

# Integrating Performance Assessment into Senior High School Unit Whole Teaching in China

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**Abstract:** Unit whole teaching is a teaching reform and innovation which emphasizes holistic curriculum integration to foster systematic knowledge acquisition. However, traditional assessment methods often fail to comprehensively evaluate students' learning outcomes and literacy development in unit whole teaching. Performance assessment, as a process-oriented and competency-focused approach, aligns with unit whole teaching to address these gaps. By integrating performance assessment into unit whole teaching, teachers can provide timely feedback and engage students actively. This study clarifies the theoretical connections between performance assessment and unit whole teaching, and demonstrates their integration through a case study of Unit 1 ("Lights, Camera, Action!") from the Yilin Edition Senior High School English textbook. This case study reveals that performance assessment enhances unit whole teaching by determining assessment objectives, designing performance tasks and developing scoring rules, ultimately promoting students comprehensive development in language ability, cultural awareness, thinking quality, and learning ability.

**Keywords:** Performance Assessment; Unit Whole Teaching; Senior High School; English Teaching in China

## 1. Introduction

*English Curriculum Standards for General Senior High Schools (2017 Edition, Revised in 2020)* (hereinafter referred to as *Curriculum Standards*), which is a curriculum standard used in China right now, proposes that the high school English curriculum has an important educational function, aiming to develop students' core competencies in English subject such as language ability, cultural awareness, thinking quality, and learning ability, but also puts forward the concept of promoting the accomplishment of English curriculum assessment system <sup>[1]</sup>.

Unit whole teaching is a teaching reform and innovation guided by the unit theme. In English textbooks in China, unit is the basic element that carries the significance of the theme. Unit whole teaching integrates teaching content and designs teaching activities systematically. Through helping students exploring the meaning of the unit theme, it can promote the cultivation of students core competencies in English subject.

Performance assessment, driven by tasks, translates the abstract standards of core competencies into observable and measurable behavioral performances through comprehensive practices in authentic, real-world contexts. Coupled with dynamic and consistent feedback, it promotes students comprehensive development. Performance assessment not only serves as a pivotal pathway for cultivating core competencies but also aligns with the requirement in *Curriculum Standards* for accomplishment of English curriculum assessment system.

## 2. The Definition of Unit Whole Teaching

At the end of 19th century and the beginning of the 20th century, the New Education Movement promoted the development of unit based teaching, dividing the core teaching content into units, changing the previous teaching format based on class hours, and achieving the goal of helping students improve learning efficiency and enhance their learning abilities.

In 1986, Linguist Kenneth Goodman proposed "whole language teaching method" theory. Goodman argues that whole language is a way of bringing together a view of language, a view of learning, and a

view of people, in particular two special groups of people: kids and teachers <sup>[2]</sup>. The whole language teaching method advocates that the content and activities of language learning are holistic, opposing teaching language in multiple dimensions such as letters, morphemes, vocabulary, grammar and so on. The whole language teaching method emphasizes the integrity of language learning, and stresses that artificially dividing dimensions is not conducive to students forming a holistic cognition of language learning. According to Watson, whole language is a perspective on education that is supported by beliefs about learners and learning, teacher and teaching, language, and curriculum <sup>[2]</sup>. The whole language teaching method advocates the integrity of language learning and opposes fragmented teaching, which affects the teaching design of English subject units and comprehensive language activities guided by themes in China.

Based on the practice of English teaching in China, *Curriculum Standards* points out that a unit is the basic element that carries the thematic meaning, and the unit teaching objective is an integral part of the overall objective <sup>[1]</sup>. It can be seen that all activities designed in the classroom need to be guided by the theme and carried out within a unified thematic context. Teachers need to structure knowledge based on the theme and form a holistic unit teaching process.

*Curriculum Standards* also points out that the English curriculum for high schools is a fundamental cultural course that fully implements the country's education policy, implements the fundamental task of cultivating morality and talents, develops the core competencies of English subject, and cultivates socialist builders and successors in the high school stage <sup>[1]</sup>. It can be seen that the English curriculum in high school has a dual characteristic of moral education and providing tools with students for communication. Therefore, the definition of unit whole teaching in this study is based on the Chinese context, emphasizing the integration of disciplinary logic and the unity of educational functions in teaching methods. Unit whole teaching achieves the goal of cultivating students' core competencies by emphasizing the continuity of each lesson and the progressive deepening of themes in the whole unit.

Unit whole teaching refers to a teaching method that is based on a curriculum unit and helps students comprehensively and systematically master relevant knowledge and skills by integrating multiple teaching methods and resources <sup>[3]</sup>. In unit whole teaching, teachers should deeply study the unit texts, extract the internal logical clues among the texts, reorganize the hierarchical arrangement of the teaching content, and infiltrate the learning of language knowledge in the process of exploring the thematic meaning <sup>[4]</sup>.

Therefore, teachers need to formulate specific teaching objectives for each unit according to the overall objectives and requirements of the senior high school students, explore the unit thematic meaning and educational value. Teachers should take the unit theme as the teaching main line and run it through the entire teaching process of the unit. If necessary, teachers also need to integrate or restructure the unit content and establish connections among the various texts within the unit. Teachers need to help students place the concept of the unit theme in a more macroscopic position and establish connections with students' real-life situations and experiences at multiple levels and from multiple angles. Teachers should avoid teaching students the words, phrases, and grammar points of each text in a fragmented way, which will result in students learning fragmented knowledge and is not conducive to the formation of students' unit whole view.

### 3. The Definition of Performance Assessment

Performance assessment was a new type of evaluation method that emerged in the United States in the 1980s. In the middle of the 20th century the term "performance test" was in most cases connected to the meaning of practical tests not requiring written abilities. In education the idea was to measure individuals' proficiency in certain task situations of interest <sup>[5]</sup>. At the 1990 Educational Commission of States (ECS) Assessment Conference in Boulder, the looming rapid expansion of interest in performance assessment became obvious. During the development process, different scholars expressed this concept in two ways: performance assessment, and performance based assessment.

Stiggins argues that performance assessment calls upon the examinees to demonstrate specific skills and competencies, that is, to apply the skills and knowledge they have mastered <sup>[6]</sup>. The demonstration can take place during the normal course of everyday events or in response to specific structured exercises provided by the examiners. Regardless, the examinee's task is to construct an original response, which the examiner observes and evaluates. Hibbard also defines this form of assessment under the name of performance based assessment in this way: performance based assessment is an assessment that represents a set of strategies for the application of knowledge, skills, and work habits through the

performance of tasks that are meaningful and engaging to students<sup>[7]</sup>. Burstein describes different forms of performance based assessment, such as portfolios, mini-investigations, writing samples and so on. He also emphasizes the importance of performance assessment in the cultivation of students' abilities to think and reason, to integrate skills, and to judge how to respond to tasks<sup>[8]</sup>.

Since the beginning of 21st century, performance assessment has entered a rapid development stage, mainly manifested in the increasing number of papers and works, as well as the gradual deepening of research theories. Performance assessments that require students to evaluate and solve complex problems, conduct research, write extensively, and demonstrate their learning in projects, papers, and exhibitions have proven key to motivating students and attaining high levels of learning<sup>[9]</sup>. Most definitions offered for performance assessment can be viewed as response-centered or simulation-centered<sup>[5]</sup>. These two categories are different. The response-centered definitions focus on the response format in the assessment, and the simulation-centered definitions focus on the observed student performance.

Due to the reform of the new evaluation system advocated under the background of China's new curriculum reform and the dual positive influence of the performance assessment movement abroad, performance assessment has also received increasing attention from scholars in China's high school English education.

The definition of performance assessment in *New Curriculum and Student Assessment Reform* is that in a simulated or real-life situation, students use the acquired knowledge and ability to create something or solve a new problem to assess students' mastery of knowledge and skills, and understand the development status of students' advanced abilities such as communication, cooperation, critical thinking, and practical problem-solving<sup>[10]</sup>. It can be seen that the development of performance assessment in China is formed on the basis of absorbing foreign theories and combining them with the needs of English teaching in China, aimed at cultivating students' core competencies in English subject such as language ability, cultural awareness, thinking quality, and learning ability. Not only is performance assessment related to goals such as language ability and cultural awareness, but it also focuses on the dynamic development of students' abilities in completing tasks, such as critical thinking that can demonstrates thinking qualities, collaborative learning that reflects learning abilities, etc. As a result, in the aspect of implementation, performance assessment asks teachers to create real-life situations, which can allow students to use their learned knowledge and skills to solve real-life problems in the process of completing tasks, and to make students have the courage to cooperate with group members and let them have interest in further exploring the task theme, thus triggering students' in-depth thinking and deep learning.

#### 4. The Elements of Performance Assessment

Stiggins claims that the process of performance assessment can be divided into four steps: clarify reasons for assessment, clarify performance to be evaluated, design exercises, and design performance rating plan<sup>[6]</sup>. The four steps can be explained in details as follows.

Firstly, the evaluator needs to determine the decisions to be made based on the assessment results, such as individual diagnosis, group needs assessment, or grading. At the same time, it is necessary to describe the relevant information of the students to be assessed, including the number, grade, and special characteristics.

Secondly, it is necessary to roughly determine the content focus and the skill focus of the assessment, select the form of performance to be evaluated, and finally list the detailed performance criteria.

Thirdly, in terms of form, it is necessary to choose whether to observe naturally occurring daily events or design specific structured exercises. In terms of visibility, it is necessary to determine whether it is a public assessment announced in advance to the students or a covert assessment without notifying the students. In terms of quantity, it is necessary to determine whether to choose to collect one sample at a time, multiple samples at a time or multiple samples over several occasions.

Fourthly, determine the type of score and the raters, and then clarify the data recording method, which can be further designed and developed to ensure the accuracy and effectiveness of scoring.

Based on the practice of English teaching in China, Zhou, who is a representative figure in Chinese research on performance assessment, clearly argues the three elements of performance assessment, namely assessment goals, performance tasks, and scoring rules<sup>[11]</sup>. Firstly, the design of performance assessment should start with clarifying what high-level learning goals the learners are expected to achieve. Secondly, performance tasks are the tasks, assignment, product, work, or performance that learners need

to complete, providing direct evidence of goal achievement. Finally, the criteria for success usually appear in the form of scoring rules, which must be established before learners create products, works, or perform.

Teachers should integrate performance assessment into the unit whole teaching in senior high school. The three elements of performance assessment should be implemented by teachers as the starting point to clarify the direction of assessment objectives, and form a performance assessment system through the comprehensive application of various types of performance assessment tasks, thus implementing unit assessment <sup>[12]</sup>. It should be noted that the three elements of performance assessment are closely linked and together form a complete whole. The assessment objective is not only the starting point of performance assessment but also the expected result generated by the teacher based on the unit theme and the learning situation before teaching. The performance task is the actual result produced by students and is the direct evidence of whether the student has achieved the assessment objective. An assessment should be meaningful and can be applied in learners' real life <sup>[7]</sup>. Therefore, it needs to be able to reflect the students' mastery of knowledge and skills that can be transferred to real-life situations to solve practical problems. The scoring rule needs to have clear details and be operable on the basis of considering both the content and form of the performance task, so that students can understand the scoring rule and participate in the assessment.

### 5. The Connection between Performance Assessment and Unit Whole Teaching

The ideal performance assessment itself is an effective teaching activity. Embedding performance tasks in unit learning occurs simultaneously with unit whole teaching and can be well integrated with teaching to achieve the integration of teaching, learning, and assessment <sup>[13]</sup>. Performance assessment can integrate curriculum, teaching, and assessment together and consistently point to advanced and progressive learning objectives.

Effective implementation of performance assessment is of great significance to the cultivation of students' core competencies. The ideal performance assessment is both an assessment method and an effective teaching activity. It can not only detect students' levels of core competencies but also help to promote the formation of students' core competencies and truly realize the integration of teaching, learning and assessment <sup>[14]</sup>. Driven by tasks, performance assessment translates the abstract standards of core competencies into observable and measurable behavioral performances through comprehensive practices in authentic, real-world contexts. The core competencies of English subject consist of language ability, cultural awareness, thinking quality, and learning ability. In terms of cultivating language ability, performance assessment emphasizes completing language tasks in real-life contexts (such as role-playing, presentations, etc.). Students need to comprehensively use skills such as listening, speaking, reading, viewing, and writing when completing tasks, while also paying attention to the unity of language form and function. In terms of cultivating cultural awareness, performance assessment can help students understand and respect different cultural values by setting different cultural backgrounds in performance tasks. In terms of developing thinking quality, performance assessment stimulates students' higher-order thinking skills by designing practical problems related to life, allowing students to experience the complete process from discovering problems, describing problems, to analyzing and solving problems. In terms of inspiring learning ability, performance assessment advocates for the cultivation of students' collaborative learning abilities, with students cooperating with each other and evaluating one another in group activities.

Performance assessment is an important step and procedure to promote unit whole teaching. First, the assessment objectives designed based on *Curriculum Standards* and the class learning situation can help students form a unit holistic view, better connect the contents and themes of various texts in a unit, and understand the unit theme and educational value. The assessment objectives guide the development of subsequent comprehensive tasks, avoiding the problem of fragmented teaching and learning in traditional English classrooms, preventing students from only focusing on fragmented language knowledge. As a result, students gradually experience a transition from solely focusing on scattered knowledge to having the ability to solve complex problems. Second, the performance tasks designed based on real situations and real-life problems can allow students to fully understand the true meaning of the unit theme and, in the process of solving real problems, use the learned knowledge and skills to accumulate social experience in advance and enrich life experience. Unit Whole teaching helps to construct a holistic context, and the designed performance task is closely related to real-life situation. As a result, students realise the cultivation of knowledge transfer ability in solving practical problems. Third, as a qualitative assessment, performance assessment requires effective scoring rules which are conducted

by both students and teachers. Students need to understand and use the scoring rule to evaluate their own works and the works of others. When evaluating their own works, students can obtain detailed feedback based on the various details of the scoring rule, see their progress, understand their shortcomings, and then reflect on their learning methods and strategies. When evaluating the works of others, students become the main body of the assessment activity. They experience learning to learn and learning to assess in the process of self-directed learning, cooperative learning, and inquiry learning. Therefore, students have gained dynamic development throughout the entire process of unit whole teaching.

## 6. Assessment Problems in Unit Whole Teaching

In unit whole teaching, the assessment process has not attracted enough attention from both teachers and students. As a result, current assessment methods have many problems.

First, China's teaching content and teaching methods remain predominantly exam-oriented at present, leading to teachers paying too much attention to students' knowledge mastery. Many teachers are still using a large number of traditional paper-and-pencil tests<sup>[13]</sup>. While researchers in higher education have proposed a series of changes such as alternative assessment to replace traditional assessment, these proposals have yet to be implemented in many institutions<sup>[15]</sup>. In the real classroom, teachers focus on what is tested in exams, and classroom activities are designed to mimic exam formats. Teachers overly stress the importance of the examination of fragmented words, phrases, and knowledge points and ignore the importance of learning and teaching process. This excessive emphasis on outcomes, which neglects the learning and comprehension processes, runs completely contradictory to the principles of performance assessment—an approach that prioritizes students' performance and growth during task completion.

Second, the learning tasks and activities designed by teachers are not based on the real situation. Some teachers are still using a large number of traditional mechanical training in the classroom, such as reciting texts, memorizing words, and reading phrases. Such learning tasks lack novelty. On the one hand, standardized achievement tests that are used for assessment and accountability purposes may not provide reliable and valid outcomes for English language learners (ELLs) because extraneous sources may confound the outcome of assessments for these students<sup>[9]</sup>. On the other hand, it is also difficult to arouse students' learning interest and enthusiasm. The design of performance assessment tasks should be grounded in real-world contexts, requiring students to apply knowledge and solve problems in scenarios closely aligned with real-life situations. In the process of unit whole teaching, due to time constraints and varying student capabilities, proper performance assessment tasks can't be implemented. The activities teachers design frequently lack meaningful connections to students' lived experiences, failing to enable them to simulate real-world problem-solving process.

Third, students rarely participate in the assessment. In the current senior high school English classroom, teachers still dominate the assessment and rarely organize student-centered assessment activities. Therefore, students rarely participate in the assessment in the classroom and don't have the ability to do the self-assessment. Self-assessment is essential for teaching students how to manage their study habits, use learning strategies, and reflect on progress toward learning goals<sup>[15]</sup>. In reality, students trust the "authoritative" feedback of teachers and lack the awareness and relevant training of active participation<sup>[16]</sup>.

Finally, the assessment rules are not clear. Usually, the assessment rules lack an accurate written form of presentation. Teachers often think about the vague rules in mind and pay little attention to make an explicit checklist of assessment rules for students to use.

## 7. The Implementation of Integrating Performance Assessment into Unit Whole Teaching

Based on the understanding of performance assessment and unit whole teaching, combined with the requirements of the *Curriculum Standards* for cultivation of students' core competencies and the real situation of senior high school English teaching, learning and assessment, this article takes Unit1 "Lights, camera, action!" of senior high school English Textbook (Yilin Edition, Volume 2) as an example to introduce the implementation of integrating performance assessment into the unit whole teaching in senior high school.

This textbook is centered on the theme of "People and Society", drawing on topics such as films, sports, festivals, and literature. Through diverse texts and activities, it cultivates students' core

competencies in English. The textbook comprises four units, each covering six sections: reading, grammar, integrated skills, extended reading, project activities, and assessment. It emphasizes the integration of language proficiency and cultural awareness, while prioritizing practical and inquiry-based learning.

The first unit, titled “Lights, Camera, Action!”, focuses on behind-the-scenes production and appreciation of cinematic art. The brief introduction of the six sections is as follows. In the Reading section, students explore the intricate behind-the-scenes processes of filmmaking. The Grammar section focuses on helping students master subject-verb agreement rules. Through the Integrated Skills section, students learn to write film reviews, acquiring skills in structuring critiques and applying appropriate linguistic techniques. The Extended Reading module involves analyzing classic film scenes to uncover the deeper cultural and thematic implications. During Project Activities, students collaborate in groups to dub selected film scenes, fostering teamwork and creative expression. Finally, in the Assessment part, students engage in self-assessment and peer assessment to reflect on their learning outcomes and overall performance throughout the unit. Through various learning activities, this unit guides students to explore the intricate processes and cultural significance embedded in filmmaking.

The performance assessment consists of three steps which are determining assessment objectives, designing performance tasks, and developing scoring rules. These three steps are consistent with the three elements of performance assessment mentioned earlier.

### **7.1 Determine Assessment Objectives**

*Curriculum Standards* points out that the general senior high school English curriculum has an important educational function, aiming to develop students’ core competencies including language ability, cultural awareness, thinking quality, and learning ability and fulfill the fundamental task of moral education<sup>[1]</sup>. Therefore, the determination of evaluation objectives requires comprehensive consideration of the four dimensions of core competencies and the overall theme and content of the whole unit.

The performance assessment objectives of the first unit are grounded in the framework of four core competencies, aiming to holistically evaluate students’ comprehensive abilities through authentic situational tasks. In the dimension of language ability, the focus lies on assessing students’ practical language application skills, such as their ability to accurately describe behind-the-scenes production processes using film-related terminology in film reviews and to correctly apply subject-verb agreement rules in their writing. For cultural awareness, the emphasis is on evaluating students’ understanding of the social values conveyed through films and their interpretation of the cultural significance embedded in cinematic works. In terms of critical thinking, the assessment centers on students’ capacity for analytical and creative reasoning—for instance, whether they can critically analyze the artistic value of a film or creatively interpret characters’ emotions. Learning ability permeates all tasks, prioritizing students’ self-directed and collaborative learning skills, such as their ability to effectively divide tasks, collaborate in group projects, proactively research information, and solve problems. These interconnected performance assessment objectives collectively foster students’ transition from mere linguistic proficiency to the integrated development of core competencies.

### **7.2 Design Performance Tasks**

The performance tasks should be designed to give students enough space to perform and allow them to fully demonstrate the acquired knowledge and skills. First, the performance tasks need to be connected with the real-life situations of students and have a sense of life. Second, the performance tasks need to encourage students to develop various learning skills and strategies such as self-directed learning, cooperative learning, and inquiry learning as much as possible in the process of completing the tasks. Third, the performance tasks should focus more on the process of completion rather than the outcome. Based on the timeline of performance task implementation, this unit incorporates three key tasks:

Task A: Film Review Writing (conducted in the first half of the unit).

Task B: Film Dubbing (executed in the latter half of the unit).

Task C: Film Presentation Showcase (held after the completion of the whole unit).

This phased design ensures progressive skill development—from foundational analysis to creative application and collaborative synthesis—aligning with the unit’s thematic and competency-building goals.

### **7.2.1 Task A: Film Review Writing**

Task Description:

Let's write a film review for your favourite movie! After learning several elements of making a film and reading the film review of *The King's Speech* in our textbook, it is your turn to write a film review for your favourite movie.

Task Details:

- 1) Determine the movie you want to write about.
- 2) Use the film review structure in this unit as an example.
- 3) Pay attention to the subject-verb agreement and write a film review in no less than 100 words.

### **7.2.2 Task B: Film Dubbing**

Task Description:

Let's dub a film clip with your group members! After learning the film script of *Forrest Gump*, we now know more about film lines which can describe settings, characters and plots in a film. Do you your favourite film lines? Work in groups and try to dub a film.

Task Details:

- 1) Discuss with your group members and choose a 5 minutes film clip.
- 2) Assign roles and practice dubbing by imitating the tone of the original film.
- 3) Record a video or showcase in class.

### **7.2.3 Task C: Film Presentation Showcase**

Task Description:

Let's give a speech about movie recommendations! Everyone will encounter one or several movies in their life that deeply resonate with them. Our life may also change because of a movie. Now you are given a chance to speak for your favorite movie. Please prepare a movie recommendation speech draft and make a supporting PPT to give a speech in 3 minutes to the whole class.

Task Details:

- 1) Determine the movie you want to recommend.
- 2) Collect information about this movie, such as the director, screenwriter, actors, awards won.
- 3) Taking the film review of *The King's Speech* in the textbook as an example, write your recommendation reasons, including but not limited to: introduction of basic movie information, introduction of movie behind-the-scenes work, introduction of movie plot, your recommendation reasons.
- 4) Make a PPT for the speech. The content of the PPT can refer to the covers of several movie posters presented in the textbook.
- 5) Display in the group and give each other suggestions.
- 6) Each group selects a speaker to display in the whole class.
- 7) Each group cooperates to complete the scoring of the displays of other groups.

## **7.3 Developing Scoring Rules**

The scoring rule is the evaluation standard of the performance task and needs to be comprehensively designed in combination with the assessment objective and the assessment task. Student participation is also required for performance assessment, so the evaluation subjects include student self-assessment, student peer-assessment, and teacher assessment.

Task A and Task B are implemented in the former half and latter half of the unit respectively. These two tasks are both assessment methods and teaching activities. Due to the limitations of classroom time and teaching tasks, it takes relatively shorter period of time to prepare and carry out these two tasks, with rough scoring rules and slightly lower requirements. Task C is the overall performance assessment task conducted at the end of the whole unit. As a review and summary of the entire unit, it takes a relatively

longer period of time for students to prepare and showcase. Therefore, the scoring rules are relatively detailed and the requirements are strict.

Table 1, 2, and 3 show the scoring rules for task A, B, and C respectively.

*Table 1: Details of Scoring Rules for Task A.*

Evaluation Dimension	Content Completeness	Language Accuracy	Logical Structure	Creativity and Depth
Evaluation Indicators	Include all necessary parts (title, director, evaluation, etc.)	Correct grammar and rich vocabulary	Clear paragraphs and natural transitions	Unique viewpoints and in-depth analysis
Full Marks	3	3	2	2
Self-assessment				
Peer-assessment				
Teacher-assessment				
Result				

*Table 2: Details of Scoring Rules for Task B.*

Evaluation Dimension	Pronunciation and Intonation	Emotional Expression	Teamwork	Creative Presentation
Evaluation Indicators	Clear, accurate, and in line with the character's emotions	Vividly convey the character's emotions	Clear division of labor and smooth cooperation	Add personalized interpretations (such as sound effects)
Full Marks	4	3	2	1
Self-assessment				
Peer-assessment				
Teacher-assessment				
Result				

As for Table 3, before students start the task and before students complete the task to have group discussions, the teacher shows the scoring rules to the students twice. When the teacher shows the scoring rules for the first time, only the evaluation dimension and evaluation indicators are shown to the students, and the specific scoring details are not shown. At this time, the scoring rules play a guiding role, allowing students to have a general understanding of the final output of the task and preventing students from having large deviations in the process of completing the task. When the teacher shows the entire scoring rules to the students for the second time, the teacher explains the scoring details to the students so that students can optimize their results according to the specific requirements in the group discussion. The two showings of the scoring rules are progressive, allowing students to gradually learn and understand the scoring rules, so that they can smoothly use the scoring rules for evaluation.

*Table 3: Details of Scoring Rules for Task C.*

Evaluation Dimension	PPT Production	Speech Content	Speech Effect
Evaluation Indicators	The PPT can assist the speaker to display the content; it has a distinct theme, careful layout and creative expressions.	The speech content has complete basic information about the movie; it can analyze the behind-the-scenes production of the movie from the technical level and analyze the values and concepts conveyed by the movie from the emotional level; it can clearly explain the recommendation reasons and the expression conforms to the specific	The speakers have clear pronunciation can speak aloud; they have appropriate speaking speed, clear organization and logical expressions; the speakers have a sense of communication and interaction; they are relaxed and confident.



Full Marks Scoring Details	genre of the speech draft.		
	5	10	5
Self- assessment Peer- assessment Teacher- assessment Result	Level A(5 points): The PPT can well assist the speaker; the theme is clear, and the content is rich; the layout is exquisite.	Level A (8 - 10 points): The speech content contains all the content points; the choice of words and sentences conforms to the requirements of the genre of speech draft; it has strong language ability; it can fully express the speaker's own emotions and finally achieves the purpose of recommending the movie to others.	Level A(5 points): The speakers are confident and generous; they have clear pronunciation, moderate speaking speed, and appropriate body movements; they can have eye contact with the audience, and can perfectly convey their views.
	Level B(2 - 4 points): The PPT can display the speech content of the speaker to some extent; the layout is neat and plays an auxiliary role.	Level B (4 - 7 points): The speech content has complete structure and clear organization; it can clearly express the speaker's own views and reasons; it can use the learned knowledge to analyze the movie.	Level B(2 - 4 points): The speakers can express views relatively clearly; they have a sense of interaction, moderate speaking speed.
	Level C(0 - 1 point): The PPT cannot play an auxiliary role in the speech; the content is messy, and the layout is disordered.	Level C(0 - 3 points): The speech content has missing content and unclear views; it is lack of detailed explanations.	Level C(0 - 1 point): The speakers are nervous and stuttering; they can only make incoherent speech; they are unable to convey their views to the audience.

## 8. Conclusions

Applying performance assessment in teaching and integrating performance assessment with curriculum teaching can not only play a positive role in promoting students to realize that they are the masters of learning but also help students play the main role in driving the development of deep learning and advanced thinking ability <sup>[11]</sup>.

On the one hand, performance assessment can achieve the goal of cultivation students' core competencies in English subject. As a relatively novel assessment method, performance assessment can attract students' interest to a certain extent. It helps students realize the importance of skills and competencies in English learning through various performance tasks, so that students no longer blindly memorize knowledge mechanically, thus effectively make up for the deficiencies of traditional paper-and-pencil tests in developing students' core competencies.

On the other hand, performance assessment can achieve the goal of promoting unit whole teaching. Teachers, based on the actual performance of students, can think about the deviation between the expected results in lesson preparation process and the actual results after class, and then reflect on the accuracy of their grasp of the unit theme, text meaning and teaching activities, thus further adjusting the teaching progress and teaching strategies to implement unit whole teaching.

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