

# A Practical Review of Classroom Teaching in Primary and Secondary Schools in the Context of “Teaching-Learning-Assessment” Coherence

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**Abstract:** *The consistency of “teaching-learning-assessment” advocated by the new standard is the principle of teaching that teaching, learning and assessment are internally consistent under the guidance of the objectives, which is in line with the development of curriculum change. The internal logic of the consistency of “teaching-learning-assessment” is reflected in the subject, content and process of the three levels, so as to achieve “consistent results”. However, in the specific teaching practice, there is the phenomenon of “labeling”, which does not achieve the internal consistency of teaching, learning and assessment, and the problems of insufficient level of teaching design, insufficient implementation of teaching and learning, and formal teaching evaluation are endless. Therefore, we propose the optimization strategy of adhering to the goal orientation, enriching teaching activities and constructing an efficient classroom, so as to promote the profound development of students’ core literacy in classroom teaching and truly realize the connotative development of the consistency of “teaching-learning-assessment”.*

**Keywords:** Teaching-Learning-Assessment coherence, Classroom teaching practice, Curriculum and teaching.

## 1. Introduction

In April 2022, the Compulsory Education Curriculum Program (2022 edition) called for the comprehensive promotion of examination and evaluation of core literacy, the strengthening of the consistency of examination and evaluation with curriculum standards and teaching, and the promotion of the organic articulation of “teaching - learning - evaluation”. The consistency of “teaching - learning - evaluation”, as a concept and principle for the organization and implementation of teaching, is to refine the high (highly general) curriculum standards into lower (easy to operate and understand) learning objectives, and to integrate the learning objectives into teaching through the design of evaluation tasks (or task sheets), and to complete the learning objectives through teaching activities. By designing evaluation tasks (or task sheets), the learning objectives are integrated into teaching, and the evaluation tasks are accomplished through teaching activities, thus realizing the learning objectives [1]. For classroom teaching, “teaching” is a professional activity in which teachers guide learners to achieve learning objectives, “learning” is a cognitive process in which learners actively construct knowledge and develop their abilities, and “evaluation” is a process in which teachers and students work together to achieve learning objectives through the use of assessment. Learning” is a cognitive process in which learners actively construct knowledge and develop abilities, while “assessment” is a dynamic mechanism in which teachers and students monitor the achievement of goals through continuous assessment and feedback [2]. In short, the consistency of “teaching-learning-assessment” includes three meanings under the guidance of the objectives: first, the consistency of “learning-teaching”; second, the consistency of “teaching-assessment”; and third, the consistency of “teaching-learning”. The first is “learning-teaching” consistency; the second is “teaching-assessment” consistency; and the third is “assessment-learning” consistency. Integrating the principle of “teaching-learning-evaluation” throughout the whole process of classroom teaching in

primary and secondary schools can effectively enhance the support for the development of students’ core qualities in all aspects of teaching, and form a closed-loop system with clear objectives through precise teaching design, appropriate teaching implementation and scientific evaluation feedback. Through precise teaching design, appropriate teaching implementation and scientific evaluation feedback, a closed-loop system with clear guidance is formed, so as to fully achieve the goal of educating people in the curriculum and effectively promote the sustainable development of students’ core literacy.

Traditional instructional design tends to weaken the design value of teaching evaluation, equating teaching evaluation simply with classroom practice, and habitually placing it as a fixed process at the end of teaching activities. This approach reflects that the traditional model fails to incorporate teaching evaluation into the independent design process, and only maintains the integrity of the teaching structure through formalized exercises. The teaching design based on the concept of “teaching-learning-evaluation” integration breaks through the traditional framework, and puts teaching evaluation as a key design link, constructing a dynamic link between teaching objectives and teaching practice, and making evaluation a real command center for driving teaching activities. On the contrary, in the classroom teaching field, teachers generally lack curriculum thinking, and it is difficult for them to consistently think about teaching, learning and evaluation under the leadership of the objectives [3], which leads to the problems of insufficient level of teaching design, insufficient execution of teaching implementation, and teaching evaluation in form. Therefore, in order to give full play to the practical significance of the consistency of “teaching-learning-assessment”, it is proposed to enrich the teaching activities on the basis of adhering to the goal orientation, so as to build an efficient classroom and realize the consistency of “teaching-learning-assessment”. -learning and assessment” consistency.

## 2. The Internal Logic of Classroom Teaching in Primary and Secondary Schools in the Context of the Consistency of “Teaching - Learning - Assessment”.

Unlike traditional classroom teaching, the practice of primary and secondary classroom teaching in the context of “Teaching-Learning-Assessment” consistency requires teachers to think consistently about the questions of “why teach”, “what to teach”, “how to teach”, and “to what extent to teach”. “what to teach”, “how to teach” and “to what extent to teach”, and to establish a three-pronged “teaching - learning - assessment” with the goal as the soul. The establishment of the “teaching-learning-evaluation” trinity with the goal as the soul [4]. Only by clarifying the requirements of subject consistency, content consistency and process consistency, and implementing the principle of consistency in teaching and evaluation into the practice of primary and secondary classroom teaching, can we achieve “consistency in results”, promote the development of students’ core qualities, and thus improve the quality of education and teaching.

### 2.1 Subject Alignment: Synchronizing Teachers and Students for Effective Teaching and Learning

Based on the “teaching-learning-assessment” consistency of primary and secondary classroom teaching practice, the subject of consistency is the key to realizing effective teaching. It emphasizes that teachers and students maintain a concerted pace in the teaching process, so that the participation of both sides to achieve a high degree of coordination, and then give full play to their respective roles to maximize the realization of educational and teaching goals [5]. The so-called teaching is fundamentally a process of two-way interaction and mutual construction between teachers and students, and the absence of either party will affect the effectiveness of educational and teaching activities. From the teacher’s point of view, the teacher, as the leader of teaching, needs to deeply understand the students’ learning situation, keenly capture the students’ learning feedback, and timely adjust the teaching strategy. Only when teachers and students keep in sync can teachers accurately grasp the direction of teaching and help students break through the learning difficulties through skillful guidance and inspiration, so as to cultivate their innovative thinking and practical ability. From the students’ point of view, as the main body of learning, students have unique cognitive styles, learning needs and interests. Only when the teacher’s teaching rhythm matches the students’ learning progress can the students better understand and absorb the knowledge, stimulate the desire for active exploration, and truly become the master of learning. It can be seen that the synchronization between teachers and students, as the most basic elements of teaching, is an important factor to ensure the effective promotion of teaching activities. Therefore, primary and secondary classroom teaching based on the consistency of “teaching - learning - evaluation” is intended to be organically embedded in the whole process of teaching and learning, and build up a dynamic feedback system with two-way interaction between teachers and students, so that the teaching objectives, learning process and evaluation and monitoring form a closed-loop correlation to ensure the consistency of teaching and learning.

This ensures the consistency of teaching and learning, thus realizing effective teaching.

### 2.2 Alignment of Content: Curriculum and Teaching in the Same Direction to Achieve Lessons for Learning

The teaching of any subject needs to incorporate the requirements of the curriculum and reflect them in teaching, so as to realize the same direction of the curriculum and teaching. As the blueprint and basis for teaching, the curriculum carries the goals and values of education, is carefully designed and planned, and covers the knowledge, skills and literacy requirements that students should master at a particular stage. Teaching, on the other hand, is the process of putting curriculum content into practice, and is the key link in transforming abstract curriculum objectives into concrete learning outcomes for students. Classroom teaching based on the consistency of teaching and learning assessment should first construct the consistency of curriculum and teaching to ensure that the curriculum and teaching go in the same direction, and by transforming the disciplinary core literacy into specific teaching objectives, it can provide accurate direction guidance for the design of teaching [6]. However, teaching objectives are the logical starting point and quality yardstick of classroom teaching activities, which have a guiding, motivating and feedback effect on the whole teaching process [7], originating from the curriculum standards and course materials, and stipulating the basic direction and content of teaching. Under the guidance of the principle of consistency of “teaching-learning-assessment”, the consistency between the content of the curriculum and the content of teaching is conducive to the realization of promoting learning through teaching. On the one hand, when the curriculum and teaching are in the same direction, teachers can accurately grasp the key points and difficulties of teaching, refine the requirements of the curriculum into clear teaching objectives, and design scientific and reasonable teaching activities around these objectives. On the other hand, the consistency between curriculum and teaching helps teachers to choose appropriate teaching methods and resources. Different course content requires different teaching methods to present, and only when the teaching content matches the teaching methods can the best teaching effect be achieved. Therefore, classroom teaching in primary and secondary schools based on the consistency of “teaching - learning - assessment” aims to build consistency among teaching, learning and assessment activities, and points to the achievement of teaching goals.

### 2.3 Process Coherence: Teaching and Evaluation in Tandem, Realizing Evaluation for Teaching

In traditional teaching, teaching is often separated from evaluation, and evaluation is regarded as a summarizing process at the end of teaching, making it difficult to give full play to its feedback and promotion of teaching. Classroom teaching in primary and secondary schools based on the consistency of “teaching-learning-evaluation” has changed the steps of traditional teaching and broken through the traditional linear teaching paradigm by making teaching evaluation an independent design process. That is, classroom evaluation activities should be carried out throughout the whole process of teaching, so as to realize the evaluation to

promote learning, evaluation to promote teaching [8], for primary and secondary classroom teaching to bring a new vitality and benefits. On the one hand, the evaluation tasks designed according to the teaching objectives are closely integrated with the teaching content and run through the whole process of teaching, which means that teachers can obtain students' feedback information in a timely manner at every stage of teaching. Teachers can analyze the evaluation data to summarize the teaching lessons and discover the weak links in teaching, so as to strengthen them in the subsequent teaching. On the other hand, the new curriculum standard requires the diversification of evaluation subjects, which should not be just a one-way reflection of teachers to students, but an interactive process between teachers and students [9]. Taking teaching evaluation as a formal teaching link also prompts teachers to pay more attention to the scientific and standardized nature of evaluation. To a certain extent, teachers are required to carefully design evaluation indexes and standards to ensure the objectivity and fairness of evaluation, accurately measure students' learning outcomes, and also provide a reliable basis for teachers' teaching reflection. Therefore, primary and secondary classroom teaching in the context of "teaching-learning-evaluation" consistency requires that evaluation be embedded in teaching activities, and that teaching and evaluation be carried out at the same time, relying on the continuous cycle of classroom observation, immediate feedback and learning diagnosis, so that teachers can accurately adjust their teaching paths based on real-time data, and ensure the accuracy of their teaching. Based on real-time data, teachers can precisely adjust the teaching path, ensure the real-time effect of classroom teaching, and realize the evaluation for teaching.

### **3. The Reality of Classroom Teaching in Primary and Secondary Schools under the Perspective of "Teaching - Learning - Assessment" Consistency**

The application of the principle of "consistency of teaching and evaluation" to the practice of classroom teaching in primary and secondary schools plays an important role in optimizing teaching and improving teaching quality. However, in the actual application process, there is the phenomenon of "labeling", which does not achieve the internal consistency of teaching, learning and assessment [10], such as insufficient level of teaching design, insufficient implementation of teaching, teaching evaluation in form, etc., which fails to give full play to the practical significance of the consistency of teaching-learning-assessment. It fails to give full play to the practical significance of the consistency of "teaching - learning - evaluation".

#### **3.1 The Level of Teaching Objectives is Vague, Making it Difficult to Accurately Lead the Direction of Teaching and Learning**

The hierarchy of teaching objectives directly affects the direction and effect of teaching. However, in the current teaching practice, the problem of fuzzy hierarchy of teaching objectives and difficult to measure still exists, which restricts the improvement of teaching quality to a certain extent and makes it difficult to accurately lead the teaching towards the

expected goal. Teaching objectives have the phenomenon of missing or misplaced position such as unclear target positioning, unclear preparation logic, incomplete vertical system, and deviation in implementation [11], leading to the wandering of the teaching objectives pointing to the structural imbalance of the classroom organization logic. From the point of view of the number of entries, there is the problem of excessive number, which indicates that the teacher has not clarified the connection and hierarchy between the sub-objectives and has not integrated the objectives effectively. In terms of the way the narrative is written, there is a problem of no connection between the sub-objectives. With the proposal of the core literacy objectives, the way of narrating the teaching objectives changed from the three-dimensional objectives (including knowledge and skills, process and method, and affective attitudes and values) in the past, and some teachers also neglected the cultivation of students' emotions; at the same time, individual teachers were still stuck at the stage of using the three-dimensional teaching objectives in their instructional design. Describing the objectives from these dimensions, the sub-objectives of each dimension lack systematic logical correlation and progressive hierarchy, presenting features such as fragmentation and disconnection. In terms of the way of expression, the scientific nature of the goal expression is insufficient, mostly using abstract behavioral verbs such as "to know" and "to understand", resulting in vague and unobservable goal pointing, not establishing a quantifiable and decomposable evaluation index system, and there is a phenomenon of the target subject and the subject of learning being separated, which makes it difficult for the teaching goals to effectively guide the formulation and implementation of differentiated teaching strategies. Therefore, as the starting point and destination of teaching activities, if there is no clear and measurable standard, it will lead to deviation in the subsequent teaching process.

#### **3.2 Insufficient Implementation of Teaching Activities to Effectively Meet Teaching Requirements**

The smooth implementation of teaching activities is a key link in ensuring teaching quality and realizing teaching goals. However, in actual classroom teaching, the problem of insufficient implementation of teaching activities appears from time to time, which hinders the effective achievement of teaching requirements and affects the learning effect and overall development of students. First of all, the vague objectives lead to the design of teaching activities with the deviation of big but improper, small but unaware, and accordingly, it will lead to the lack of practical implementation of the specific teaching implementation process. Secondly, in practice, the design of teaching activities does not focus on the learning objectives, and the design of the teaching process will have many omissions, such as the departure of the curriculum standards from teaching, teachers do not know enough about the students' learning conditions, etc. [12], and cannot achieve the expected teaching requirements. Some teachers design corresponding activity tasks according to different teaching objectives, but in fact, many task designs do not dovetail with the objectives and cannot promote the achievement of the objectives [13], which ultimately leads to the suspension of the objectives and the ineffectiveness of the tasks. Once again, the common

classroom teaching form for the teacher to draw the key points, students take notes of simple activities, the teacher mechanical implementation of the lesson plan leads to the cognitive construction of shallow surface, the students stay in the passive state of information reception, the teaching effect is significantly attenuated. For example, when teachers explain important knowledge points, due to improper control of time, hastily passed, students have not yet understood the next section in a hurry, so that students in the learning process to produce confusion, knowledge mastery is not solid. Finally, in classroom teaching practice, the problem of the deviation between teaching task requirements and learning activities often occurs, and teachers only pay attention to the form of teaching, pay attention to the structure of the teaching content but ignore the substance and the main body of teaching [14]. Teachers do not take into account the actual situation of the teaching objectives and teaching content, and they adopt a single teaching method, which leads to the decline of students' learning interest and enthusiasm and affects the effect of education and teaching.

### **3.3 Teaching Evaluation is a Mere Formality, Making it Difficult to Comprehensively Diagnose Teaching Quality**

Teaching evaluation can directly show the effect of the implementation of the curriculum, is a "barometer" to test the quality [15]. However, the current teaching evaluation has the disadvantage of being a mere formality, which seriously affects its function of comprehensive diagnosis of teaching quality. The alienation of classroom teaching evaluation is caused by the lack of teachers' evaluation literacy and other reasons, and the formalization of the evaluation process is the key performance of teaching evaluation in form. Teachers use the standard "one-size-fits-all" form of evaluation tasks for students [16], and set the same standards and task requirements for all levels of students in teaching, which exists problems such as evaluation and teaching deviation, evaluation tasks detached from teaching objectives, and lagging time lag of evaluation, which makes the teaching quality assessment fall into the dilemma of formality, and makes it difficult to realize evidence-based teaching decision-making and personalized guidance. Teaching decision-making and personalized guidance. Specifically manifested as, first, evaluation and teaching activities are not closely enough connected, and are outside the teaching. Second, teachers noticed that classroom evaluation was needed, but the evaluation tasks were not designed according to the teaching objectives. Instead of focusing on the core knowledge and key skills of the lesson, teachers pay too much attention to the minutiae or irrelevant content when designing the evaluation tasks, resulting in the inability to comprehensively and accurately assess students' learning. Third, it is difficult to make timely assessment of students' learning outcomes in classroom assessment, which is rather lagging behind. Timely evaluation is crucial in classroom evaluation, which can provide timely feedback on students' learning and enable students to quickly understand their strengths and weaknesses so as to adjust their learning strategies. Due to the limited classroom teaching time and heavy teaching tasks, teachers are often busy completing the teaching schedule and have no time to conduct a comprehensive and detailed evaluation of students' learning results. Instead, they choose to conduct summative evaluation

only at the end of the lesson or the end of the unit, resulting in a significant reduction in the motivational and guiding role of evaluation.

## **4. Optimization Strategies of Classroom Teaching in Primary and Secondary Schools under the Perspective of "Teaching - Learning - Assessment" Consistency**

"Teaching-learning-assessment (TLA) consistency emphasizes the development of students' core competencies through the integration of teaching, learning and assessment. In the classroom teaching practice of primary and secondary schools, the implementation of the consistency of "teaching - learning - evaluation" requires embedding subject knowledge into real problem situations, designing progressive inquiry activities, and establishing evaluation standards based on the performance of key competencies, so as to form a closed loop of adhering to the goal orientation, enriching teaching activities, and building an efficient classroom, so as to promote students' core literacy in the classroom teaching. Teaching and learning activities to build an efficient classroom closed loop, to promote the profound development of students' core literacy in classroom teaching, and to truly realize the connotative development of the consistency of "Teaching-Learning-Assessment".

### **4.1 Adherence to Goal Orientation and Promotion of Contextualization of Knowledge Construction**

In traditional teaching, knowledge is often presented in an isolated and abstract form, and students only passively memorize and understand, making it difficult to truly appreciate the practicality and value of knowledge. The new standard advocates learning based on real situations, problems, tasks and projects [17], enriching students' practical experience and promoting the unity of knowledge and action, and practical and experiential teaching can not be separated from the creation of contextual tasks, which should become the "aggregation" of teaching, learning and evaluation [18]. Learning-centered classroom can be realized to make learning really happen, the best way for students to learn is to do middle school, use middle school, create middle school, build a contextual task-solving-centered learning mode, guiding students to carry out independent inquiry and cooperative inquiry is to practice learning-centered, to achieve the "teaching-learning-evaluation" consistency of the basic path. It is the basic path to practice learning-centeredness and realize the consistency of "teaching-learning-evaluation". Teachers should be "learner-centered and oriented to higher-order literacy goals [19]" when analyzing the learning situation, and the goal design based on the consistency of "teaching-learning-assessment" is systematic, to construct a "teaching-learning-assessment" system. The goal design based on the consistency of "teaching-learning-evaluation" is systematic, and a "systematic goal system centered on the core qualities of students' development, the core qualities of disciplines, and the goals of academic periods" should be constructed [20]. Emphasize the importance of teaching tasks in real situations. If the teaching tasks remain at the theoretical level or in virtual situations, students are likely to fail to perceive their authenticity. If the teaching tasks are embedded

in real situations, students will have the opportunity to solve the problems, and it is possible to realize the teaching goals based on the achievement of literacy [21]. Knowledge contextualization provides rich soil and vivid materials for goal-oriented teaching, so that the teaching goals can be vividly reflected in specific situations; while goal orientation gives clear direction and meaning to knowledge contextualized teaching, avoiding contextualized teaching from falling into blindness and arbitrariness. Therefore, the consistency of “Teach, Learn, Evaluate” emphasizes that letting students learn knowledge in familiar scenarios can better stimulate their interest in learning and intrinsic motivation, internalize in the heart, externalize in the behavior, make the knowledge really “live”, and ultimately realize the cultivation of core literacy. The final realization of the cultivation of core literacy is to make knowledge truly “live”.

#### **4.2 Enrichment of Teaching and Learning Activities and Promotion of Progression in the Implementation of Activities**

Teaching activities should be focused on the requirements of the curriculum standards, the requirements of the lesson objectives, and the requirements of the students' learning activities [22], which are interrelated and interdependent, and together constitute a complete teaching system. The design and implementation of teaching activities should be based on the curriculum standards and guidelines, closely centered on the objectives of the lesson, to ensure that the teaching activities to achieve the intended teaching objectives. Teaching activities in the design and implementation process, to follow the cognitive laws of students and the development of learning ability trajectory, centered on student learning, attention to the learning needs of students, learning characteristics and learning rules, from shallow to deep, from easy to difficult, from the basic to expanding the hierarchical design. The content of the teaching materials is implemented by the teaching content, and the content of the curriculum is implemented by the content of the teaching materials, and the practical transformation of the three reflects the stepwise progression of activities, providing support for the “teaching, learning and evaluation” consistency of the classroom teaching and practical activities in primary and secondary schools. Teachers should realize the teaching method from the traditional classroom lectures, homework exercises, and gradually expand to experimental investigation, project-based learning, group cooperative learning, competition activities and other forms of organic combination, so as to enrich the presentation of teaching activities. As teaching activities are not only a carrier of learning tasks, usually carrying more than one learning task, teachers need to pay attention to the design of teaching activities is the effective connection between the learning tasks, to avoid the students in the transition of learning tasks to produce a strong sense of “jumping”. [23] This means that the design of the teacher's teaching activities, to form a coherent knowledge and knowledge, the formation of a complete knowledge system, to promote the transfer of learning ability of students, learn to learn from one to three, and take the initiative to look for commonalities between the knowledge or law. Therefore, through the structured design of the cognitive ladder, the consistent teaching activity process of “Teach, Learn, Evaluate” guides students to experience the progressive development path from shallow cognition to deep

understanding, from empirical representation to essential abstraction, and from low-order thinking to high-order ability, reflecting the concept of learning progression.

#### **4.3 Building an Effective Classroom to Promote the Expression of Assessment Happening**

With expressive evaluation to promote students' literacy, embedding expressive evaluation in classroom teaching can effectively realize the consistency of “teaching - learning - assessment” and effectively support students' progressive development from knowledge comprehension to ability transfer, and from experience accumulation to literacy enhancement [24]; at the same time, real-time evaluation feedback enables teachers to quickly identify problems in teaching and learning and make targeted improvements. At the same time, real-time evaluation feedback enables teachers to quickly identify problems in teaching and make targeted improvements. It can be said that teachers actually do three things in the classroom: presenting evaluation tasks in order to help students understand the evaluation tasks; collecting evaluation information in the process of students completing the evaluation tasks; and organizing and processing the evaluation information to improve the quality of learning and achieve the learning objectives [25]. Presenting the assessment task is the teacher's primary responsibility in the classroom. This link aims to help students clearly understand the requirements and standards of evaluation, and clarify the goals and directions of learning. Teachers need to design targeted and operable evaluation tasks according to the teaching content and the actual situation of students, and present them to students in a clear and concise way. In the process of students' completion of assessment tasks, teachers need to pay close attention to students' progress and collect timely assessment information. This information includes not only explicit performance such as students' homework and test scores, but also implicit performance such as students' attitudes, participation, and cooperative spirit in the learning process. Organizing and processing evaluation information is the core work of teachers in the classroom. Teachers need to organize and analyze the evaluation information collected, distill valuable feedback, and transform it into specific teaching improvement measures. In addition, the consistent evaluation index of “teaching, learning and evaluation” should be based on the core literacy as the kernel, transforming the abstract literacy into observable behavioral spectrum, which can provide realistic tracking for the teaching process and enable students to intuitively perceive the degree of knowledge mastery and the development of competence coordinates, so as to realize the “Goal Achievement Degree To realize the closed loop of “goal attainment - strategy effectiveness - growth visibility”, and ultimately let the deep learning really happen.

### **5. Conclusion**

The consistency of “teaching-learning-assessment” is a key topic in the field of curriculum and teaching research. “Teaching-Learning-Assessment” consistency of primary and secondary classroom teaching in order to achieve “consistent results”, we must meet the subject, content and process consistency, to achieve effective teaching and learning through lessons, Evaluation to promote teaching. However, in

the specific teaching practice, there is the phenomenon of “labeling”, not to achieve the internal consistency of teaching, learning, evaluation, teaching design level is not enough, the implementation of teaching implementation is not enough, teaching evaluation in form and other issues lead to difficulties in accurately leading the direction of teaching, difficult to achieve the requirements of teaching, difficult to comprehensively diagnose the quality of teaching. Based on this, the optimization strategies of contextualization of knowledge, progression of activities and expression of evaluation are proposed. In the future, the implementation of the consistency of “teaching-learning-assessment” needs to be combined with specific disciplinary practices to highlight the value and significance of the consistency of “teaching - learning - assessment” and the importance of “teaching - learning - assessment”. In the future, the implementation of the consistency of “teaching - learning - assessment” should be combined with discipline-specific practices to highlight the value and significance of “teaching-learning-assessment” consistency and promote the development of students’ core literacy.

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