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A Study of Senior High School English Reading Practice from the Perspective of Teaching-Learning-Assessment Integration

Chunling Mei

School of Foreign Languages, Liaocheng University, Liaocheng, Shandong, China

Abstract: The latest curriculum standards stress integrated teaching, learning and assessment in senior high English classes. All instructional objectives, student activities and assessment methods need to keep consistent with each other. This consistency helps narrow the common gap among teaching, learning and assessment. It also creates better conditions for students to build core English language competencies. This research focuses on Unit 4, *The Night the Earth Didn't Sleep*, from PEP Senior High English Compulsory Book 1. The reading text carries unique textual features. Teenage students also show distinct cognitive traits. Both points are fully considered in this research. The core research question explores practical ways to connect teaching, learning and assessment. It covers three key aspects. They include objective setting, activity design and the construction of an assessment framework. Based on the above analysis, the paper proposes a reading instruction model. This model pairs with multimodal assessment strategies. These strategies aim to improve reading teaching quality and track student development. This study can act as a practical case. It offers usable references for other English reading lessons in similar senior high schools.

Keywords: Teaching-Learning-Assessment Integration; High School English; Reading Lessons; Core Competencies

1. Introduction

According to the *General High School English Curriculum Standards (2017 Edition, Revised in 2020)*, Teaching, learning, and assessment should be connected in English language instruction. The document [1] spells out what assessment can do. It helps diagnose instruction, respond to it, and improve it. It also calls for coherent links among teaching objectives, learning strategies, and assessment outcomes. High school English literature courses are important for a different reason. They help students build linguistic ability, critical thinking, cultural awareness, and autonomous learning skills. But in real classrooms, this instruction faces many practical obstacles. In many schools, a lesson still revolves around the teacher's explanation. Students get few chances to experience the text themselves. Final outcomes tend to matter more than the ongoing learning process. Assessment, too, is often simple in form. It depends heavily on short tests after the lesson. Under this model, educators can hardly capture the full picture of students' learning trajectories and the progress of their core competencies. This separation of teaching, learning and assessment weakens learners' reading motivation and reduces their willingness to engage in reading activities [2].

Unit 4 *The Night the Earth Didn't Sleep* in PEP Compulsory Book 1 depicts the 1976 Tangshan Earthquake. As a nonfiction narrative piece, it presents straightforward logic and genuine emotional expression. Beyond abundant language knowledge embedded within the passage, the text conveys respect for life as well as the spirit of unity and mutual support. These qualities render this lesson an ideal material to carry out teaching-learning-assessment integrated design. Taking the reading instruction in this unit as an example, integrating assessment throughout the entire teaching process ensures that "teaching has clear objectives, learning has a clear direction, and assessment has a solid basis," thereby helping students master reading skills while enhancing their core English literacy.

2. Design Approach for an Integrated "Teaching—Learning—Assessment" Reading Instruction Model

The core logic of the integrated The Teaching–Learning–Assessment model centers on "promoting learning through assessment and promoting teaching through assessment", and its design needs to follow three core principles: goal orientation, process orientation and competency orientation [3]. Drawing from the case explored

in this paper, the detailed design strategies are outlined below. To begin with, teachers should define teaching objectives according to the demands of the new curriculum standards and textual features, and convert the four core competencies including language proficiency, cultural awareness, critical thinking and learning ability into concrete, measurable and evaluable indicators.

In terms of language proficiency, students will master core vocabulary related to the theme of earthquakes—such as "earthquake," "ruin," "rescue," "survivor," and "injure"—map out the text's chronological timeline, accurately extract detailed information, and understand rhetorical devices such as hyperbole, metaphor, and personification used in the text; In terms of cultural awareness, students will gain an understanding of the historical context of the Tangshan Earthquake and appreciate the humanistic spirit and values embodied in the preciousness of life, solidarity and mutual aid, and resilient rebirth in the face of disaster; In terms of thinking skills, students will analyze the text's structure and the role of data in conveying meaning, form reasonable judgments and express their views on themes such as disaster, life, and solidarity, thereby enhancing their logical and critical thinking abilities; In terms of learning skills, students are able to actively participate in activities such as previewing, reading, discussing, and writing; proficiently apply reading strategies such as skimming, scanning, and close reading; and reflect on and adjust their learning methods based on evaluation feedback.

Second, the learning activities are arranged step by step, in a tiered sequence, and they line up with the teaching objectives. As students work through the tasks, their understanding is supposed to build up gradually. Formative assessment is built into these activities, so learners get immediate feedback on how they are doing. At the final stage, summative assessment is used to see how well students have met the learning objectives. It also helps teachers find gaps in instruction and improve their practice, which forms a self-correcting cycle of "objectives—activities—assessment—reflection." Given the textual features of the selected passage, the lesson unfolds around the four core competencies. Assessment runs across the pre-class, in-class and post-class stages, so teaching, learning and assessment stay closely aligned. So, the lesson stays focused. Assessment serves to support students' overall development.

3. The Practical Process of High School English Reading Instruction Based on the Integration of "Teaching, Learning, and Assessment"

3.1 Before Class: Diagnostic Assessment as a Foundation for Precisely Identifying the Starting Point of Instruction

Pre-class diagnostic assessment has one core function. It finds out learners' existing knowledge. It judges whether learners are prepared for reading. It also identifies learners' learning needs. Teachers can revise teaching objectives and activity design based on these findings. They will avoid applying identical teaching methods to every student [4]. This case study combines online preview assignments and questionnaires for pre-class assessment. It investigates two aspects. The first aspect covers learners' grasp of earthquake-related words, including earthquake, shake, ruin and rescue. It also involves learners' background knowledge of the Tangshan Earthquake. The second aspect refers to learners' fundamental narrative reading abilities. These abilities include sorting event sequences and extracting core information.

The research adopted Wenjuanxing, an online questionnaire platform, to design ten basic items. Five items focused on vocabulary. Three items tested background knowledge. Two items served as simple reading comprehension exercises. Students finished these tasks independently before class. The platform collected all response data automatically. Such data helped teachers recognize learners' difficulties more clearly. Most students lacked fluency in core earthquake-related vocabulary. They also had limited knowledge of the Tangshan Earthquake. Several also found it hard to locate chronological order in narrative passages. These findings led the teacher to revise the teaching priorities: earthquake vocabulary acquisition and timeline analysis of narrative texts became the focus of pre-lesson preparation. Custom pre-class tasks were developed to get learners ready for in-class reading activities and evaluation. This is how assessment-driven teaching worked in practice, and it made classroom instruction more targeted.

3.2 In-Class: Process-Based Assessment Throughout to Deepen Learning

In-class teaching is where teaching, learning, and

assessment come together most fully. Assessment is not saved for the end; it is built into each stage of the reading lesson. Different assessment forms serve different purposes: they give learners immediate feedback, keep them engaged in the reading tasks, and support the core competency goals [5]. The following section presents the classroom activities and assessment approaches designed for The Night the Earth Didn't Sleep.

The first phase is pre-reading. Activity 1 is lead-in and prediction. Teachers guide learners to look at the article's title *The Night the Earth Didn't Sleep* and historical photos of the Tangshan Earthquake. Teachers then raise a question: "What do you think the text is mainly about?" This task encourages learners to predict passage content from titles and visual materials. It triggers prior knowledge and raises learners' reading motivation. Teacher-led assessment applies to this session. Teachers use follow-up probing questions like "Why do you think so?". They evaluate the logic behind learners' predictions and the fluency of their oral expression. Teachers track participation rates and record student answers. These measures help teachers assess classroom engagement and the activation of learners' background knowledge. Teachers also watch learners' interest toward this topic. Such observations support teachers to adjust the pace of the subsequent teaching stage.

The second stage belongs to while-reading activities. Activity 2 centers on skimming and question answering. Within a fixed time frame, learners scan the full passage rapidly and respond to the question "What is the text mainly about?" to extract the central theme: "A big earthquake hit Tangshan at night and caused great damage." Learners then reread the text to finish a paragraph-main-idea matching task, pairing each paragraph with its core message. They also split the passage into three parts following chronological clues: "before the earthquake (Paragraph 1), during the earthquake (Paragraphs 2–3), and after the earthquake (Paragraphs 4–5)." This outlines the overall text structure. Assessment combines teacher evaluation and peer assessment. Teachers judge learners' capacity to grasp the text's general logic by checking their summaries and paragraph segmentation. By observing the accuracy of matching outputs, teachers measure learners' competence in using reading strategies to identify topic sentences efficiently. Meanwhile, teachers arrange peer reviews between desk mates. Learners verify if paragraph segmentation is reasonable and summaries are thorough. They offer reminders and add details for incomplete summaries or flawed structural divisions, and teachers raise targeted follow-up questions to offer guidance and clear misconceptions in a timely manner. Activity 3 centers on close reading and worksheet completion. Learners examine Paragraph 1 carefully and answer the question "Strange things were happening in these places—what were they?" to fill in the information worksheet (Table 1). Teachers also introduce reading strategies: when meeting unknown vocabulary, learners should avoid instant dictionary checks and attempt to deduce word meanings from context to strengthen autonomous reading capacity. This stage adopts teacher evaluation and student self-assessment as assessment approaches. Teachers evaluate the accuracy and completeness of students' identification of text details by reviewing the information they have filled out on the worksheets; they assess students' understanding and recall of vocabulary related to earthquake precursors—such as "smelly gas," "deep cracks," and "nervous pigs"—by asking random questions about key information on the worksheets; and they observe the speed at which students complete the task to determine their proficiency in using skimming and context-based word-guessing strategies. At the same time, students are guided to conduct self-assessments, checking against the original text to ensure the completeness of the information they have recorded and the accuracy of their handwriting, while reflecting on their shortcomings in information retrieval and the application of reading strategies. The fourth activity is "Careful Reading and Answering Questions." Students listen to and read aloud the second and third paragraphs, reading the text closely with the questions in mind to answer the following: "When did the earthquake happen? What damage did it cause to the city and its people? What happened later that afternoon? How did people feel?" to extract key information such as the time of the earthquake, the extent of the damage, the impact of aftershocks, and people's reactions. Subsequently, the teacher guides students in analyzing the language used in the text: identifying the most striking sentences describing the earthquake's destruction, such as "It seemed as if the world were coming to an end" (hyperbole) and "Bricks covered the ground like red autumn

leaves" (metaphor), and analyze their expressive effects; at the same time, they explore the role of the extensive use of numbers in the text and appreciate the impact these figures convey. Using the accompanying images as a reference, students attempt to describe the post-earthquake scenes using metaphors or hyperbole, or use numbers to describe the number of damaged vehicles, as part of their language output practice. Assessment is conducted by the teacher. By reviewing students' answers to the questions, the teacher evaluates the accuracy of their information retrieval and the depth of their understanding of the text; through students' analysis of hyperbole, metaphor, and the role of numbers, assess their literary appreciation skills and depth of thinking; through students' imitative writing exercises, evaluate their mastery and application of rhetorical devices; and by observing students' enthusiasm in discussions, assess their classroom participation and collaborative communication skills. The activity section is "Careful Reading and Answering Questions." Students will listen to and read aloud the fourth and fifth paragraphs, carefully reading the text with the questions in mind, and answer the following questions: "Who came to the rescue? What did they do? What does the author imply by "Slowly, the city began to breathe again"? What factors contributed to Tangshan's recovery? Through these questions, learners interpret the personification in "Slowly, the city began to breathe again" and come to see that Tangshan's revival was possible because the government supported the city and the public worked together. The teacher then asks students to look at the images and try describing the scene with personification. This helps them understand how this rhetorical device works. Assessment is conducted by the teacher. By reviewing students' answers to the questions, the teacher evaluates their ability to integrate information and draw logical conclusions; through students' understanding of and imitations of personification, the teacher assesses their ability to appreciate and apply language; and through students' interpretations of themes such as "rebirth" and "hope," the teacher evaluates the development of their cultural awareness and emotional attitudes.

Table 1. Information Form

Places	Strange things
in the village wells	
in the farmyards	
in the fields	
in the pond and bowls	
in the sky	

The third stage follows the reading activity. Activity 6 is "Group Work: Introduce Other Natural Disasters." The teacher divides the students into groups of 4–5 and has them use the vocabulary, sentences, and rhetorical devices learned in this lesson to introduce other natural disasters. The teacher provides written information on various natural disasters to serve as a scaffold for the students. After completing the task, each group selects one student to present at the front of the class. Assessment is based on teacher evaluation and peer evaluation within each group. Teachers give each group a composite score based on how the group performed overall. When all the group presentations are done, students evaluate one another with the assessment rubric (Table 2). The final grade is the average of the teacher's score and the peer scores. This mainly looks at students' ability to transfer language, integrate information and learn collaboratively.

Table 2. English Speech Evaluation Scale (Maximum Score: 10)

Evaluative Dimension	Score	Teacher's Evaluation	Group Mutual Evaluation
Content Integrity	4		
Linguistic Performance	3		
Rhetorical Application	2		
Total	10		

Activity 7 is "Write a Short Passage." Learners use what they have learned in this lesson and write a short English text of 60–80 words on their own. The writing task focuses on self-protection amid natural disasters. It emphasizes the importance of staying calm and following proper safety measures. Such guidance helps students develop safety awareness. It also lets learners grasp basic self-rescue skills for sudden disasters such as earthquakes. The task further stresses the significance of safety awareness and evidence-based disaster prevention methods. The composition requires clear logic, practical content and fluent expression. Writers should avoid repeated descriptions of different disaster types. This task combines teacher evaluation, self-assessment and peer assessment. A multi-dimensional evaluation framework brings these three assessment modes together. Learners first check their drafts according to the scoring criteria. They examine topic relevance, content

completeness and suitable language use. Next, they swap work with desk mates. Using the evaluation form (Table 3), they deliver peer feedback across four aspects: content, language, structure and handwriting, along with recommendations for revision. Finally, the teacher provides an overall review of the essays and offers representative comments, comprehensively evaluating students' language proficiency, logical expression skills, and demonstration of safety awareness, thereby promoting learning and improvement through assessment.

Table 3. English Essay Evaluation Scale (Maximum Score: 10)

Evaluative Dimension	Assessment Criteria	Self-assessment	Peer-assessment	Feedback & Suggestions
Thematic Focus & Organization	• 4: Clear theme, logical structure, complete introduction and conclusion. • 2–3: Generally clear theme, basic structure with minor gaps. • 0–1: Unclear theme, disorganized structure or missing key parts.			
Language Accuracy & Appropriacy	• 4: Few or no spelling/grammar errors; vocabulary and expressions are appropriate. • 2–3: A few minor errors that do not affect understanding. • 0–1: Many errors that seriously affect comprehension.			
Expression & Readability	• 2: Neat and clear handwriting; correct format and layout. • 0–1: Messy handwriting, hard to read or format errors.			

3.3 Post-Class: Summative Assessment to Verify Learning and Complete the Teaching Cycle

The core of post-class summative assessment is to verify the achievement of instructional objectives, provide a scientific basis for optimizing future teaching, and thereby realize a complete cycle of "teaching—learning—assessment." [6] In line with the instructional objectives for this reading lesson, the post-class assessment employs a combination of "tiered tasks and comprehensive evaluation" to accommodate the learning needs of students at different levels and comprehensively evaluate their reading abilities and the development of core competencies. Based on differences in students' learning levels, three types of post-class tasks—Foundational, Advanced, and Extension—are designed. The Foundational level focuses on vocabulary and grammar consolidation; the Advanced level emphasizes reading comprehension and critical thinking; and the Extension level focuses on cultivating independent inquiry skills. Teachers provide detailed feedback on the completion of each task to ensure that every student improves upon their current level. At the same time, comprehensive assessment questions covering text detail comprehension, inference and judgment, main ideas, and vocabulary usage are designed to comprehensively evaluate students' reading abilities. By combining assessment data with task completion results, the degree to which instructional objectives have been met is analyzed, and the strengths and weaknesses of the teaching are summarized. This process helps optimize subsequent teaching plans, strengthen in-depth inquiry and language expression training, and implement the philosophy of "using assessment to promote teaching and learning." [7]

4. Reflections on Teaching Practice and Suggestions for Improvement

4.1 Highlights of Teaching Practice

This reading instruction practice, based on the integration of "teaching, learning, and assessment," closely adhered to the requirements of the new curriculum standards and, by leveraging the characteristics of the text in Unit 4 of the People's Education Press Compulsory Course 1 textbook, achieved a deep integration of teaching, learning, and assessment. Two things stand out. First, assessment runs through the whole teaching sequence. Pre-class diagnostic assessment helps the teacher find the right starting point. In-class formative assessment keeps students involved. Post-class summative assessment shows what the teaching has achieved. All assessment procedures jointly form a complete assessment cycle. It narrows the gap separating teaching, learning and assessment [8]. The design applies multiple assessment tools. It combines group peer review, teacher feedback and tiered evaluation. These approaches cater to

individual differences among learners. The evaluation examines linguistic knowledge. It also tracks the development of core competencies. This practice follows a competency-oriented idea. The passage's earthquake theme connects language instruction with affective and cultural education. Students learn to respect life. They recognize the importance of solidarity and mutual support. Learners can raise their English reading proficiency. The activity builds students' humanistic literacy. It integrates the instrumental and humanistic dimensions of language learning.

4.2 Shortcomings

This teaching design has obvious limitations after reflecting on classroom practice and evaluation results. The first weakness lies in formative assessment. Some assessment activities follow fixed patterns. Evaluations of learners' thinking skills lack detailed indicators. They fail to fully record learners' cognitive growth. The second limitation relates to tiered assessment. Researchers have designed tiered tasks. But evaluation standards stay unclear for learners of different proficiency levels. This weakens the motivation of part of the student group. The third issue concerns limited evaluation sources. Teacher judgment dominates the whole assessment process. Self-assessment and peer review receive insufficient attention. Learners cannot take a more active role in their own learning [9].

4.3 Recommendations for Improvement

This study puts forward several recommendations. The aim is to fix the above limitations and satisfy core requirements for integrated teaching, learning and assessment. Researchers should first refine the indicators of formative assessment. Teachers need definite evaluation standards for key dimensions. These dimensions cover thinking abilities and language output. Clear standards help assessment become more focused and operable. Teachers may list specific rules in deep inquiry tasks. Suitable examples include reasonable arguments, coherent logic and smooth language. Such rules build a solid evidence base for assessment [10]. Next, researchers ought to optimize the tiered assessment system. Differentiated evaluation rules can fit learning targets for learners with varied proficiency. Teachers check basic competence for students at lower levels. For higher-level learners, assessment places emphasis on critical thinking and creative ability. Meanwhile, personalized guidance should be enhanced to motivate learners at all levels [11].

5. Conclusion

For senior high English teaching under the new curriculum standards, integrated teaching–learning–assessment is a key principle. It can help teachers improve English reading instruction in a practical way. This study takes *The Night the Earth Didn't Sleep* from PEP Compulsory Book 4 as the research case. It embeds evaluation throughout pre-class, in-class and post-class stages. By organically combining diagnostic, formative and summative evaluation, the teaching design realizes in-depth integration of teaching objectives, learning activities and assessment mechanisms. It effectively promotes students' reading proficiency and core literacy, and provides a referable and practicable instructional model for frontline senior high school English reading teaching.

In senior high school English reading teaching, the implementation of teaching–learning–assessment integration requires teachers to uphold the philosophy of assessment-driven learning and teaching. By taking text features and students' cognitive rules into account, teachers can design targeted instructional activities and assessment systems, optimize evaluation criteria, and diversify assessment means. In this way, assessment can genuinely serve the development of students' core competencies. Future teaching practice should further explore effective paths for integrating teaching, learning and assessment. Senior high school English reading instruction improves when teachers reflect on their classroom practice and revise their teaching accordingly.

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