

Integrating Teaching-Learning-Assessment in English Reading Teaching of Chinese Junior High School Based on Backward Design

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Abstract: *China's English Curriculum Standards for Compulsory Education (2022) in the section of teaching suggestions proposes that we should promote the integration of teaching, learning and assessment to accelerate the reform of English evaluation system in junior high school. But there are problems of such integration in the practice of English reading lessons in junior high school. This paper explores strategies for integrating these elements through backward design, illustrated by a case study of Unit 8 (Natural Disasters) from the 8A Yi Lin Edition. The findings aim to provide actionable guidance for educators.*

Keywords: *Teaching-learning-assessment integration; English reading teaching of junior high school; backward design; case analysis*

1. Introduction

In the continuous development and transformation of the educational field, English curriculum standards have always guided the direction of English teaching. The High School English Curriculum Standards for National Compulsory Education (2017 version) clearly states that the whole teaching activities encompass three indispensable aspects, teaching, learning, and assessment^[1]. It clearly defines the components of teaching activities, emphasizing the importance of these three elements in the teaching process. At the same time, the English Curriculum Standards for Compulsory Education (2022-year Edition) highlights the requirement to promote the integrated design and implementation of teaching-learning-assessment in the teaching suggestions section^[2]. It further emphasizes that teachers need to fully recognize the interdependent, mutually influential, and mutually reinforcing relationships among teaching, learning, and assessment, thereby effectively leveraging their powerful collaborative educational function. This concept aims to break the relatively independent status of teaching, learning, and assessment in traditional teaching, constructing an organic and unified whole to achieve more efficient and comprehensive educational goals.

However, the integrated design of teaching-learning-assessment, as a new concept emerging from the process of English curriculum reform, is still in its developmental stage, both in theoretical research and practical teaching. On one hand, the academic community's in-depth analysis and systematic research on this concept remain insufficient, and a complete and mature theoretical system has yet to be established. On the other hand, frontline teachers, influenced by traditional teaching models, generally lack a profound understanding to integrate teaching, learning and assessment^[3]. They often fail to fully grasp its connotation and value, making it difficult to effectively incorporate it into daily teaching practices.

Particularly notable is the widespread lack of backward design thinking among teachers, which has led to numerous issues in the practical implementation of Integrated Teaching Evaluation in junior high school English reading instruction. For example, the setting of teaching objectives often deviates from assessment criteria, resulting in teaching activities lacking clear direction and making it difficult to accurately measure student learning outcomes. During the teaching process, teachers fail to adjust teaching strategies based on assessment results, leading to a lack of effective interaction and feedback mechanisms between teaching and learning. Additionally, assessment methods are often singular and one-sided, overly focused on summative assessments while neglecting formative assessments, thus failing to comprehensively and dynamically reflect students' learning processes and progress.

Given the above circumstances, this paper aims to thoroughly examine the various challenges faced

in the practical implementation of Integrated Teaching Evaluation. Based on the scientifically effective method of backward design and closely integrated with actual cases of junior high school English reading instruction, it will comprehensively and deeply explore how to scientifically and reasonably design and effectively implement Integrated Teaching Evaluation. The goal is to provide valuable references and insights for improving the quality of junior high school English reading instruction.

2. Literature Review

2.1 Definition of the Concepts

2.1.1 Definition of Integrated Teaching Evaluation

The concept of Integrated Teaching Evaluation emerged in recent years as countries around the world reformed their education systems, leading to a new understanding of the function of educational assessment and the relationship between teaching and assessment^[3]. Sang Zilin^[4] and others believe that Integrated Teaching Evaluation refers to the degree of coordination and alignment among the three elements of the curriculum: teaching, learning, and assessment, under the guidance of curriculum standards. Liu Xiaolan^[5] and others argue that Integrated Teaching Evaluation involves the comprehensive incorporation of diversified assessment methods into classroom practice. Under the premise of aligning teaching objectives with assessment objectives based on the new curriculum standards, learning objectives that match the assessment objectives are set. Through the integration of teaching, student learning performance, and assessment, the effective achievement of learning objectives is realized. Black and Wiliam^[6] suggest that the quality of interactive feedback in Integrated Teaching Evaluation is a key feature determining the quality of learning activities.

The most widely accepted interpretation is that of Cui Yunhuo and Lei Hao^[7], who argue that the consistency of teaching, learning and assessment includes three meanings under the guidance of objectives: teaching-learning consistency, teaching-assessment consistency, and assessment-learning consistency. According to the Compulsory Education Standards, teaching refers to the teaching objectives and activities designed by teachers based on the core competencies of the English discipline. Learning refers to the language practice activities in which students participate as the main subjects under the guidance of teachers. And assessment plays a role in monitoring the process and effectiveness of teaching and learning^[2].

2.1.2 English Reading in Junior High School

In the middle school English teaching system, reading instruction holds a crucial position and is considered one of the most important types of lessons^[8]. It covers a wide range of text types, including news, English novels, poems, and other fields. These different types of English reading texts have distinct goals in the English Curriculum Standards for Compulsory Education (2022-year Edition). Through learning these texts, students can receive comprehensive and targeted cultivation in core competencies such as language ability, cultural awareness, thinking quality, and learning ability, which lays a solid foundation for the improvement of students' comprehensive language application skills.

In the actual process of reading instruction, if listening, speaking, reading, writing, and viewing skills can be effectively integrated, guiding students to engage with learning through multiple sensory inputs and providing multimodal stimulation, it will greatly promote the natural acquisition of language. This multidimensional learning approach can significantly spark students' interest in learning, transforming them from passive receivers of knowledge to active explorers of knowledge, thereby encouraging their active participation in various language practice activities^[9].

Given the important role of reading instruction in middle school English teaching and the significant advantages of multimodal teaching, it becomes especially important to effectively utilize the Integrated Teaching Evaluation model to improve middle school English reading instruction. This evaluation mode emphasizes the close connection and mutual promotion of teaching, learning, and assessment. Teachers set precise teaching goals to guide students in targeted learning while using timely and effective assessment methods to accurately understand students' learning progress and problems. This allows for adjustments in teaching strategies and students' learning methods, forming a virtuous cycle that comprehensively improves the quality and effectiveness of middle school English reading instruction.

2.1.3 Backward Design

Backward design, first proposed by American scholars Wiggins and McTighe^[10], is a teaching design

model that focuses on learning outcomes. Chinese scholars He Ye and Sheng Qunli^[11] pointed out that backward design begins by determining what teaching goals are needed, then considering what standards can prove that students have mastered the knowledge, and finally designing teaching activities to achieve the goals. In short, backward design consists of three steps: the first step is to determine the expected learning outcomes (teaching goals), the second step is to set evaluation standards and activities based on the goals, and the third step is to design teaching activities based on the goals.

Backward design has three notable characteristics. Firstly, it starts with the end in mind, being goal-oriented, and emphasizes the importance of expected outcomes (teaching goals). This design model begins with learning outcomes and works backward to the teaching process, ensuring that the teaching design is always centered around the students' learning goals. Secondly, the evaluation activities align with the teaching goals. Evaluation is no longer merely a grade assessment but serves as an important basis for determining whether students have achieved the expected learning outcomes. Thirdly, the teaching activities are aligned with the teaching goals, which better promotes the consistency of teaching, learning, and assessment.

Therefore, the Integrated Teaching Evaluation model should be based on the theory of backward design and adopt a goal-oriented teaching design approach. This model not only helps teachers plan the teaching process more clearly but also ensures that teaching activities and assessment are closely connected, thus improving teaching effectiveness and fostering students' deep learning abilities.

2.2 Application of Integrated Teaching Evaluation in Junior High School English Reading Lessons

Innovation and practice in teaching and assessment have always been a focal point for researchers in the field of education. Scholars such as Sang Zilin and Zou Weicheng^[4] have conducted in-depth investigations into the evaluation processes implemented by two English teachers in reading lessons. During the experiment, both teachers consistently centered their teaching activities around the teaching goals and were able to promptly evaluate students' learning based on real-time feedback provided in class. By adjusting teaching strategies based on students' feedback, the teachers could ensure that teaching activities, learning, and assessment were harmonized to achieve the teaching goals. This student-centered, dynamic adjustment teaching model provides new insights for English reading instruction.

If the Integrated Teaching Evaluation model is truly implemented in English reading instruction, students will gradually develop core subject competencies in every English reading lesson. This model not only improves teaching efficiency but also helps students better grasp knowledge and enhance their abilities, leading to significant progress in cultivating core subject competencies. Majority of research provides strong theoretical support and practical guidance for the reform of English reading instruction and offers valuable experience for the teaching reforms of other subjects.

3. Problems in the Practice of Integrated Teaching Evaluation in Junior High School English Reading Instruction

As domestic and international scholars delve deeper into the Integrated Teaching Evaluation, the international education community has summarized some practical strategies, and domestic discussions on this teaching practice are frequently held^[12]. However, in reality, implementing this model in China's compulsory education is actually difficult^[13]. Based on the three characteristics of backward design, the current problems in the practice of the Integrated Teaching Evaluation mainly manifest as: a lack of goal-oriented thinking, inconsistency between assessment activities and teaching objectives, and inconsistency between teaching activities and teaching objectives.

3.1 Lack of Goal-Oriented Thinking

In educational practice, the integration of teaching, learning, and assessment is key to improving teaching quality and students' learning outcomes. The core of this process lies in setting clear, actionable, and measurable learning objectives which are aimed at core competencies. Teaching goals are not only the direction and expected outcome of teaching activities but also serve as the main thread through the entire teaching process. However, in actual teaching practice, the lack of goal orientation is a common issue, seriously affecting teaching effectiveness and students' overall development.

Specifically, some teachers skipped setting teaching goals during lesson design and directly focused on what content to teach. This approach led to a lack of clear direction and goals in the teaching activities,

resulting in fragmented and arbitrary content. Other teachers designed teaching activities first and then derived teaching goals based on what to teach. The teaching goals obtained through this method often had following issues. On one hand, they may deviate from the curriculum standards and the content of the unit module, failing to connect with the overall teaching plan. On the other hand, due to the limited thinking during the design of teaching activities, teachers may overlook important teaching goals, thus affecting the comprehensive development of students' English abilities. Moreover, some teachers' lacking of goal orientation was also reflected in the design of teaching and assessment activities. Specifically, teachers neglected teaching goals and only relied on experience to design activities based on the text content, lacking systematization. Meanwhile, in the assessment phase, teachers often set evaluation standards and activities randomly based on students' classroom performance, leading to subjectivity and arbitrariness in evaluation, which failed to accurately reflect students' learning status and achievement of the teaching goals.

Backward design offers an effective solution to these problems. Because it emphasizes goal orientation, it sets clear and specific teaching goals before presetting learning outcomes first to design appropriate evaluation activities and teaching activities. This philosophy requires teachers to first clarify what students need to achieve, then think about how to prove that students have achieved the goal, and finally design teaching activities to help students achieve the goal. The Integrated Teaching Evaluation based on backward design can fundamentally solve the issues of lack of goals, the disconnection between goals and teaching activities, and arbitrary assessment standards. In this way, teachers can better integrate teaching goals, activities, and assessments, creating a tightly connected and mutually reinforcing teaching system, effectively enhancing teaching outcomes and promoting the comprehensive development of students' core competencies.

3.2 Inconsistency Between Assessment Activities and Teaching Objectives

In actual teaching practice, there is often inconsistency between assessment and teaching, i.e., assessment activities do not align with teaching objectives. For example, in Unit 7 (Edition of Yi Lin), Abilities, the teacher asks students: "Can you guess what this brave young man does in the fire?" The teaching objective of this question is that by observing the illustration, students can perceive the news scenario. However, when students answer with key information such as "a big fire" and "heavy smoke", the teacher's feedback is the statement that "Very good. Your spoken English is very fluent." Clearly, the teacher's assessment focuses on the fluency of the student's spoken English, which deviates from the teaching objective. As a result, students cannot gain feedback on whether they have correctly perceived the news scenario from the teacher's assessment.

Only when assessment aligns with teaching objectives can students' learning objectives be more reasonable and effectively achieved^[14]. If assessment is inconsistent with teaching, it is difficult to achieve consistency among teaching, learning, and assessment. Backward design emphasizes the consistency between assessment activities and teaching objectives, i.e., designing assessment criteria and activities that match the teaching objectives. Therefore, it is essential to use backward design to address the inconsistency between assessment and teaching and it is crucial to implement Integrated Teaching Evaluation.

3.3 Inconsistency Between Teaching Activities and Teaching Objectives

In practical teaching practice, there is also often a phenomenon of inconsistency between teaching and learning, which is especially prominent in traditional English reading lessons. Specifically, there is a clear disconnect between teaching activities and teaching goals. For example, the teaching goals of traditional English reading lessons often aim to develop students' reading skills, including text structure analysis, comprehension of content, guessing the author's intention, and understanding of cultural awareness. However, in actual teaching activities, teachers often focus on explaining vocabulary, phrases, sentence structures, and grammar points from the text. While this approach helps students grasp basic language knowledge, it does not completely align with the teaching goals of a reading lesson. Therefore, at the end of a traditional English reading lesson, students may only gain language knowledge, but they cannot effectively develop thinking, cultural awareness, or learning abilities, ultimately failing to achieve the expected teaching goals.

This inconsistency between teaching and learning severely impacts teaching outcomes and students' overall ability development. To implement the Integrated Teaching Evaluation model, the first priority is to ensure the consistency between teaching and learning. If teaching activities are not aligned with

teaching goals, the learning and assessment activities in the teaching process will also fail to align with the goals, causing the entire teaching system to fail to work effectively and hindering the coordination and unity of teaching, learning, and assessment.

The consistency between teaching and learning is the primary guarantee for achieving the integration of teaching, learning and assessment^[3]. Backward design, as an advanced teaching design concept, provides an effective way to solve this problem. Backward design emphasizes starting with teaching goals and designing teaching activities that match those goals, ensuring a high degree of consistency between teaching activities and teaching goals. By adopting this approach, teachers can clarify the direction of teaching, avoid deviating from the goals, and thus lay a solid foundation for achieving the integration of teaching, learning and assessment. Therefore, using backward design to solve the inconsistency between teaching and learning and implementing the Integrated Teaching Evaluation model based on this, is of great importance in improving teaching quality and students' comprehensive development.

4. Application Strategies for Integrated Teaching Evaluation in Junior High School English Reading Lessons

Based on backward design, this paper proposes some strategies for implementing Integrated Teaching Evaluation in junior high school English reading lessons (see Figure 1). The first stage involves studying the curriculum standards, analyzing the unit theme, and combining student characteristics and lesson content to design the lesson's teaching objectives, which answers the question that where do you want to go. The second stage involves setting evidence for achieving the expected objectives, selecting assessment methods to design assessment activities, which answers the question that how do you know you are there. The third stage involves designing teaching activities, which answers the question that how will you get there. These three stages are interconnected, influencing and promoting each other.

The following part will use a reading lesson from Unit 8, Natural Disasters, Edition of Yi Lin for Grade 8, Volume 1, as an example to illustrate how to implement these strategies.

(1) Analyzing curriculum standards, unit theme, student characteristics, and content to design teaching objectives

Achieving text-based teaching objectives and lesson-based teaching objectives is a prerequisite for achieving unit-based teaching objectives^[2]. Building learning objectives that align with the Compulsory Education Standards, focus on core competencies, meet unit requirements, and highlight lesson priorities is the foundation of lesson-based teaching^[15]. Therefore, the first step in implementing Integrated Teaching Evaluation is to analyze the unit theme in conjunction with the curriculum standards.

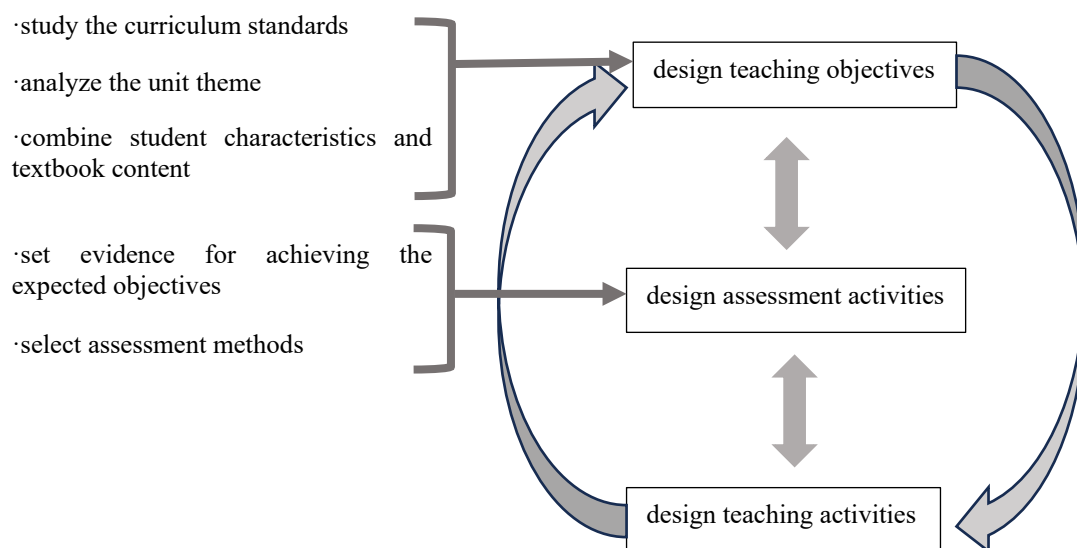


Figure 1. Backward Design-Based Integrated Teaching-Learning-Assessment Design Pathway

The topic of Unit 8, Natural Disasters, is natural disasters, which falls under the theme of man and nature. The content of this unit includes texts describing natural disasters such as rainstorms, wildfires, earthquakes, snowstorms, and floods, a recollection from a survivor of the Taiwan earthquake, measures

to deal with different natural disasters and traffic accidents, and the use of the past continuous tense. Based on the curriculum standards' requirements for students, the unit's teaching objectives can be set as follows:

In the end of this unit, students will be able to:

- 1) Master English vocabulary related to natural disasters, proficiently describe different types of natural disasters, their consequences, and self-rescue methods, and distinguish between disasters and accidents;
- 2) Analyze the elements of narrative texts, understand the role of narrative techniques, and extract the main idea of the text;
- 3) Read and understand accident reports, learn emergency call terminology;
- 4) Summarize self-rescue experiences in natural disasters, attitudes and spirits in the face of difficulties, and cherish life;
- 5) Write an article introducing natural disasters and how to protect oneself.

Based on the above teaching objectives of this unit, and considering this lesson's content and students' characteristics, this lesson's teaching objectives can be determined. The reading lesson of this unit is titled by the earthquake, and the text type is a narrative passage. The content is a first-person account from Timmy, a survivor of the 1999 Taiwan earthquake, who was trapped under a collapsed building and recounts her self-rescue and rescue. The text is written in chronological order, using the past continuous tense and simple past tense, with extensive environmental descriptions, multi-sensory descriptions (visual, auditory, etc.), and psychological descriptions. In the first lesson of this unit, students have already learned related natural disaster vocabulary but do not yet know how to face natural disasters and difficulties. At the same time, students have mastered the simple past tense in Grade 7 but have not yet learned the past continuous tense. Based on student characteristics and the lesson content, and pointing to the unit objectives, the teaching objectives for this lesson can be set as follows:

In the end of this lesson, students will be able to:

- 1) Identify time-related words and organize the text structure based on chronological order;
- 2) Understand the development of the story and comprehend the use of simile as a rhetorical device;
- 3) Analyze Timmy's experiences, thoughts, and actions during the earthquake, and understand the role of multi-sensory descriptions;
- 4) Infer the meaning of words based on context;
- 5) Summarize earthquake prevention and self-rescue methods through Timmy's rescue process;
- 6) Enhance safety awareness and self-protection awareness in natural disasters, and cherish life.

These six teaching objectives not only align with the overall unit teaching objectives but also accurately answer the question that where do you want to go, providing directional guidance for the design of assessment and teaching activities.

(2) Selecting Assessment Methods and Designing Assessment Activities

After setting this lesson's teaching objectives, corresponding assessment activities need to be designed to determine whether students have achieved the learning objectives. This involves identifying what performance tasks will prove that students have achieved the expected outcomes and what criteria will be used to judge the effectiveness of the learning outcomes, ensuring consistency between objectives and assessment. The assessment methods for Integrated Teaching Evaluation are diverse, including unit-based essential discussions, questions for knowledge and skill objectives, peer assessment, self-assessment, and other common assessment methods.

Based on these teaching objectives outlined above, the following assessment tasks have been designed:

Assessment 1: Teacher Assessment

Can students quickly identify time-related cue words such as "at first", "soon", "finally", and "hours later", and correctly match the first sentences of each paragraph based on chronological order to organize the text structure: Part 1 (at the beginning of the earthquake), Part 2 (during the earthquake), and Part 3 (after the earthquake).

Assessment 2: Teacher Assessment

Can students analyze the first paragraph and identify key words such as “two o’clock in the morning”, “sleep”, “shake”, and “noise”. Through teacher guidance, can students understand the role of simile—vividly describing the sound of the earthquake.

Assessment 3: Teacher Assessment

Can students analyze the second paragraph and identify key words such as “shake”, “noise”, “scream”, “run”, “fall down”, and “come down”, and point out the use of sensory descriptions and summarize their role—creating an immersive experience.

Assessment 4: Self-Assessment

Can students infer the meaning of “silent”, “nervous”, and “calm down” based on the context.

Assessment 5: Peer Assessment

Can students summarize earthquake prevention and self-rescue methods by role-playing Timmy’s rescue process.

Assessment 6: Peer and Self-Assessment

Create a scenario for role-playing. One student acts as a reporter, and another acts as a tsunami survivor. The students are required to interview the survivor about the tsunami scene and escape process, assessing whether students can internalize Timmy’s safety awareness and positive attitude toward life, and whether they can remain calm and protect themselves when facing natural disasters or difficulties in life.

These six assessment activities accurately answer the question that how do you know you are there and correspond to the teaching objectives. Assessment 1, 2, and 3 correspond to teaching objectives 1, 2, and 3, respectively, providing specific criteria to judge whether students have achieved the teaching objectives. They also incorporate teacher feedback to improve the efficiency of the first half of the lesson. Assessment 4 corresponds to teaching objective 4, providing specific criteria and using self-assessment to allow students to obtain feedback by consulting word lists or dictionaries. Assessment 5 corresponds to teaching objective 5, designing a game-based assessment activity that promotes students’ understanding of earthquake prevention methods through role-playing. Peer assessment encourages students to first understand the teaching objectives and then evaluate others, leading to effective brainstorming and the summarization of various earthquake prevention and self-rescue methods. Assessment 6 corresponds to teaching objective 6, designing a real-life scenario task that allows students to internalize the lesson’s theme of remaining calm and cherishing life and apply it to other natural disasters. Self-assessment and peer assessment further enhance student agency.

The design of assessment activities not only precedes the design of teaching activities, avoiding the traditional problem of adding assessments after teaching, but also aligns with teaching objectives, setting specific criteria to measure objective achievement and avoiding the traditional problem of vague assessments.

(3) Selecting Learning Resources and Designing Teaching Activities

After determining the unit objectives, lesson objectives, and assessment criteria, teachers need to design corresponding teaching activities based on the assessment criteria and teaching objectives, providing scaffolding for the reading lesson. Teachers should design learning experiences and teaching activities that enable students to achieve the expected outcomes, ensuring consistency between teaching and objectives.

For this lesson, the following teaching activities have been designed:

Teaching Activity 1:

1) Find and Match

The first sentence of each paragraph is hidden. Students are required to match the first sentence to each paragraph.

2) Skim and Summarize

Students are required to explain the structure of the story.

Teaching Activity 2:

1) Read and Analyze

Students are required to answer three questions: “When did the earthquake happen?”, “What were Timmy doing at that time?” and “How was the earthquake?”. The teacher then rewrites the sentence: “Then he heard a loud noise.” and “Then he heard a loud noise like thunder.”. Students need to determine which sentence is better and understand the function of simile.

Teaching Activity 3:

1) Read and analyze

Students are required to answer the questions: “When the earthquake came?” and “What did Timmy hear/feel/see/do?”. Then they need to summarize the writing skill, multisensory description.

Teaching Activity 4:

1) Think and guess

According to the context, students are required to answer the question: “Can you guess the meaning of the following words” and “How do you know that?”.

Teaching Activity 5:

1) perform and summarize

Students are required to think about the question: “After Timmy calmed down, what did he do and how was he saved at last?” and do a role play. After performing, other students need to answer the question: “Can you summarize what can we do when confronting an earthquake?”.

Teaching Activity 6:

1) role play and interview

Students are required to do an interview. One acts as a reporter and the other acts as a survivor from a tsunami. They need to interview about what was seen and heard during a tsunami and how to escape from it.

These six teaching activities accurately answer the question that how will you get there and correspond one-to-one with the teaching objectives and evaluation activities. Teaching Activity 1 corresponds to assessment 1 and is a learning-understanding activity. This activity requires students to understand time words, identify the first sentence of each paragraph, and summarize the structure of the article, aiming to achieve teaching objective 1. Teaching Activity 2 corresponds to assessment 2 and is a learning-understanding and application-practice activity. This activity requires students to understand the objective situation of the earthquake and identify the role of simile, aiming to achieve teaching objective 2. Teaching Activity 3 corresponds to assessment 3 and is a learning-understanding and application-practice activity. This activity requires students to understand the sensory descriptions of the characters’ experiences in the article and identify the role of multi-sensory depiction, aiming to achieve teaching objective 3. Teaching Activity 4 corresponds to assessment 4 and is a learning-understanding and application-practice activity. This activity requires students to guess the meaning of words in context, aiming to achieve teaching objective 4. Teaching Activity 5 corresponds to assessment 5 and is a learning-understanding and application-practice activity. This activity is an imitation and deduction task, requiring students to first understand the entire process of the earthquake, then perform a scene reenactment, and finally summarize anti-seismic experiences from the scenario, aiming to achieve teaching objective 5. Teaching Activity 6 corresponds to assessment 6 and is an application-practice and transfer-innovation activity. This activity creates a scenario—an interview with a tsunami survivor after the disaster—requiring students to comprehensively apply what they have learned in a real context, helping them internalize the unit’s theme—the spirit of facing natural disasters and self-rescue measures, fostering intellectual qualities, and enabling the transfer and innovation of what has been learned.

This design of teaching activities not only complements the evaluation activities but also aligns with the teaching objectives, effectively cultivating and developing students’ core English literacy, truly implementing the integration of teaching, learning and assessment.

5. Conclusion

In recent years, the integration of teaching, learning and assessment has become increasingly popular in Chinese and has become an important development trend in the education field. The promotion and

practice of this concept play an indispensable key role in deepening curriculum reform, are the core path for improving the quality of education and teaching, and are also a significant driving force for the professional development of teachers, containing rich and profound theoretical and practical significance^[16].

In the scope of junior high school English reading teaching, the guidance of Integrated Teaching Evaluation has already become an irreversible trend. This trend emphasizes tightly integrating teachers' teaching activities, students' learning processes, and the assessment of learning outcomes into a complete and organic teaching system. In designing junior high school English reading lessons, backward design shows unique advantages and adaptability. Teachers can rely on the overall unit teaching objectives and use lesson goals as precise guidance to ensure the high consistency of teaching content with goals, learning content with goals, and evaluation standards with goals from multiple dimensions. In this way, the concept of Integrated Teaching Evaluation can be fully implemented in every aspect of teaching, forming a teaching loop that is interconnected and mutually promoted.

In this process, the teacher's teaching can focus closely on the teaching objectives, accurately select teaching content and methods, and provide students with clear learning paths and guidance. What's more, students' learning can be targeted, participating in learning activities more efficiently under the clear direction of learning objectives, gradually building a systematic English reading knowledge and skills system. Last but not least, evaluation is no longer an isolated part after teaching activities but runs through the entire process of teaching and learning, providing timely feedback on students' learning situations, offering teachers a basis for adjusting teaching strategies, and helping students understand their own learning progress, promoting self-reflection and adjustment. In this way, the integration of teaching, learning and assessment is truly implemented and takes root in junior high school English reading classrooms, gradually promoting the steady improvement of students' core subject literacy, and laying a solid foundation for their future English learning and overall development.

Acknowledgement

Funding: This work was supported by 2024 Postgraduate Research & Practice Innovation Program of Jiangsu Normal University (No. 2024XKT1777) and Philosophy and Social Sciences Project in Higher Education Institutions of Jiangsu Province (Grant No. 2024SJYB0804).

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