

Dilemmas and Reconstruction of Vocational Competence Assessment in Secondary Vocational Accounting Based on the Competence Measurement Model

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Abstract: Vocational competence assessment is essential for improving the quality of accounting education in secondary vocational schools. However, current assessment practices remain strongly result-oriented, insufficiently capture students' complete work processes, offer limited interpretation of competence structures, and provide weak feedback for instructional improvement. The Competence Measurement (COMET) model emphasizes the observation of learners' problem-solving processes through open-ended occupational tasks and the diagnosis of competence structures based on multidimensional assessment criteria. Drawing on the assessment logic of the COMET model, this paper proposes a task-criteria-feedback framework for reconstructing vocational competence assessment in secondary vocational accounting from the perspective of curriculum assessment design. Specifically, it designs typical work tasks, develops a multidimensional scoring rubric, and establishes a diagnostic feedback mechanism. The proposed framework provides practical guidance for shifting accounting course assessment from single-skill testing to competence diagnosis oriented toward the complete work process.

Keywords: Competence Measurement Model; Secondary Vocational Accounting; Vocational Competence Assessment; Typical Work Tasks; Scoring Rubric

1. Introduction

Vocational competence assessment is a crucial component in improving the quality of accounting education in secondary vocational schools. Assessment in secondary vocational accounting should not merely examine whether students have mastered isolated skills such as

preparing accounting entries, filling in vouchers, registering account books, and preparing financial statements. More importantly, it should assess whether students can complete a continuous work process in real or simulated business contexts, including business identification, voucher review, accounting treatment, risk judgment, and explanation of results.

In recent years, China has continuously promoted the reform of vocational education assessment at the national level. The Overall Plan for Deepening the Reform of Educational Evaluation in the New Era emphasizes the need to improve the evaluation of vocational schools and guide them to attach greater importance to the integration of moral and technical education, industry-education integration, school-enterprise cooperation, and the development of students' vocational competence. The Outline for Building China into a Leading Country in Education (2024-2035) further proposes accelerating the development of a modern vocational education system and optimizing the content and format of the vocational college entrance examination. This means that assessment in secondary vocational accounting courses should not only serve the testing of knowledge and skills, but also support the formation and subsequent development of students' vocational competence.

From the perspective of teaching practice, assessment in secondary vocational accounting still suffers, to varying degrees, from fragmented content, result-oriented criteria, and weakened feedback functions. The fact that students can complete accounting entries or fill in vouchers does not necessarily mean that they have developed the vocational action competence required to deal with complete accounting work tasks. Taking procurement business as an example, students are expected not only to prepare accounting entries, but also

to review the relationships among contracts, invoices, goods receipt notes, and payment vouchers, determine the nature of the business, identify document-related and tax-related risks, and explain the basis for their accounting treatment.

Existing studies have discussed the reform of vocational competence assessment from the perspectives of the construction of the vocational college entrance examination system and assessment methods for vocational competence [1]. In the field of secondary vocational accounting and finance and commerce education, relevant studies have also explored issues such as the construction of teaching assessment systems under the integration of courses, posts, certificates, and competitions, as well as the cultivation of vocational core literacy [2-3]. These studies provide a foundation for reforming assessment in secondary vocational accounting. However, further exploration is still needed regarding how assessment tasks can reflect the complete work process, how scoring criteria can explain competence structures, and how assessment results can feed back into instructional improvement.

Based on the above considerations, this paper draws on the assessment logic of the COMET model from the perspective of curriculum assessment design. Focusing on the three core questions of “what to assess,” “how to assess,” and “how to use the assessment results,” it attempts to construct a task-criteria-feedback closed-loop design path for vocational competence assessment in secondary vocational accounting. The aim is to provide a reference for shifting accounting course assessment from knowledge-and-skill testing to vocational competence diagnosis.

2. Assessment Logic of the COMET Model and Its Curriculum-Based Adaptation

COMET, short for Competence Measurement, is commonly understood as a model for assessing comprehensive vocational competence. It is not merely an examination tool, but a diagnostic assessment model centered on vocational competence. Existing studies have pointed out that the COMET model emphasizes the observation of learners’ problem-solving processes through open-ended tasks situated in authentic or near-authentic occupational contexts. It also explains learners’

competence structures through multidimensional indicators, thereby providing a methodological reference for shifting vocational education assessment from result judgment to competence diagnosis [4-6].

In terms of assessment logic, the COMET model contains at least three key elements. First, it uses open-ended occupational tasks to present real or near-real work contexts, preventing vocational competence from being reduced to isolated knowledge points or single operations. Second, it employs multidimensional assessment criteria to observe learners’ comprehensive performance during task completion, rather than merely judging whether the final answer is correct. Third, it provides diagnostic feedback to explain students’ competence levels and structural weaknesses, enabling assessment results to support subsequent learning and instructional improvement.

When the COMET model is applied to assessment in secondary vocational accounting courses, its original indicators should not be mechanically transplanted. Instead, they should be adapted to the curriculum context by considering students’ learning foundations, accounting course content, and school-based training conditions [7]. Specifically, open-ended tasks can be transformed into the design of typical accounting work tasks; multidimensional observation can be converted into assessment dimensions such as business understanding, document review, accounting treatment, risk judgment, and expression and reflection; and competence diagnosis can be developed into a feedback mechanism for student improvement and teachers’ instructional adjustment. In this way, the COMET model moves beyond theoretical introduction and becomes a basic logic for designing assessment tools in secondary vocational accounting courses.

3. Practical Dilemmas in Vocational Competence Assessment for Secondary Vocational Accounting

In the reform of vocational education, the 1+X certificate system, skills competitions, and the integration of posts, courses, certificates, and competitions have become important mechanisms for aligning curriculum content with occupational competence requirements. The National Implementation Plan for

Vocational Education Reform proposed launching pilot programs for the 1+X certificate system to promote the connection between academic certificates and vocational skill level certificates. For secondary vocational accounting, these assessment mechanisms play a positive role in strengthening skills training and standardizing operational procedures. However, from the perspective of complete work processes and competence diagnosis, they still have certain limitations.

3.1 Existing Assessment Mechanisms Overemphasize Result Attainment

Current assessment in secondary vocational accounting often relies on classroom practical training, 1+X certificate training, and skills competitions. Classroom practical training helps consolidate course knowledge and basic skills, but tasks are often organized according to textbook chapters, which may lead to single-item training in accounting entries, vouchers, account books, and other isolated operations. The 1+X certificate training emphasizes standardized operation and skill attainment, which is conducive to connecting courses with certificates. However, in practical teaching, if excessive attention is paid to certificate pass rates and operational results, the diagnosis of students' complete work processes and competence structures may be weakened.

Skills competitions value accuracy, standardization, and efficiency, and can serve as models for teaching reform. Nevertheless, their assessment objectives are more oriented toward selection and demonstration, making them unable to fully replace process-oriented diagnostic assessment for all students. Therefore, the problem is not that existing assessment mechanisms have no value, but that they tend to reinforce the question of "whether the result meets the standard," while insufficiently presenting students' business understanding, document review, risk judgment, and reflective improvement in complete accounting work tasks.

3.2 Assessment Content Is Disconnected from Complete Work Processes

Assessment in secondary vocational accounting courses has long focused mainly on knowledge points and single skills, such as memorizing accounting elements, judging account structures, preparing accounting entries, filling in vouchers,

and registering account books. Such assessment is useful for checking basic knowledge and skills, but it can easily split accounting work into isolated steps and weaken the connections among business contexts, job roles, and work procedures.

From the perspective of work knowledge and work-process-oriented curriculum, vocational education assessment should move beyond the dual separation of knowledge and skills, and of theory and practice. It should instead turn toward knowledge organization closely connected with work processes, while highlighting the practical nature of learning processes, the comprehensiveness of learning content, the developmental nature of learning objectives, and the integrity of learning outcomes [8-9]. Taking procurement business as an example, a real workplace task does not simply provide a business description and ask students to prepare accounting entries. Rather, it requires students to deal with contracts, invoices, goods receipt notes, payment receipts, and other documents, review the information first, determine the nature of the business, and then complete the accounting treatment while explaining the basis for their decisions. If assessment only asks how to prepare accounting entries for purchased materials, it is difficult to observe students' abilities in document review, business judgment, and anomaly identification.

3.3 Assessment Criteria Are Disconnected from the Interpretation of Competence Structures

Existing practical assessment often emphasizes the correctness of results, such as whether accounting entries are accurate, whether amounts are consistent, whether vouchers are complete, and whether account book registration is standardized. This approach is convenient for scoring, but its dimensions are relatively limited and it cannot reveal the quality of students' thinking or their competence structures during task completion.

The fact that two students both produce correct accounting entries does not mean that they have the same competence level. One student may understand the business logic, while the other may merely apply a familiar problem-solving template. Therefore, vocational competence assessment in secondary vocational accounting should not only pursue scoring convenience. It should pay greater attention to the explanatory

power of assessment in relation to vocational understanding, process performance, and competence development.

3.4 Assessment Results Are Disconnected from Instructional Improvement Feedback

In actual teaching, assessment results are often simplified into scores, grades, or pass-or-fail judgments. Students may know how many mistakes they have made, but they may not know where the mistakes occurred, why they occurred, or how to improve. Teachers may also judge learning outcomes mainly according to total scores, making it difficult to identify students' weaknesses in specific dimensions such as voucher review, business understanding, and risk judgment.

Relevant studies have pointed out that traditional explicit evaluation paradigms tend to focus on observable, easily quantifiable, and short-term visible educational outcomes, making it difficult to fully respond to the evaluation needs of secondary vocational students' developmental processes and educational effectiveness [10]. Therefore, assessment in secondary vocational accounting needs to establish a closed loop of "diagnosis-feedback-improvement," so that assessment results can be transformed into information that students can understand, teachers can use, and teaching can adjust accordingly.

4. Design of Vocational Competence Assessment for Secondary Vocational Accounting Based on the COMET Model

Drawing on the assessment logic of the COMET model, this paper reconstructs vocational competence assessment in secondary vocational accounting into three interconnected components: tasks, criteria, and feedback. Task design responds to the question of "what to assess," criteria construction responds to the question of "how to assess," and the feedback mechanism responds to the question of "how to use assessment results." Together, these three components form a closed-loop assessment framework that moves from the development of typical work tasks, to the construction of a multidimensional scoring rubric, and then to feedback for instructional improvement, as shown in Figure 1. Unlike traditional assessment centered on knowledge points and operational results, this framework uses typical work tasks to carry assessment content,

multidimensional rubrics to interpret competence structures, and diagnostic feedback to promote instructional improvement.

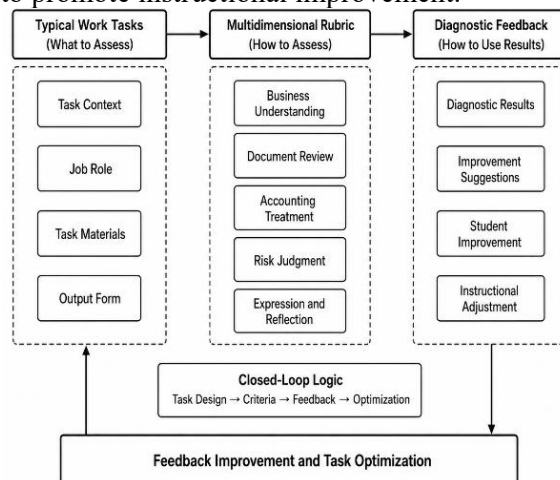


Figure 1. Closed-Loop Framework of Task-Criteria-Feedback Assessment for Vocational Competence in Secondary Vocational Accounting

4.1 Carrying Assessment Content through Typical Work Tasks

Vocational competence assessment in secondary vocational accounting must first address the question of "what to assess." Drawing on the COMET model and the logic of authentic assessment, assessment tasks should be derived from typical work processes in accounting posts, enabling students to complete comprehensive tasks in business contexts close to real work situations. Studies on authentic assessment suggest that vocational education assessment should be oriented toward real occupational work and should evaluate students' comprehensive vocational competence in applying knowledge, skills, and vocational qualities through authentic work tasks [11]. The theory of action systems also emphasizes that vocational education curricula should organize content around vocational action processes, which provides theoretical support for shifting assessment tasks in secondary vocational accounting from combinations of knowledge points to the design of work tasks [12].

The design of typical work tasks should not merely list task materials. Rather, it should clarify task elements, design content, and competence orientation, so that the assessment task can genuinely serve the function of vocational competence diagnosis. Based on the course content of secondary vocational accounting and the characteristics of accounting

post tasks, this paper takes “procurement business processing in a small and micro trading enterprise” as an example. The task is designed around elements such as task context,

job role, task materials, task requirements, output form, and assessment focus, as shown in Table 1.

Table 1. Sample Assessment Design for Typical Work Tasks in Secondary Vocational Accounting

Task Element	Design Content	Competence Orientation
Task Name	Procurement Business Processing in a Small and Micro Trading Enterprise	Aligns with common economic business processing tasks in accounting posts
Task Context	The enterprise purchases goods and obtains materials such as contracts, value-added tax invoices, goods receipt notes, and payment vouchers. Some problems exist, such as inconsistent quantities and incomplete summaries.	Examines students' ability to understand materials and identify problems in a simulated business context
Job Role	Accounting intern in an enterprise	Strengthens students' awareness of job identity and professional responsibility
Task Materials	Procurement contract, value-added tax invoice, goods receipt note, payment voucher, chart of accounts, and tax rate instructions	Examines students' ability to review, check, and integrate multiple sources of business materials
Task Requirements	Review original vouchers, determine the nature of the business, prepare accounting entries, register relevant account books, identify business risks, and explain the basis for accounting treatment	Examines students' comprehensive vocational competence in completing a complete accounting work process
Output Form	Voucher review records, accounting entries, account book registration results, risk reminders, and explanations of the basis for treatment	Provides assessment evidence for subsequent scoring rubrics and diagnostic feedback
Assessment Focus	Business understanding, document review, accounting treatment, risk judgment, and expression and reflection	Supports the shift from single-skill testing to comprehensive vocational competence diagnosis

Table 1 shows how typical work tasks can be transformed into assessable competence evidence through task context, materials, requirements, and output forms. In this way, the object of assessment shifts from the result of answering a single question to students' performance in a complete accounting work task. It also provides a basis for the subsequent scoring rubric and diagnostic feedback.

4.2 Interpreting Competence Structures through a Multidimensional Scoring Rubric

After task design, the next question is “how to assess.” A scoring rubric is not a simple list of deduction rules, but an assessment tool that describes the quality levels of students' task performance. Studies on performance assessment emphasize that performance tasks and scoring rubrics are closely connected core elements, and that rubrics should match task objectives, task processes, and outcome requirements [13]. A scoring rubric usually includes assessment indicators, quality levels,

and standard descriptions [14]. When applied to assessment in secondary vocational accounting, it can help teachers move beyond judging answers as simply right or wrong and instead explain students' competence performance from multiple dimensions. Based on the procurement business processing task, this paper designs a scoring rubric from five dimensions: business understanding, document review, accounting treatment, risk judgment, and expression and reflection. It should be noted that the rubric proposed in this paper is a sample for curriculum assessment design. It is mainly intended to illustrate the relationship among assessment dimensions, observation points, and level descriptors, rather than to provide a fixed or standardized weighting system. In actual application, the importance of each dimension can be further adjusted according to course objectives, task difficulty, and students' learning foundations, as shown in Table 2.

Table 2. Sample Scoring Rubric for Vocational Competence Assessment in Secondary Vocational Accounting

Assessment Dimension	Dimension Meaning	Observation Points	Level Descriptors
Business Understanding	The degree to which students understand the nature, process, and accounting treatment logic of economic business	Identifying the business type; explaining the business process; judging the direction of accounting treatment	Excellent: accurate judgment with clear basis; Good: basically accurate judgment; Qualified: able to identify basic business; Needs Improvement: unclear judgment
Document Review	The ability to check, examine, and identify anomalies in original vouchers and related business materials	Checking business materials; identifying anomalies in quantity, amount, and summary; judging the correspondence among materials	Excellent: comprehensive checking and ability to identify anomalies; Good: able to check major materials; Qualified: able to complete basic checking; Needs Improvement: neglects connections among materials
Accounting Treatment	The degree of standardization in preparing accounting entries, calculating amounts, and registering account books based on business materials	Account selection; amount calculation; voucher and account book registration	Excellent: accurate treatment and standardized registration; Good: mainly correct treatment; Qualified: able to complete basic treatment; Needs Improvement: many errors
Risk Judgment	The ability to identify document-related, tax-related, and business process risks and propose treatment suggestions	Identifying anomalies in materials; proposing review suggestions; explaining risk impacts	Excellent: able to identify risks and propose suggestions; Good: able to identify major risks; Qualified: able to identify individual problems; Needs Improvement: weak risk awareness
Expression and Reflection	The ability to explain and reflect on the basis for treatment, the operational process, and directions for improvement	Explaining the basis for treatment; describing the operational process; reflecting on errors and improvement methods	Excellent: clear basis and standardized expression; Good: able to explain the main basis; Qualified: able to explain the basic process; Needs Improvement: insufficient basis

Table 2 provides a way to interpret competence structures. Teachers can not only judge whether students' final results are correct, but also further analyze their developmental weaknesses in business understanding, document review, accounting treatment, risk judgment, and expression and reflection. In actual use, teachers can improve the consistency of rubric application through joint trial scoring within teaching teams, calibration with sample student work, and review of scoring results, thereby reducing the impact of differences in teachers' interpretations on assessment outcomes.

4.3 Promoting Instructional Improvement through a Diagnostic Feedback Mechanism

Vocational competence assessment in secondary vocational accounting should not end

with scoring. Instead, assessment results should be transformed into a basis for students' improvement and teachers' instructional adjustment. Drawing on the diagnostic orientation of the COMET model, assessment feedback should shift from single-score feedback to competence-dimension feedback, enabling students to understand in which aspects they perform well and in which aspects they still need improvement.

Teachers can form diagnostic feedback sheets based on the scoring rubric and map assessment results onto dimensions such as business understanding, document review, accounting treatment, risk judgment, and expression and reflection. Feedback should not remain at the level of general comments. Rather, it should specify students' concrete performance,

competence weaknesses, improvement suggestions, and the intended use of feedback. Based on this logic, this paper designs a sample

diagnostic feedback sheet for vocational competence assessment in secondary vocational accounting, as shown in Table 3.

Table 3. Sample Diagnostic Feedback Sheet for Vocational Competence in Secondary Vocational Accounting

Assessment Dimension	Typical Performance	Diagnostic Result	Improvement Suggestion	Feedback Use
Business Understanding	Able to judge the procurement business, but unable to clearly explain the relationships among the materials	Incomplete understanding of business logic	Clarify the relationship among "business-materials-treatment"	Develop awareness of the business chain
Document Review	Able to check the invoice amount, but overlooks quantity differences in the goods receipt note	Insufficient cross-checking of materials	Strengthen cross-checking among multiple documents	Improve voucher review ability
Accounting Treatment	Accounting entries are basically correct, but summaries and registration are not standardized	Insufficient standardization in accounting treatment	Strengthen training in summary writing and account book registration	Improve accounting standardization
Risk Judgment	Unable to propose review suggestions for inconsistencies among materials	Weak risk awareness	Add cases involving abnormal documents and tax-related risks	Cultivate professional prudence
Expression and Reflection	Able to explain part of the basis, but the expression is incomplete	Insufficient explanation of the basis for treatment	Express according to the sequence of "facts-basis-treatment-reflection"	Promote reflective improvement

Table 3 transforms assessment results into a basis for student improvement and teachers' instructional adjustment through the correspondence among "typical performance," "diagnostic result," and "improvement suggestion." Teachers can use this feedback sheet to identify common problems in the class, such as weak document review or insufficient risk judgment, and then add targeted training in subsequent teaching.

4.4 Course Implementation Conditions and Adaptation Boundaries

The assessment design for secondary vocational accounting based on the COMET model has practical value, but its implementation should be aligned with actual curriculum conditions. Existing studies using the Context, Input, Process, and Product (CIPP) evaluation model in task-driven teaching in secondary vocational courses suggest that curriculum assessment should focus on the background of task implementation, task design and resource support, the task execution process, and task outcomes. Assessment should also be used to promote continuous improvement in curriculum quality [15]. Accordingly, vocational competence assessment in secondary vocational

accounting also requires supporting conditions in terms of task scale, rubric use, resource development, and teacher collaboration.

First, typical work tasks should not be designed on an excessively large scale at the beginning. In daily classroom teaching, micro-tasks can be adopted, such as document checking, business judgment, or risk identification. Complete tasks, such as procurement business processing, sales business processing, and expense reimbursement review, can be used in staged comprehensive practical training. This arrangement can help avoid increasing students' cognitive burden and teachers' organizational pressure.

Second, scoring rubrics should be simplified according to specific application scenarios. For immediate classroom assessment, a simplified rubric can be used to highlight one or two key dimensions. For comprehensive practical training or staged assessment, a complete rubric can be adopted to examine students' comprehensive performance throughout task completion.

Third, the development of typical tasks requires the continuous accumulation of curriculum resources. Schools or teaching teams can build case packages around modules such as

procurement business, sales business, expense reimbursement, payroll accounting, and tax declaration material preparation. Each module may include original vouchers, business descriptions, abnormal information, and sample feedback for reference, thereby gradually reducing the cost for individual teachers to independently develop assessment tasks.

Finally, teachers can improve their ability to use scoring rubrics through collaborative lesson preparation, joint trial scoring, and post-class review. In this way, assessment tools can genuinely serve classroom teaching instead of becoming an additional burden. At the same time, assessment tools should not become purely technical instruments. It is necessary to avoid reducing vocational competence to technical measurement and indicator-based recording [16].

5. Conclusion

The key to reforming vocational competence assessment in secondary vocational accounting does not lie in simply increasing the proportion of practical assessment. Rather, it lies in whether assessment can authentically present students' complete work processes when completing accounting post tasks. Current assessment practices in secondary vocational accounting still show several problems, including a strong orientation toward result attainment, disconnection between assessment content and work processes, insufficient explanation of competence structures through assessment criteria, and weak feedback support for instructional improvement. As a result, assessment tends to remain at the level of knowledge-point mastery and single-skill attainment, making it difficult to fully reflect students' comprehensive vocational competence. Drawing on the assessment logic of the COMET model, this paper proposes a three-in-one assessment design path consisting of tasks, criteria, and feedback. Specifically, the design of typical work tasks responds to the question of "what to assess," the design of multidimensional scoring rubrics responds to the question of "how to assess," and the diagnostic feedback mechanism responds to the question of "how to use assessment results." Through the design of a procurement business processing task, a scoring rubric, and a diagnostic feedback sheet, this paper attempts to shift secondary vocational accounting

assessment from single-operation testing to competence diagnosis oriented toward the complete work process.

The main value of this paper lies in transforming the competence diagnosis logic of the COMET model into task design, rubric construction, and feedback improvement mechanisms in secondary vocational accounting course assessment. In doing so, it forms a reconstruction path for assessment that is adaptable to curriculum implementation.

In practical application, the COMET model should be localized and adapted to the curriculum context by considering secondary vocational students' learning foundations, course hours, practical training conditions, and teachers' assessment competence. Future research may further examine the applicability of task samples, scoring rubrics, and feedback tools in specific course teaching practices, and use the findings to improve assessment indicators, scoring standards, and implementation procedures.

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