

Integrating “Teaching, Learning and Assessment” in Senior High School English Reading Instruction

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Abstract: *The National English Curriculum Standards for Senior High Schools (2017 Edition, 2020 Revision)* identifies the development of students’ core English competencies as the central goal of instruction and explicitly calls for the implementation of the integration of “Teaching, Learning and Assessment”. As a key pathway for realizing core competencies, the integration of “Teaching, Learning and Assessment” requires that instructional objectives, activities and evaluation form an organic whole. However, in current senior high school English reading instruction, there remains a noticeable disconnect between evaluation and teaching. This study, grounded in the requirements of the new curriculum standards and supported by the theories of reverse teaching design and assessment for learning, takes “The Night the Earth Didn’t Sleep” (Unit 4, Book 1, PEP Edition) as an example. Following the five-step framework proposed by Li & Wang—“clarifying guiding philosophy, analyzing the text, diagnosing learner profiles, integrated design and implementation, and reflective practice”—the study constructs an objective-guided, assessment-embedded, activity-driven instructional system. The findings suggest that by embedding assessment throughout the entire process of knowledge acquisition, text analysis and transfer-oriented application, this model can effectively enhance the effectiveness of reading instruction and promote the development of students’ core English competencies.

Keywords: Integration of “Teaching, Learning and Assessment”; Senior High School English; Reading Instruction; Core Competencies; Reverse Teaching Design

1. Introduction

The National English Curriculum Standards for Senior High Schools (2017 Edition, 2020 Revision) (hereinafter referred to as “the new standards”) clearly state that senior high school English instruction should take the development of students’ core English competencies as its central objective and strive to cultivate talents with a Chinese orientation, a global vision and cross-cultural communication skills [1]. To achieve this goal, the standards emphasize the need for teachers to properly handle the relationship between evaluation, teaching and learning, and to promote the implementation of the integration of “Teaching, Learning and Assessment”. However, in current senior high school English reading instruction, evaluation and teaching remain disconnected. On the one hand, traditional exam-oriented evaluation methods fail to fully serve the function of “promoting learning and teaching through assessment,” and teachers’ understanding of the integration concept is often insufficient, leading to a disconnect among objectives, teaching and evaluation. On the other hand, many teachers still follow an “activities first, assessment later” approach in their instructional design, neglecting the diagnostic and facilitative role of assessment in learning. This fragmented instructional reality not only weakens the guiding function of evaluation but also hinders the effective development of students’ core competencies. Given this situation, this study takes “The Night the Earth Didn’t Sleep” (Unit 4, Book 1, PEP Edition) as an example and, supported by the theories of reverse teaching design and assessment for learning, follows the five-step framework proposed by Li & Wang [2] —“clarifying guiding philosophy, analyzing the text, diagnosing learner profiles, integrated design and implementation, and reflective practice”—to explore the practical pathway for integrating teaching, learning and assessment in senior high school English reading instruction. By

embedding assessment throughout all instructional activities, the study constructs an objective-guided, assessment-embedded, activity-driven instructional system, aiming to achieve the organic unity of teaching, learning and assessment, thereby effectively improving reading instruction effectiveness and facilitating the attainment of students' core English competencies.

2. Literature Review

This section presents the conceptual definition of the integration of teaching, learning and assessment, reviews related research at home and abroad, and introduces the theoretical basis of this study.

2.1 Conceptualizing the Integration of “Teaching, Learning and Assessment”

The integration of “teaching, learning and assessment” is an important instructional concept advocated by the new standards. The new standards explicitly state: “A complete instructional activity consists of three aspects: teaching, learning and assessment. Teaching refers to the teacher’s design of instructional objectives and activities based on students’ learning profiles and the content to be taught, with the teacher organizing and implementing in-class and out-of-class activities to achieve the educational goals of the English subject. Learning refers to students’ active participation in classroom instructional activities, through which they transform the knowledge and skills of the English subject into their own core subject competencies. Assessment refers to the teacher’s determination of evaluation content and criteria based on instructional objectives, as well as the organization and guidance of students in completing assessment-oriented activities, thereby monitoring the process and outcomes of teaching and learning and achieving the goal of promoting learning and teaching through assessment” [1]. Wang & Li further point out that the integration of teaching, learning and assessment embeds evaluation into instruction, making it an organic component of teaching that is closely connected with instructional activities and interacts positively with the learning process [3].

From an operational perspective, the implementation of the integration of “Teaching, Learning and Assessment” involves three key steps: first, formulating measurable and

observable instructional objectives; second, selecting appropriate teaching methods based on the instructional content, guiding students to combine independent learning with cooperative learning; and third, employing diverse forms of formative assessment to play an encouraging and guiding role, thus enabling assessment to exert its backwash effect on instruction. Li & Wang [2] emphasize that assessment should run through the entire process of teaching and learning, covering pre-class preparation, in-class implementation and post-class reflection.

It should be noted that the integration of “Teaching, Learning and Assessment” is both related to and distinct from the consistency of teaching, learning and assessment. Cui & Xia point out that “consistency of teaching, learning and assessment” consists of three goal-oriented elements: consistency between learning and teaching, consistency between teaching and assessment, and consistency between assessment and learning [4]. The common essence of the two concepts lies in the fact that the objective is the starting point and ultimate destination of instruction, with teaching and learning activities centered around the objective and assessment running through them, providing ongoing monitoring and support for the attainment of the objective.

2.2 Related Research at Home and Abroad

Research on the integration of “Teaching, Learning and Assessment” began earlier in other countries. Wang [5] notes that the “standards-based reform” movement initiated in the United States in the 1980s required that teaching, learning and assessment be aligned with curriculum standards, and that the United Kingdom subsequently proposed the concept of “assessment for learning,” advocating the embedding of assessment into the teaching process. At the academic research level, Kippers et al. [6] studied the use of classroom assessment in Dutch secondary education, suggesting that integrating assessment into daily teaching practice can effectively support student learning. Wiliam [7] emphasizes that in formative assessment, students are also participants in the assessment process, needing to understand their learning objectives and success criteria and to use feedback to improve their learning. It is worth noting that research in other countries has largely focused on higher education, with relatively little attention paid to senior high

school English instruction (Zhang & An) [8]. Domestic research on the integration of “Teaching, Learning and Assessment” began with Zhang [9], who, drawing on the ideas of Japanese scholar Mizukoshi, was the first to explain the connotation of this concept. Since the promulgation of the 2017 edition of the *National English Curriculum Standards for Senior High Schools*, the concept has received considerable attention in China. Wang & Li [3] systematically explored the practical significance and theoretical origins of the integration of teaching, learning and assessment in the context of core competencies, laying an important foundation for subsequent research. At the practical level, Liu [10], based on this concept, promoted the development of students’ higher-order thinking in junior high school English reading instruction through strategies such as clarifying objectives and skillfully designing contexts. Wang & Zhou [11] explored implementation strategies for the integration of teaching, learning and assessment in senior high school English from the perspective of large units. In summary, domestic research on the integration of “Teaching, Learning and Assessment” has gradually shifted from theoretical discussion to practical application, forming a relatively systematic implementation framework in senior high school English instruction. However, existing studies have largely focused on the overall design of conventional reading lesson types, with insufficient attention paid to the deep integration of assessment tasks and reading activities. Given this gap, the present study, through the design and practice of a reading teaching case on the theme of the Tangshan earthquake, embeds assessment into the entire process of knowledge acquisition, text analysis and transfer-oriented application, further complementing and refining the application of the integration of teaching, learning and assessment in reading instruction, with the aim of promoting the deep integration of the integration concept with reading instruction and the continued development of this model.

2.3 Theoretical Basis

The theoretical basis of this study mainly consists of reverse teaching design and assessment for learning. American curriculum experts Wiggins & McTighe [12] proposed the concept of reverse teaching design, which

advocates that teachers should first clarify the intended learning objectives, then select appropriate assessment criteria and evidence, and finally design instructional activities to guide student learning. Wang & Li [3] point out that the integration of “Teaching, Learning and Assessment” embeds evaluation into instruction, making it an organic component of teaching that is closely connected with instructional activities and interacts positively with the learning process. The case design of this study follows this line of thinking: after determining the instructional objectives, assessment tasks are integrated into each instructional activity, so that evaluation no longer stands outside of instruction. Assessment for learning is a theory of classroom assessment that evolved from “formative assessment,” emphasizing that assessment is no longer an isolated part in the teaching and learning process but an organic part of it. Li & Wang [2] further point out that assessment should run through the entire process of pre-class preparation, in-class implementation and post-class reflection. In the instructional design of this study, from the follow-up questioning in the lead-in stage, to the rubric-based peer assessment in the reading stage, to the speech and writing rubric evaluations in the production stage, assessment accompanies the learning process throughout. As Wang [5] states, assessment should be embedded in the teaching process, based on students’ learning performance, to measure and adjust instruction and promote the attainment of learning objectives. These two theories together provide support for the construction of the objective-guided, assessment-embedded, activity-driven instructional system in this study.

3. Reading Instruction Design and Implementation Based on the Integration of “Teaching, Learning and Assessment”

This study takes the reading text “The Night the Earth Didn’t Sleep” from the “Reading and Thinking” section of Unit 4, Book 1 (PEP Edition) as the carrier. Following the five-step framework proposed by Li & Wang [2] for implementing the integration of “Teaching, Learning and Assessment”—namely, clarifying guiding philosophy, analyzing the text, diagnosing learner profiles, integrated design and implementation, and reflective practice—the study explores the practical pathway for integrating teaching, learning and assessment in senior high school English reading instruction.

3.1 Taking Core English Competencies as the Guiding Philosophy

This lesson takes fostering virtue through education as its fundamental purpose and the development of students' core English competencies as its goal orientation. In the instructional design and implementation, the teacher takes thematic meaning as the guide, relies on the text as the carrier, and integrates language learning, thinking development and value guidance. Assessment is embedded throughout the teaching process, aiming to achieve the organic unity of teaching, learning and assessment through "promoting learning and teaching via assessment."

3.2 Analyzing the Text with the "What, Why, How" Framework

The text in this lesson belongs to the genre of literary journalism (reportage), lying somewhere between news reporting and literary creation. The following is an in-depth analysis of the text using the "What-Why-How" framework.

What: This text takes the 1976 Tangshan earthquake as its subject matter and unfolds in chronological order, divided into five paragraphs. The first paragraph describes the unusual signs before the earthquake, including fluctuations in well water, abnormal animal behavior, strange lights and loud noises. The second and third paragraphs depict the devastating destruction at the moment of the earthquake, using a large amount of data and vivid language to present the severity of the disaster. The fourth paragraph focuses on the rescue efforts after the earthquake, showing the rapid response of the army, medical personnel and other forces. The fifth paragraph presents the process and achievements of Tangshan's post-disaster reconstruction, conveying the theme of hope and rebirth. With "disaster is merciless, but human beings have love" as its core theme, the text guides students to understand natural disasters and recognize both the vulnerability and resilience of human beings in the face of disaster.

Why: Through its documentary-style description, the author aims to achieve three educational goals: first, to help students systematically understand knowledge related to earthquake disasters and cultivate awareness of disaster prevention and self-protection; second, to guide students to perceive the brilliance of

human nature in the face of disaster—the dedication of rescuers and the tenacity of survivors—and to appreciate the spiritual power of "unity, resilience and hope"; third, to learn from history, prompting students to reflect on the relationship between human beings and nature, and to develop an attitude of respecting nature and responding to disasters scientifically.

How: In terms of structure, the text follows a clear chronological sequence, organized according to the logic of "before the earthquake—during the earthquake—after the earthquake." In terms of language, the text presents three major features: first, the extensive use of data (e.g., "two-thirds," "400,000," "75 percent"), which enhances the authenticity and persuasiveness of the account; second, the skillful use of rhetorical devices, such as the metaphor in "Hard hills of rock became rivers of dirt," the simile in "Bricks covered the ground like red autumn leaves," and the personification in "the city began to breathe again," making the language highly expressive; third, the rich use of sentence structures, including multiple attributive clauses and complex sentences, providing high-quality material for students' language learning. In terms of content logic, the teacher needs to guide students to pay attention to the multi-dimensional classification of pre-earthquake signs (what can be seen, heard and smelled), as well as the causal relationship between post-earthquake rescue and the reduction of casualties, thereby cultivating students' logical thinking skills.

3.3 Learner Profile Analysis

The target students for this lesson are first-year senior high school students, with the following characteristics.

Language ability: Students already have a certain vocabulary foundation, master basic reading strategies such as predicting, skimming and scanning, and can extract factual information from a text. However, their ability to summarize and integrate information, as well as their deep reading comprehension skills, are relatively weak. They lack systematic knowledge of the linguistic features of the reportage genre, and their reading habits need improvement.

Topic knowledge: Students have some prior knowledge of earthquakes through events such as the Wenchuan and Yushu earthquakes, and the first lesson of this unit (listening and

speaking) has provided relevant background knowledge. However, students lack sufficient vocabulary and expressions related to earthquakes, and their deep understanding of the social significance and humanistic value of disasters is lacking.

Thinking characteristics: First-year senior high school students are at a critical stage of transitioning from concrete thinking to abstract logical thinking, possessing some potential for critical thinking. However, they need the teacher's guidance through question chains and scaffolding to help them move from information extraction to meaning construction.

Learning ability: Students have basic cooperative learning awareness, but their abilities for independent learning and self-regulation need to be strengthened. The teacher needs to use clear assessment criteria and multiple assessment methods to guide students in gradually developing the habit of self-monitoring.

3.4 Integrated Design and Implementation

This lesson takes reverse teaching design as its conceptual framework, following the design logic of "objective—assessment—activity": first, based on the curriculum standards and learner profile, determine instructional objectives oriented toward core competencies; then, design assessment tasks matched to these objectives; and finally, plan scaffolded learning activities. Assessment runs through the entire teaching process, with each activity accompanied by a clear assessment method, achieving the deep integration of teaching, learning and assessment.

3.4.1 Instructional Objectives

Based on the text analysis and learner profile, this lesson formulates the following instructional objectives around the four dimensions of core English competencies:

(1) **Language ability:** Students will be able to use strategies such as skimming and scanning to extract factual information from the text, master core vocabulary (e.g., ruin, trap, breathe, bury) and expressions for describing earthquake disasters, and use the language learned to introduce the basic facts of the Tangshan earthquake.

(2) **Cultural awareness:** Students will be able to understand the spiritual connotation of "disaster is merciless, but human beings have love," perceive the strong organizational capacity of

the Chinese government in disaster relief and the resilient, united spirit of the people, and enhance their sense of national identity and social responsibility.

(3) **Thinking quality:** Students will be able to use thinking activities such as information classification, causal analysis and comparison to organize the development of events before, during and after the earthquake, analyze the reasons for the heavy losses caused by the disaster, evaluate the expressiveness of the text's language, and develop logical, critical and creative thinking.

(4) **Learning ability:** Students will be able to work in groups to complete mind map drawing and information integration tasks, engage in self-assessment and peer assessment according to assessment criteria, and gradually develop the awareness and ability to self-regulate their learning.

3.4.2 Teaching Process and Assessment Design

This lesson follows the activity-based view of English learning, designing scaffolded activities at three levels—"learning and understanding, application and practice, transfer and innovation"—and embedding assessment into each teaching stage. The specific design is as follows.

Level 1: Learning and Understanding

Activity 1: Brainstorming & Prediction

The teacher presents four pictures one by one (abnormal well water, agitated animals, strange lights, loud noises) and asks students to describe each picture in 1-2 words. The teacher then asks, "What might happen if all these strange things appear at the same time?" to guide students to connect the scattered information and elicit the topic of the lesson, "a big earthquake is coming."

Assessment: The teacher observes the accuracy and relevance of students' descriptions and uses follow-up questions such as "Why do you think so?" to understand their reasoning, initially assessing students' prediction skills and the extent to which their background knowledge has been activated.

Activity 2: Skimming for Main Idea & Structure

Students read the whole text quickly for 5 minutes and complete two tasks: (1) Choose the main idea of the text: A. How to survive an earthquake? B. The damage caused by the Tangshan earthquake. C. What happened before, during and after the Tangshan earthquake? (2) Based on the time clues, divide the five

paragraphs into three parts (Part 1: before the quake; Part 2: during the quake; Part 3: after the quake) and match the core content of each part.

Assessment: Students complete the tasks independently and raise their hands to answer. The teacher quickly assesses students' overall understanding of the main idea and structure of the text through the accuracy rate. For students with incomplete answers, the teacher probes their use of reading strategies by asking, "Which sentence helps you find the answer?"

Activity 3: Scanning for Detailed Information Before the Earthquake

Students read the first paragraph carefully, find the unusual signs before the earthquake, and classify them into three dimensions: "Things you can see / hear / smell," completing an information classification table.

Assessment: After students complete the table, the teacher invites one student to project their work for the whole class to review and supplement. The teacher provides immediate feedback based on the completeness of information extraction (whether all signs are covered) and the accuracy of classification (whether items are placed in the correct dimension).

While the Earthquake

Students read the second and third paragraphs and complete two tasks: (1) Circle the numbers in the text that describe the extent of the earthquake damage, fill in a "Number Information Card," and summarize the function of these data; (2) Find the sentences that use rhetorical devices.

Assessment: Students work in pairs to exchange their "Number Information Cards" for peer assessment, scoring based on a rubric (2 points for complete data, 2 points for reasonable summarization of the data's function). For the rhetorical device analysis stage, the teacher calls on 2-3 students to share, focusing on whether they can identify the type of rhetorical device and explain its expressive effect, and the teacher provides targeted feedback.

After the Earthquake

Students read the fourth and fifth paragraphs and complete two tasks: (1) Circle the main rescue actors (army, medical personnel, workers, etc.) and their specific actions; (2) Group discussion: "Why could Tangshan revive itself so quickly?" summarizing the reasons from two dimensions—"government support" and "people's efforts"—and completing a causal

analysis diagram.

Assessment: The teacher circulates during the group discussion, observing students' level of participation and quality of collaboration, and randomly calls on group representatives to present their causal analysis diagrams. The assessment criteria include: whether the summarized reasons are comprehensive, whether the causal relationships are clear, and whether the expression is complete. The teacher provides oral feedback and summarizes key points on the board.

Level 2: Application and Practice

Activity 4: Mind Mapping & Presentation

The teacher presents the framework of the mind map (explicit line: before the earthquake—during the earthquake—after the earthquake; implicit line: ignorance—shock—despair—hope) (see Figure 1). Students work in groups to complete the mind map based on the information they have organized. After completion, each group sends a representative to orally explain the mind map in 3-4 sentences, describing the logical relationship between the explicit and implicit lines.

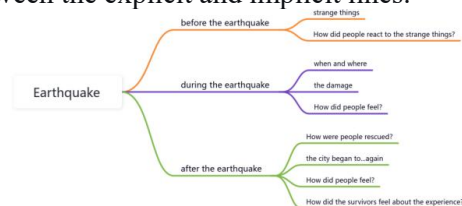


Figure 1. Mind Map of "The Night the Earth Didn't Sleep"

Assessment: A combination of group peer assessment and teacher assessment is used. Each group scores the presenting group according to an assessment rubric (3 points for content completeness, 3 points for logical clarity, 2 points for language expression, 2 points for cooperative participation, total 10 points) and provides at least one constructive comment. The teacher synthesizes the performance of all groups and provides a summary of comments.

Activity 5: Text Analysis & Appreciation

The teacher guides students to review the numbers and rhetorical sentences they identified in Activity 4 and further asks, "What makes this article so powerful and touching?" Students discuss in groups, summarizing the linguistic features of reportage (data enhance authenticity, rhetorical devices enhance emotional appeal, the chronological order enhances clarity, etc.), and identify the sentence that impresses them most, explaining why.

Assessment: The teacher uses the question “Which sentence impresses you most and why?” to guide students to express their personalized reading experience, assessing whether students can perceive the aesthetic value of the text from its linguistic form. The teacher provides extended feedback on students’ answers and summarizes the genre features of reportage.

Level 3: Transfer and Innovation

Activity 6: Role Play

A simulated authentic situation is created: “Suppose you are a docent at the Tangshan Earthquake Memorial Museum. A group of international students is visiting. Please introduce the Tangshan earthquake in about 1 minute.” Students prepare their tour guide scripts in groups and select a representative to present. The introduction needs to cover core elements such as time, location, damage, rescue and reconstruction.

Table 1. English Speech Assessment Rubric

Evaluation Criteria	Score	Comments
Key Information: Covering core elements such as time, location, damage, rescue and reconstruction (4 points)		
Accuracy: Correct grammar and rich vocabulary use (3 points)		
Fluency & Pronunciation: Fluent expression; natural pronunciation and intonation (3 points)		
Total: 10 points		

Assessment: The “Speech Assessment Rubric” (see Table 1) is used for multiple assessment. After each group presentation, other groups score according to the rubric (full score 10

points) and send a representative to provide feedback. The teacher collects the scores, provides focused feedback on common issues, and demonstrates excellent expressions.

Activity 7: Group Discussion

The teacher presents the discussion questions: “What can we learn from the Tangshan earthquake? How can we be better prepared for natural disasters?” Students discuss in groups, considering two dimensions: “individual level (self-rescue skills)” and “societal level (early warning mechanisms, rescue systems),” and then share their views with the class.

Assessment: The teacher observes the depth and breadth of the group discussions and invites representatives from 2-3 groups to speak. Assessment focuses on whether the opinions are based on the text and reality, whether the reasoning is sound, and whether they reflect correct attitudes toward disasters and values. The teacher synthesizes and elevates students’ views, reinforcing the value guidance of “scientific response and mutual assistance.”

Activity 8: Summary Writing (Homework)

Students are asked to write a short passage of 80-100 words introducing the Tangshan earthquake, covering the basic facts of the earthquake and their own reflections. After completing the first draft, students engage in self-assessment and peer assessment using the writing assessment rubric, and then revise and submit their work.

Assessment: A writing assessment rubric (see Table 2) is provided. Students first self-assess, then exchange drafts for peer assessment, and finally the teacher samples the drafts, provides feedback, and offers comments on representative examples.

Table 2. English Writing Assessment Rubric

Assessment Criteria	Self-assessment	Peer-assessment	Teacher-assessment
Content completeness (covering core information before, during and after the earthquake) (4 points)			
Language accuracy (correct grammar, spelling and punctuation) (3 points)			
Discourse coherence (clear structure and logical flow) (2 points)			
Personal reflection: (demonstrating thinking and value judgment) (1 point)			
Total: 10 points			

3.4.3 Assessment design explanation

The assessment design of this lesson embodies three features. First, alignment of assessment with objectives. Each assessment task is oriented

toward a specific instructional objective: the assessment of Activity 1 is used to diagnose students’ background knowledge and prediction skills, providing a starting point for subsequent

teaching; the assessments of Activities 2-3 are oriented toward language ability objectives (information acquisition and organization); the assessments of Activities 4-5 are oriented toward thinking quality objectives (analysis and evaluation); the assessments of Activities 6-7 are oriented toward cultural awareness and transfer and innovation abilities; and the assessment of Activity 8 (homework) is used to assess the consolidation and transfer of unit learning outcomes. Second, diversity of assessment methods. Multiple assessment methods are used comprehensively, including teacher observation and immediate feedback, student self-assessment and peer assessment, and rubric-based quantitative scoring, incorporating both process-oriented and summative evaluation, as well as both qualitative and quantitative assessment. Third, the facilitative function of assessment. Assessment criteria are clearly communicated to students before the activities, so that students have “criteria in mind”; assessment results are provided in a timely manner to help students identify their strengths and weaknesses; and self-assessment and peer assessment stages cultivate students’ metacognitive awareness and autonomous learning abilities.

3.5 Reflective Practice

This lesson, guided by the concept of the integration of “Teaching, Learning and Assessment”, embodies the following features in its instructional design. First, starting with the end in mind, assessment comes first. All instructional activities are centered around the established instructional objectives, and assessment tasks are clarified at the design stage, ensuring the alignment of teaching, learning and assessment. Second, assessment is embedded throughout the process. From the follow-up questioning in the lead-in stage, to the rubric-based peer assessment in the reading stage, to the speech and writing rubric evaluations in the production stage, assessment accompanies the teaching and learning process throughout, rather than being merely “added on” at the end of the lesson. Third, attention is given to the learner as the subject. Through multiple assessment methods such as self-assessment and peer assessment, students are not only the objects of assessment but also become participants and collaborators in assessment, learning to reflect and regulate through the

process of assessment.

Nevertheless, this instructional design still has room for improvement. The use of assessment rubrics requires the teacher to clearly explain the criteria to students before the lesson, which demands that the teacher possess good assessment literacy. In addition, given the limited time available in class, how to balance the progression of activities and the depth of assessment needs further exploration in practice.

4. Conclusion

As a key pathway for realizing core competencies, the integration of “Teaching, Learning and Assessment” requires the organic unity of objectives, teaching and assessment. This study, using the Tangshan earthquake text as a carrier, constructed an objective-guided, assessment-embedded, activity-driven instructional model. Through three-dimensional text (3W) analysis, learner profile diagnosis, and rubric design, the study integrated the features of the reportage genre with the cultivation of disaster response thinking. The findings of this study indicate that using reverse teaching design as a framework and following the activity chain of “picture prediction—structural analysis—contextual creation,” with assessment throughout the entire process of “learning and understanding, application and practice, transfer and innovation,” and with the help of strategies such as table organization, numerical analysis, and group discussion, students gradually deepened their understanding of the disaster, their empathy for the rescuers and survivors, and their reflection on the relationship between human beings and nature, while acquiring factual information about the earthquake, thus achieving the integration of knowledge learning and value guidance.

However, this study still has certain limitations. First, it only covers a single theme—natural disasters—so the applicability of this model to other text genres needs further validation. Second, the design of the assessment tools is still not precise enough, especially in the dimensions of cross-cultural comparison and critical thinking. In the future, this model could be extended to diverse themes such as history, culture, and scientific and technological development, and the integration of AI-powered assessment technology with assessment for learning could be explored to validate the applicability of the model across different text

genres, thereby promoting the theoretical deepening and practical dissemination of the teaching paradigm of the integration of teaching, learning and assessment.

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