first, matching learning experiences and optimizing teaching via assessment embodies the embryonic form of integrated TLA ideology. The idea of interaction between teaching and assessment he advocated

also facilitates the shift from knowledge indoctrination to competency-oriented education, laying a vital theoretical foundation for the practice of TLA integration.

2.2.2 Backward instructional design

Wiggins and McTighe [10] proposed backward instructional design, which breaks the traditional design logic starting from teaching content, advocating that curriculum development should begin with the accurate definition of expected learning outcomes. This theory emphasizes that designers should clarify learning objectives at the initial stage, determine teaching priorities simultaneously, and construct a teaching activity sequence based on explicit and implicit competency indicators, forming a closed-loop process of "Objective Setting – Assessment Construction – Content Adaptation".

Backward instructional design follows a three-stage progressive logic: first, take teaching objectives as the logical starting point, clarify learning expectations and determine content priorities according to curriculum standards; second, design performance assessment tasks around objectives, and build a competency-oriented assessment system by presetting assessment evidence; finally, plan learning activities based on the first two stages, making the teaching process a goal-oriented evidence collection and competency cultivation process. This design paradigm highlights the dominant role of teaching objectives in assessment and activities, emphasizing the alignment of "Teaching-Learning-Assessment". Integrated TLA is highly consistent with backward instructional design in concept: both take objectives as the logical origin, transform core competencies into observable assessment indicators through the backward framework of "Objective-Assessment-Teaching", and embed them into teaching activities to form a dynamic feedback mechanism. The "assessment first" thinking of backward design provides an operational paradigm for integrated TLA, and its goal-oriented closed-loop logic ensures the scientificity and coherence of instructional design, providing theoretical support for solving the problem of "disconnection between teaching and assessment" in traditional teaching and promoting the construction of a teaching ecosystem of "promoting teaching through assessment and promoting learning through assessment".

2.3 Research Status at Home and Abroad

2.3.1 Foreign research on integrated TLA

In the theoretical evolution of teaching and assessment, Tyler [9] first proposed the goal model theory, dividing curriculum development into four stages: "Goal Determination – Content Selection – Teaching Implementation – Effect Assessment". However, this theory was criticized for being mechanical and rigid due to over-emphasis on objectification, failing to fully stimulate students' initiative. Bloom [11] founded the three-dimensional classification system of educational objectives, emphasizing the realization of teaching diagnosis through "Objective-Assessment" alignment analysis, laying a methodological foundation for subsequent research. The American standardized education reform in the 1980s promoted the formation of a ternary integration framework of "Objective-Teaching-Assessment", Bhola et al. [12] pointed out that the disconnection between teaching, learning, and assessment was the main cause of inefficiency in American school education, while Popham [13] advocated the overall linkage of curriculum, teaching, and assessment through cross-disciplinary expert collaboration.

Davison and Leung [14] integrated educational planning, resource allocation, individual differences and other elements to construct a teaching-assessment collaboration framework, highlighting the pivotal role of assessment in connecting the three elements of "Teaching-Learning-Assessment". Duncan [15] confirmed from the learner's perspective that the collaboration mechanism of teaching and assessment can significantly improve learning effectiveness. Notably, Mizugoshi [16] first proposed the concept of integrated TLA, emphasizing that assessment should be embedded in the whole teaching process to promote the two-way optimization of teaching and learning. This concept was continued in India's School Education Curriculum Framework in 2022, and its advocated model of combining summative assessment and formative assessment promoted the penetration of assessment into the whole teaching process. Jia and Zhu [17] note that the UK implemented ten principles of formative assessment in the late 1990s, and Finland's senior high school curriculum encouraged students to independently set goals and adjust learning strategies through diversified assessment.

In terms of empirical research, Anastasiya and Jeffrey [18] found that college students generally agreed that refined teaching assessment was the most effective form of classroom feedback. Potts [19] confirmed through classroom observation that carrying out student-centered teaching-assessment integration activities could optimize classroom ecology and significantly promote English reading learning. Overall, although foreign studies have clarified the importance of assessment integration, most stay at the theoretical construction level and lack practical guidance on the implementation pathway of integrated TLA, especially in the operational research on how to systematically promote teaching-assessment integration.

2.3.2 Domestic research

Domestic research on integrated TLA began with Wei and Jia [20], who explored the alignment construction of curriculum standards, classroom teaching, and assessment from the perspective of learning process, laying an important foundation for subsequent research. Cui and Xia [21] further proposed that teaching, learning, and assessment should form an organic whole, emphasizing that assessment should be deeply embedded in the process of teaching and learning, forming a linkage mechanism with learning objectives as the core. Zheng [22] focused on the alignment design of "Teaching-Learning-Assessment" from the dual dimensions of curriculum and teaching, emphasizing the collaborative matching of teaching objectives with assessment objectives and tasks. Wu [23] demonstrated goal-oriented assessment optimization strategies based on curriculum cases and proposed an implementation framework of "Goal-Oriented Teaching Assessment". Theoretical consensus shows that the essence of this concept is to systematically integrate teaching elements through objective analysis to ensure that teaching and assessment activities always focus on core objectives.

In terms of implementation pathways, domestic scholars put forward dual suggestions: first, classroom teaching should adhere to the principles of student-centeredness and problem-orientation, and achieve goal realization through task solving; second, the assessment link should clarify standards, diversified methods and timely feedback to promote the development of core competencies [5]. Although existing studies have confirmed the compatibility of this concept with core competency cultivation, they generally

show the characteristics of "advanced theory but lagging practice". Research started late and focuses on theoretical construction, lacking systematic teaching plans based on the requirements of the new curriculum standards. Classroom practice mostly stays at the level of qualitative observation, lacking quantitative analysis support, and empirical research on teaching effectiveness needs to be deepened. In the field of empirical research, Wei [24] conducted research on senior high school English reading teaching, taking the "interaction-feedback-improvement" mechanism as the entry point, and constructed a dynamic feedback system by strengthening the subject interaction of assessment objects, innovating diversified assessment methods and expanding diversified assessment content, effectively improving students' reading ability.

3. Construction of English Reading Teaching Implementation Model under Integrated TLA

The design and implementation of integrated TLA is a systematic project. Guo and Xu [25] believe that in terms of connotation, "teaching" means that teachers' instructional design should infiltrate competency cultivation into learning task design and promote deep learning through high-quality teaching activities; "learning" emphasizes transcending the static transmission of language knowledge and promoting the transformation of language learning to practical application; "assessment" advocates carrying out competency-oriented assessment in real situations and examining students' comprehensive competencies through diversified methods. Wang and Li [5] point out that the integrated TLA system covers core elements such as clear concept, content grasp, student analysis, objective formulation, method selection and effect assessment. This system emphasizes deeply integrating the assessment mechanism into the whole teaching process, clarifying the teaching target through text analysis, selecting adaptive strategies based on accurate objectives, completing the overall scheme design and implementation, and carrying out reflective optimization after class to realize the two-way promotion of assessment on learning and teaching. Li and Wang [26] further proposed that integrated practice requires teachers to take the concept as the guide, organically embed the assessment link into teaching links such as text analysis, objective setting and method selection,

and achieve the implementation effect of "promoting learning through assessment and promoting teaching through assessment" through the whole-process dynamic regulation mechanism. Sun et al. [27], based on the existing problems in current middle school English reading teaching evaluation, took high-quality English reading lessons as the research object, and explored the optimization strategies for middle school English reading teaching evaluation under the concept of integrated teaching and evaluation.

3.1 Analysis and Formulation of Teaching Objectives

Teaching objective design is the initial link of instructional design, as well as the key guidance and action criterion for classroom teaching activities. Based on the integrated TLA concept, teachers need to systematically construct a teaching objective system from three levels: concept positioning, text analysis and student diagnosis. First, anchor the core concept of "developing English core competencies and implementing the fundamental task of fostering virtue through education" proposed in the General High School English Curriculum Standards (2017 Edition), clarify the education-oriented value of "why teach", integrate language knowledge, cultural connotation, thinking training and learning strategies through theme-driven learning activity design, build a teaching framework with relevance, comprehensiveness and practicality, and promote the coordinated development of students' four-dimensional abilities.

Second, teachers can use the "What-Why-How" three-dimensional model to analyze the text: grasp the theme content and core information of the discourse through "What", explore the author's emotional attitude, value orientation and text education value through "Why", and analyze the stylistic characteristics, language style and rhetorical logic through "How" to accurately locate the language knowledge carrier, cultural connotation and thinking training target carried by the text. Through student analysis, grasp students' cognitive level, individual differences and disciplinary ability development status, clarify the gap between students' current level and target requirements, provide student support for objective formulation, and ensure that teaching objectives not only meet curriculum standards but also fit

students' zone of proximal development. On this basis, write teaching objectives according to the three-stage framework of "Learning Comprehension – Application and Practice – Transfer and Innovation" in the view of English learning activities, adopt quantifiable and executable behavioral verbs, transform disciplinary core competencies into specific objectives with logical progression, promote the deep integration of language, culture, thinking and learning abilities, build an objective system with aligned "Teaching-Learning-Assessment", and lay a solid foundation for classroom teaching implementation and effectiveness assessment.

3.2 Implementation of the Teaching Process

When choosing teaching methods, teachers should not only focus on "how to teach" but also pay attention to "how students learn", giving full play to students' dominant position. Therefore, the first thing teachers should consider in the implementation of the teaching process is the selection of teaching methods. Teachers construct a systematic teaching activity system around teaching objectives, covering different dimensions such as learning comprehension, application and practice, transfer and innovation, to promote students' competency advancement. The initial stage focuses on the design of learning comprehension activities, guiding students to construct a structured knowledge system through text information extraction, deep semantic analysis and value concept comprehension; the middle stage focuses on the development of application and practice tasks, committed to promoting the internalization and integration of knowledge and skills, enabling students to realize the transfer and application of language abilities in real or simulated situations; the final stage sublimates to transfer and innovation activities, encouraging students to activate knowledge and skills in new situations, and realizing the qualitative change from language ability to comprehensive literacy through creative problem-solving. This activity sequence follows the cognitive law of "input-internalization-output", forming a progressive and spirally rising ability cultivation path, effectively promoting students' leap from single skill training to core competency development.

3.3 Assessment of Learning Effects

Assessing learning effects centers on clarifying

students' learning outcomes. Luo and Liu [28] point out that reading teaching assessment begins with objective setting rather than ending with instruction. Teachers develop assessment criteria aligned with objectives, monitor learning dynamically via diversified activities, and realize bidirectional optimization of teaching and learning. They track progress through questioning, observation, rubrics and tasks, adjusting strategies accordingly. Pre-teaching assessment transparency guides learning, while post-class self-assessment and teacher evaluation form a closed TLA loop.

Promoting integrated TLA in reading teaching follows two principles: embedding assessment throughout instruction for continuous diagnosis, and conducting interactive assessment via diversified methods based on criteria and objectives.

4. Case Analysis

This case selects the reading text *The Chinese Writing System: Connecting the Past and the Present* from Unit 5 "Languages around the World" in Book 1 of the PEP senior high school English textbook. The text takes "people and society" as the thematic context, systematically introduces the development history, cultural connotation and contemporary value of Chinese characters in the style of expository writing, and has both language learning and cultural education functions.

4.1 Text Analysis

What: The text combs the evolution of Chinese characters from oracle bone inscriptions to modern simplified characters along the time axis, focusing on the character-forming characteristics of "unity of form and meaning" and cultural continuity. By comparing the survival differences between Chinese characters and other ancient characters, it highlights their uniqueness as a carrier of Chinese civilization, and explains the media changes of writing carriers from oracle bones to electronic screens, revealing the impact of technology on cultural

communication.

Why: The author aims to construct cultural identity by associating the "square character" structure of Chinese characters with the philosophy of "harmony between man and nature"; by comparing the "phonetic" characteristics of alphabetic writing, it demonstrates the advantages of Chinese characters in inheriting ethical concepts and cultural memory. The text implicitly responds to the problem of "forgetting words when writing" in the digital age, and infiltrates the education-oriented value of cultural confidence through cases of reference and international communication of Chinese characters in the East Asian cultural circle.

How: It adopts a double-line structure of "time sequence- problem solving", takes archaeological discoveries and historical events as evidence, and strengthens arguments through the comparison between "Chinese character formation and English words". The language combines academic and concrete expression, and quotes *Shuowen Jiezi* to enhance credibility, forming a rigorous argumentation system.

4.2 Teaching Objective Design

Based on the curriculum standards and the framework of core competencies, in combination with the characteristics of the text and the students' learning situation, the four-dimensional teaching objectives are formulated. Table 1 presents the four-dimensional teaching objectives for the reading lesson *The Chinese Writing System*.

4.3 Implementation and Assessment of the Teaching Process

Based on the activity perspective of "learning and understanding - application and practice - transfer and innovation", this reading teaching class has designed a three-stage teaching process, and simultaneously embedded formative assessment. Table 2 shows the activity design and assessment for the reading lesson *The Chinese Writing System*.

Table 1. The Teaching Objectives of *The Chinese Writing System*

Core Competency	Objectives
Language Ability	1. Identify key chronological nodes in the evolution of Chinese characters (e.g., Shang Dynasty, Qin Dynasty) through skimming. 2. Use mind maps to organize and present English expressions and examples of character formation methods such as pictographs, ideographs, and pictophonetic characters. 3. Employ theme-related vocabulary such as preserve cultural heritage and linguistic diversity to articulate opinions in post-reading discussions.
Cultural	Analyze the connection between the "square character" form of Chinese characters and the

Awareness	Chinese cultural philosophy of “harmony between humans and nature”.
Thinking Quality	Conduct a comparative analysis of how alphabetic scripts and Chinese characters differ in cultural transmission, developing a critical understanding of the relationship between language and culture.
Learning Ability	1. Use the “question annotation method” to record cultural confusion encountered during reading (e.g., “Why did clerical script replace small seal script?”).2. Transfer knowledge of Chinese character formation to the analysis of English roots and affixes (e.g., the shared meaning of tele- and “yuan”).

Table 2. The Activity Design and Assessment of *The Chinese Writing System*

Stage	Activity Design	Assessment Tools and Innovations
Learning Comprehension	Pre-reading prediction: Present oracle bone inscriptions and have students guess their meanings in groups, focusing on inferential logic based on “visual feature association” and “life experience transfer”. While-reading information extraction: Students individually complete a timeline filling task covering the Shang Dynasty, Qin Dynasty, and modern times.	Prediction stage: Visual thinking assessment rubric – focus on the reasoning process rather than the accuracy of guesses. Information extraction stage: Information completeness checklist – evaluate the accuracy of key events and time nodes, emphasizing peer feedback with justifications.
Application and Practice	Group discussion: Discuss the reasons for the continuous use of Chinese characters, requiring three supporting arguments in English. Class presentation: Group representatives present their arguments supported by textual evidence.	Assessment innovation:• Argumentative logic rubric – scored on three dimensions: relevance of claims, sufficiency of evidence, and linguistic accuracy.• Cultural understanding growth portfolio – document students’ cognitive progression from “form-focused observation” to “historical context analysis”.• Progress monitoring checklist – record real-time thinking bottlenecks.
Transfer and Innovation	Authentic task: Role-play as members of a “World Language and Cultural Protection Organization” and write an English proposal with strategies to protect dialects/minority languages. Interdisciplinary integration: Connect with history lessons on “Silk Road language exchange” to analyze the relationship between language protection and cultural transmission.	Assessment design:• Proposal evaluation rubric – assess strategy feasibility, cultural relevance, and appropriateness of English expression.• Interdisciplinary analysis report – focus on logical connections between “language protection measures” and “historical cases”, encouraging use of the claim-evidence-conclusion structure.

4.4 Construction of the Assessment System

Under the concept of "integration of teaching, learning and assessment", the construction of the evaluation system focuses on formative assessment, concentrating on students'

interaction with reading materials, as well as among students and between teachers and students. Table 3 shows the construction of the evaluation system for the reading lesson *The Chinese Writing System*.

Table 3. Construction of the Assessment System for *The Chinese Writing System*

Assessment Stage	Assessors	Assessment Tools	Assessment Focus
Pre-reading	Teacher, Students	Prediction thinking assessment rubric	Learning strategy use, cultural sensitivity
While-reading	Peer students, Teacher	Information extraction checklist, classroom observation record form	Mastery of linguistic knowledge, text analysis ability
Post-reading	Self, Peers	Argumentative logic rubric, proposal evaluation rubric	Thinking quality, intercultural communicative competence
After-class	Teacher, Students	Growth portfolio, reflective journal	Learning process tracking, metacognitive ability

5. Conclusion

Integrated TLA is not a novel teaching approach, as many of its strategies are already used in practice. It emphasizes the alignment of

teaching, learning and assessment as well as holistic instructional design, without unnecessary complexity. Research should be grounded in classroom practice, avoiding excessive abstraction or relabeling of familiar

methods. Current implementation remains exploratory, with many issues requiring further investigation. This study offers references for both theoretical and practical development.

Integrated TLA synthesizes curriculum and assessment theories with practical experience, supporting curriculum reform and competency-based education by clarifying its connotation, components and implementation pathways, alongside case-based design principles. Nevertheless, its theoretical framework needs refinement, including evidence collection in classroom assessment, student agency in evaluation, and teacher assessment literacy—areas for future research.

As key implementers, teachers should update their beliefs, improve skills and develop assessment literacy. Integrated TLA involves setting clear objectives, designing aligned tasks, and embedding ongoing assessment to monitor progress and provide timely feedback. In reading instruction, teachers should focus on the learning process, foster student self- and peer-assessment, and promote active engagement. Through balanced interaction of teaching, learning and assessment, students' English proficiency and core competencies can be effectively enhanced.

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