

Aligning Teaching, Learning and Assessment in College English Context: Classroom Formative Assessment Strategy and Its Validation

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Keywords: Alignment; Formative Assessment; Validation; Dynamic Assessment

Abstract: Teaching-learning-assessment Alignment is a new perspective for advancing formative classroom assessment research and improving teaching practice. This study makes a paradigm shift and methodological attempt in classroom research by constructing a theoretical model of teaching-learning-assessment integration. The results show that this flexible and convenient formative assessment classroom technique can identify learning problems in a timely manner, make rapid instructional adjustments and feedback, and naturally link teaching, learning, and assessment together with quick feedback in real time. When applying it, attention should be paid to the selection of appropriate formative assessment classroom techniques. The conditions for applying formative assessment classroom techniques should be thoroughly considered. At the same time, the information should be used appropriately to improve the learner-centered classroom through formative assessment classroom techniques.

1. Literature Review

Modern assessment was born in the 1940s with the Smith-Taylor Report. The report stated that instructional evaluation must be based on clear objectives, evaluating effectiveness and facilitating achievement of goals based on predetermined objectives. The taxonomy of educational objectives created by Bloom and others has made great contributions in "stating objectives clearly" and "how tests match and align with objectives". The NRC (2001) report, *Knowing What Students Know*, emphasizes that assessment is part of instruction and that students should know the quality of their learning and what they can do to improve their learning.

Cohen, S.A., an American educational psychologist, was the first to introduce the concept of Instructional Alignment. He used the concept of alignment to replace the degree to which certain design conditions with match to the intended process and outcomes. And through his research, he found that both average and gifted students can achieve good results if the consistency between instructional goals and assessment is higher. After Cohen, Mithell (F. M.) and Bhola (D.S.) in the United States also conducted similar investigations, and their results were very similar to Cohen's. The American "teaching-learning-assessment" theory emphasizes the guiding role of goals in teaching-learning-assessment, pointing out that students should be clear about the goals they want to achieve and use them as the direction of their efforts.

In the 1990s, Japanese scholars Toshiyuki Mizukoshi and Shinjo Okuda published a book entitled "New School Education- Evaluation of Educational Guidance", in which they emphasized the importance of timely evaluation and feedback to students in the process of teaching and learning in order to promote the improvement of student learning. In the 1990s, Japanese scholars Toshiyuki Mizukoshi and Shinjo Okuda studied the alignment of teaching-learning-evaluation in their book "Evaluation of Educational Guidance" and pointed out that the results of evaluation are only meaningful if they are used to support teaching and learning, and that the integration of teaching and evaluation is necessary. In India, the National Curriculum Framework for School Education, published in September 2002, suggests that assessment should be integrated with the teaching and learning process and assessment should be integrated throughout the teaching and learning process. Finland also mentions in the Finnish High School Curriculum Framework that evaluation should

involve all aspects of teaching and learning activities.

The United States, Japan, India, Finland and other countries have made some progress in the theoretical research of "alignment of teaching-learning-assessment", in which they all point out the important role of assessment in the teaching process and emphasize the integration of teaching and assessment to realize "alignment of teaching-learning-assessment". However, the research direction of "teaching-learning-assessment alignment" in the United States and other countries is biased toward pure educational theories, lacking the guidance of theory to practice, and the existing research mainly emphasizes the important role of evaluation, and the research on how to promote the implementation of "teaching-learning-assessment alignment" through theory is on down turn trend. The existing research mainly emphasizes the important role of evaluation, and the research on how to promote "teaching-learning-assessment alignment" through theory is relatively small and old.

2. Constructing A Theoretical Model of Teaching-Learning-Assessment Consistency

Looking at classroom teaching from the perspective of curriculum, the teaching goal serves as both the starting point and the destination, while teaching-learning-assessment alignment is the professional practice based on the goal. Without clear goals, there is no such thing as teaching-learning-assessment professional practice; without clear goals, there is no such thing as consistency. The alignment of teaching-learning-assessment requires the whole teaching process revolve around the shared goal, that's "teaching-learning-assessment alignment". This is the reason why some researchers have called "teaching-learning-assessment alignment" as "goal-teaching-learning-assessment" alignment. This is a further explanation of the existing research idea that "teaching is not the same as learning; learning is not the same as learning". For classroom teaching, the goal in the "goal-teaching-learning-assessment" alignment refers to the students' learning goals; teaching refers to the teacher's instructional activities to help students achieve their goals; learning refers to the students' efforts to achieve their goals, and assessment refers to the teacher's and students' evaluation of students' learning performance to monitor students' goal achievement. It can be seen that teaching-learning-assessment alignment includes three meanings under the guidance of goals: first, learning-teaching alignment; second, teaching-assessment alignment; and third, assessment-learning alignment.

3. The Application and Practice of Theoretical Model of Teaching-Learning-Assessment

3.1. Pre-Class Preparation Model

The "teaching-learning-assessment alignment" teaching mode extends the role of teaching and assessment to the classroom through the design of the learning plan. The teacher analyzes the teaching content, the requirements of the standard before the class, firstly formulates the teaching objectives, then formulates the corresponding assessment objectives according to the teaching objectives. It takes the assessment objectives as the guide, followed by the assessment. Finally, the teacher designs a learning plan to guide the students to prepare and pre-study for the class.

(1) Teaching objectives

The first task in the design of teaching-learning-assessment is to set the teaching objectives of the lesson. According to the requirements of teaching contents and curriculum standards, teachers arrange and define the teaching objectives of the unit, and set out the teaching objectives of specific lessons.

(2) Teaching activities

The design of teaching activities is guided by the teaching objectives, combined with the teaching content. Teachers design suitable teaching activities, and test the achievement of students' objectives in the teaching activities, and then provide feedback and evaluation.

(3) Evaluation objectives

Combined with the teaching activities and SOLO classification theory, teachers design

evaluation objectives corresponding to the teaching objectives and find out whether the students meet the SOLO level requirements for different objectives, and then provide the feedback and results of the evaluation for different teaching objectives.

3.2. Classroom Teaching Mode of Teaching-Learning-Assessment Alignment

The classroom teaching mode of "teaching-learning-assessment alignment" takes teaching objectives as the core, and teachers and students carry out teaching activities around the teaching objectives. In the process of classroom teaching, teachers understand the learning efficiency of students through their performance in teaching activities, and adjust their teaching strategies in time to provide students with evaluation and feedback information. Students can adjust their learning strategy in time after receiving the evaluation information from teachers. In this way, teachers and students work together to achieve the teaching objectives and enhance the effectiveness of classroom teaching.

(1) Teaching-learning-evaluation integrated classroom teaching with teaching objectives as the core is a classroom teaching under the guidance of teaching objectives. Teachers evaluate students according to the requirements of the teaching objectives, and they compare students' real-time learning with the evaluation objectives in the teaching process and provide feedback after the evaluation. Teachers can also adjust their teaching methods and teaching strategies in time after understanding the feedback information of students' situations.

(2) Information exchange between teachers and students

"The classroom teaching of "teaching-learning-evaluation alignment" is a process in which teachers and students continuously circulate around the information exchange of teaching objectives. This is not only helpful for students to get feedback on their learning in time and adjust their learning methods and strategies, but also for teachers to get valuable feedback information and make timely adjustments and improvements to their teaching according to the evaluation information.

3.3. After-school Homework Dynamic Evaluation Mode

The after-class homework in "teaching-learning-evaluation" alignment is divided into two parts. The first part of the homework is the basic homework; all students need to complete the basic homework. The teacher carried out analysis and evaluation according to the students' performance; for the second part, the teacher assign different homework according to their completion of the basic homework, the teachers re-evaluate students' homework afterwards.

(1) Students: Reviewing and completing basic class assignments

Students complete basic classroom work after a short review of what they have learned that day. The basic class work is mainly in the form of school-based assignments, with a relatively small number of problems, covering the main contents of the teaching objectives. The difficulty of the problems is differentiated from shallow to deep according to the requirements of the teaching objectives.

(2) Teacher: Teacher's evaluation of basic assignments (first evaluation of post-class assignments)

Teachers analyze and evaluate students' achievement based on their completion of basic assignments. Teachers should fully take consideration of students' performance, with certain differences in the requirements for different students' goal achievement levels, providing feedback for students who fail to meet the requirements, and make suggestions for upgrading the levels, and assign certain assignments to assist students in further achieving their goals.

(3) Students: Complete assignments

Based on the feedback provided by the teacher, students need to understand their learning deficiencies and the direction of their efforts to improve their level, and complete the assignments after a second review.

(4) Teacher: Homework evaluation and learning suggestions (re-evaluation)

The teacher re-evaluates the students' homework based on their completion of the homework, focusing on whether they have achieved the goals set in the first evaluation and suggestions.

3.4. "Teaching-learning-assessment" Stage Dependent Evaluation Model

After students complete a unit of study, the teacher assigns a "teaching-learning-assessment" stage assignment based on the content of the unit, and evaluates students' stage learning.

(1) Students: Unit Review

Students first review the unit in a more comprehensive way.

(2) Students: Summarization

Based on the review, students sort through the learning content and build their own knowledge structures as a group assignment.

(3) Students: Complete group work

Teachers assign different types of group work according to the characteristics of the learning content of each unit.

(4) Group members: The members of each group are different in terms of academic performance, learning ability and thinking level. After each member finished the group work, the group work was exchanged within the group for peer review. Peer teaching assessment is increasingly valued when peer trust and mutual reflection are combined and benefit together in the process.

(5) Teachers: Evaluating group work

The teacher reviews the group work, grades it according to the SOLO classification theory by the level of thinking presented in the students' group work, providing suggestions for students to upgrade their level in the rubric, and selects the best group work.

(6) Selecting quality group work for display:

The teacher selects two quality assignments from the top students, middle students, and late students to evaluate, supplement, and display. The quality homework of the superior students can cover the important and difficult knowledge better, which has a better reference effect on the learning of the intermediate students; the quality homework of the intermediate students covers more complete knowledge points, which has a learning and supplementary effect on the top students, and can play the role of checking the gaps for the superior students; the excellent homework display of the top students can not only encourage the learning enthusiasm of the top students, but also organize more basic knowledge in the quality homework of the top students. It also has the role of consolidating the foundation for the superior and intermediate students.

4. Conclusion

By comparing the differences between the students in terms of their academic performance and interest in learning college English before and after the project, we analyzed the effect of the "teaching-learning-assessment" teaching mode in practice and got the following conclusions:

(1) The "teaching-learning-evaluation" teaching mode has improved students' academic performance to a certain extent, but because the practice time is relatively short and students need to adapt to the new teaching mode, the effect of the "teaching-learning-evaluation" teaching mode on improving students' academic performance is not particularly obvious in the short term, but from the results, the "teaching-learning-evaluation" teaching mode has achieved certain expected effects in this project.

(2) The "teaching-learning-assessment alignment" is helpful to improve the "multi-point structure level" and "extended abstract structure level" of students' cognitive thinking, and to improve the "association structure level". The reasons for this can be divided into the following four aspects: First, the "teaching-learning-assessment" teaching mode can help students check the gaps and fill them in the process of evaluation and feedback. Secondly, the teaching mode of "teaching-learning-assessment" can help students to check the gaps and fill them by filling the gaps in their knowledge, and help them to realize the leap from "single-point structure level" to "multi-point structure level"; Thirdly, the "teaching-learning-assessment" teaching mode can help students build a complete knowledge structure and guide them to pay attention to the correlation between knowledge; Fourthly, the "Teaching-Learning-Assessment" teaching model helps some of the top

students to seek higher levels through classroom feedback and graded assignments after class.

(3) The teaching mode of "teaching-learning-assessment integration" has a significant effect on students' interest in learning English at university, which indicates that this mode is more popular among students than the traditional teaching mode, and there are two possible reasons for this, in addition to the teachers' own factors: the feedback mechanism in the classroom can also effectively mobilize students' interest in learning and improve their self-confidence; the graded homework of "teaching-learning-assessment" can improve the effectiveness of students' homework and reduce students' workload to a certain extent, so the "teaching-learning-assessment" teaching mode is more popular than the traditional teaching mode.

Acknowledgements

This paper was supported by Jiangxi Universities Humanities and Social Sciences Research Project (Identifier: YY18112) (Task-based Teaching and Assessment Alignment in College English Context) & Jiangxi Education Science Planning Project (Identifier: 19YB056) & Jiangxi College Teaching Reform Project (Identifier: JXJG-19-5-10).

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