

# Learning Goal Formulation Strategies in the Teaching-learning-assessment Alignment

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**Abstract:** The new curriculum standard proposes integrating teaching and evaluation to promote the realization of the education function. Teaching-learning-evaluation integration involves the integration of teacher teaching, student learning, and assessment effect, with shared learning objectives playing a core role within this framework. These objectives are derived from curriculum standards, teaching materials, and the learning situation and are matched with the actual learning situation to ensure the depth and effectiveness of learning. A dynamic adjustment mechanism for learning objectives is crucial in achieving classroom integration, with timely adjustments made according to students' learning progress and needs to enhance the educational process's flexibility and adaptability.

**Keywords:** Teaching-learning-assessment alignment; Learning objective; Goal setting.

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## 1. Introduction

The English Curriculum Standards for Compulsory Education (2022 Edition) highlight the integrated design of "teaching-learning-evaluation". Teachers are encouraged to understand the different functions of these elements in the educational process and to establish a concept of integration. Teaching concerns the teaching objectives and activities designed based on core competency goals and content. It steers the direction of student development, determines the fundamental ways for this purpose, and directly impacts the effectiveness of student development. Learning involves a series of language practice activities that are facilitated by teachers and led by students. This also has a direct impact on the effectiveness of student development. Assessment aims to monitor the process and gauge the effectiveness of teaching and learning, providing reference and a benchmark for improving teaching and learning. Teachers must factor in how these three work areas depend on, influence, and promote each other to leverage their collective impact on student development best.

Teaching-learning-assessment alignment is a professional practice based on shared goals. As the soul of teaching-learning-assessment alignment, it is both the starting point and the destination. The three aspects are coordinated and unified; consistency must reach a specific goal. So, finding shared learning goals is the key to judging whether teaching, learning, and evaluation are integrated and consistent. Clear, consistent, and achievable shared objectives are the key to building consistency and synergy in education. They guide the planning of teaching activities, ensure the pertinence of assessments, and facilitate effective communication among students, teachers, parents, and administrators. However, in the practice process of achieving this goal, ensuring that all participants have the same understanding of the goal and how to dynamically adjust in practice to adapt to students' individual differences undoubtedly constitutes a complex problem in the integration of teaching-learning-evaluation. Therefore, regarding the fine design of shared learning objectives, the implications of the integration of teaching and learning, learning and evaluation, and evaluation and teaching in teaching-learning-assessment alignment, and how the

shared learning objectives should promote the implementation of the integration of teaching and learning and assessment, this study will try to explore how to establish the shared objectives that can encourage the implementation of teaching-learning-assessment alignment.

## 2. Learning Goal Formulation Strategies

### 2.1. Three-dimensional learning objectives: standards, teaching materials, learning situation

The core of the teaching-learning-assessment alignment in the teaching process is centered on learners' learning objectives. The learning objective refers to the expected level that learners should reach after certain learning activities. Establishing a clear and reasonable learning goal helps learners and teachers know the destination clearly and grasp the right direction. The first problem we should solve is where the learning goal comes from.

First, learning objectives are derived from the core competency and the new English curriculum standards, which require learners to promote social development through course learning. As a macroscopic guide, curriculum standards cultivate learners' language ability, cultural awareness, thinking quality, and learning ability. Therefore, before establishing reasonable goals, we must first study the English curriculum standards, clarify the curriculum rationale, philosophy, objectives, etc., decompose the general goal of cultivating people into countless sub-goals, and finally implement the unit goal and teaching goal.

Secondly, learning objectives should be based on text interpretation and textbook analysis. As the concrete support of learning objectives, teaching materials contain different teaching objectives and practices. Reading the textbooks and analyzing the structure and content of the textbooks, on the one hand, we should take the requirements of core literacy as the essential starting point; on the other hand, we should grasp the contents of the textbooks and texts and accurately extract the learning objectives suitable for learners. Besides, teachers can adjust the corresponding curriculum resources according to the corresponding learning objectives.

Finally, understanding the learning situation of learners and paying attention to their conditions are also realistic needs in determining the learning objectives. Learning situation analysis refers to the teacher's analysis and assessment of the learner's situation, including the analysis of the learner's existing learning level, learning style, emotional attitude, and other aspects, to understand all the learner's situation, analyze and pay attention to the learner's possible difficulties, and provide solutions in advance. It can stimulate the learner's enthusiasm for learning and provide a steady stream of learning motivation. The analysis of the learning situation should run through the whole teaching process. Different evaluation methods are adopted in the entire class's progress, which will help teachers grasp the starting point of learning, adjust the teaching path, and monitor the learning effect.

## **2.2. The integration of teaching and learning: the consistency of goal and path**

After establishing the source of learning goals, the following critical step is to ensure the consistency of teaching and learning goals and paths directly related to realizing learning goals. The integration of teaching, learning, and evaluation needs a clear starting point and landing point, a clear goal, and the steps and methods to achieve the goal. Therefore, it emphasizes the setting of teaching and learning goals and pays attention to the realization path of these goals, that is, how teaching and learning activities should be carried out. Traditional goal setting only concerns what effect learners should achieve in the end but does not pay attention to how learners achieve learning goals. The integration of teaching-learning-evaluation puts forward that we should pay attention to the learning path, that is, how learners should reach the goal and reach the preset level smoothly. The learning path that deviates from the goal will consume the learner's limited energy, reduce learning enthusiasm, and make the learner helpless in acquisition. Therefore, learning goals and paths should be consistent to achieve learning goals better.

The integration of teaching-learning-evaluation emphasizes that teachers should practice the activity view of English learning and choose the activity form of learning understanding, application practice, transfer, and innovation to achieve the established goal. In the new curriculum standard, the goals to be achieved are elaborated on the level of objectives; different levels of activities can achieve various levels of objectives when choosing and designing learning activities, according to the current level and ability of learners, choose different learning activities to help learners gradually achieve the level of objectives, curriculum objectives, and core literacy required standards, therefore, Teachers need to grasp the training requirements put forward in the core literacy, sort out the overall goal that the learner should achieve after a particular stage, and gradually decompose it into a systematic goal system. The goal and goal progress step by step; for example, the unit goal must be higher than the class goal, and there is a progressive relationship between the class goals. Determine the goal level and choose different learning activities according to the learner's situation. There should be a certain degree of progression between the goals that align with the learner's cognition and learning law, from easy to complicated, simple to complex, and progressive layer by layer. Second, it is conducive to the choice of learning activities, practice the concept of English learning activities, and promote achieving goals.

## **2.3. The integration of learning and assessment: Learning in real situations**

When the goals and pathways of teaching and learning are defined and integrated, we turn to integrating learning and assessment, especially how assessment can facilitate learning in real situations. Integrating teaching, learning, and assessment focuses on learning in real situations in which knowledge is used to solve problems. The so-called learning in real situations means that learning should occur in real-life situations, which can stimulate learners' existing relevant life experiences. At the same time, the situation is meaningful and valuable. Otherwise, the situation will become an empty shell wrapped in language knowledge. The acquired knowledge and experience will also become static words, which can not mobilize the solved problems in life for learners. Only when the actual situation is created can the assessment eliminate the misunderstanding of division and question tactics and develop learners' abilities. The ultimate goal of learning is acquiring the ability to learn and solve complex problems in a specific situation. The learning goal should be aimed at these problems in a pre-planned and hierarchical way to cultivate learners' abilities and develop some comprehensive skills. Therefore, the process of goal-making requires problem awareness. What kind of problems are to be solved? How to solve the problem but also have authenticity and realize the real goal is conducive to learners creating and transferring what they learn in the learning process. Learning goals and social development benchmarks, according to the needs of the society to determine the goal of training talents, further detailed the process of teaching and learning and the level of realization.

The integration of teaching-learning-evaluation requires learners to learn in real situations and encourages learners to learn autonomously and actively. Learners should participate in the process of completing the learning task independently, experience learning, and finally achieve the established learning goals. The formulation of learning objectives should take learners as the main body, highlight their dominant position, and pay attention to their current level and needs. According to the actual situation of learners, formative evaluation should be adopted to test whether the learning method is reasonable, and terminal assessment should be used to test the learning results. It should pay attention to whether learners have achieved the established objectives. It should also pay attention to whether the way of learners to achieve the goal is reasonable. Passive learning, rote learning, or out-of-context learning have apparent effects at certain stages but are not conducive to forming learners' core literacy. By integrating learning and assessment, we can ensure the effectiveness of goal setting and evaluation in promoting learners' learning and growth.

## **2.4. The integration of teaching and evaluation: reverse design and diversity of evaluation**

The evaluation of learning in real situations is not only the detection of learning results but also the reverse design of evaluation through the integration of teaching and evaluation to ensure effectiveness. The key to the integration of teaching-learning-evaluation lies in evaluation. Whether or not the goal is achieved or how the goal is achieved requires the participation of evaluation. The integration of teaching, learning, and evaluation advocates that teaching and learning should be interleaved, and evaluation should be embedded

when needed. Formative evaluation and performance evaluation are critical. Teachers need to carry out reverse design to make the evaluation better embedded in the teaching process. The so-called reverse design refers to the design of evaluation tasks before designing teaching activities. Evaluation tasks should be generated under the guidance of goals, and evaluation tasks at different levels should reflect various degrees of achievement of goals. When establishing goals, the goals should be refined to make them hierarchical, and different evaluation tasks should be designed accordingly. For each evaluation task learners complete, they must achieve learning goals at that level. The learning goal should be clear and specific so that the teacher can collect evidence to judge whether the goal has been achieved, and the teacher can adjust the strategy in time according to the current learning performance to complete the established learning goal.

At the same time, integrating teaching, learning, and evaluation also emphasizes the diversity of evaluation subjects and methods. It guides learners to participate in self-evaluation and mutual assessment and get feedback to improve their learning methods and strategies. Whether the learning objective is clear and understandable is also very important. To abandon the outdated, vague, and general objectives and adopt specific and clear learning objectives is conducive to learners' understanding and grasp of the learning objectives to improve learners' initiative. The explicit goal should point out who the subject of the behavior is, what kind of way to learn, and what degree to reach. According to the goal description, learners judge whether they or their peers have completed the evaluation task and achieved the learning goal. They get tips from the learning goal to choose the correct learning style and strategy.

### **2.5. Dynamic goal adjustment: adaptability and generation**

The embedment and diversity of evaluation provide feedback to teaching, and the inevitable variables in the teaching process require us to dynamically adjust learning objectives to adapt to changing learning needs. Teaching is a process of change; there are many variables; teachers, according to the established teaching plan, can not guarantee that the goal can be achieved, and learners, according to the preset learning path, may need help to complete the learning goal. Its objectives are dynamic and adjustable, which aims to realize the integration of teaching, learning, and evaluation in dynamic adjustment; the so-called dynamic means that teachers judge whether learners' learning results and learning process can achieve the goal according to the performance of learners, and make adjustments according to the actual performance. Teachers can adjust their teaching strategies and methods and guide learners to adapt learning strategies and techniques to promote the achievement of goals better. It is the most significant difference between the goal of teaching-learning-evaluation integration and the traditional goal. In traditional teaching, teachers must complete the set goals, which are "fixed" and unchangeable. Adjust or lower target requirements appropriately, change teaching strategies and methods, achieve learning goals dynamically, promote the development of student's abilities in all aspects, accumulate teaching experience to a certain extent, and promote the growth of teachers. Therefore, the goal of teaching-learning-evaluation integration is generative and dynamically adjustable.

## **3. Conclusion**

From the above in-depth analysis of the setting of learning objectives in the integration of teaching-learning-assessment, we can see that dynamic adjustment of learning objectives is crucial to the coherence and effectiveness of the whole teaching process. Under the guidance of the theory of teaching-learning-assessment integration, setting learning objectives is a systematic and detailed process:

1. Three primary sources should be comprehensively considered in formulating learning objectives: curriculum standards as a macroscopic guide, textbook content as a concrete support, and students' actual learning situation as a reflection of individual differences. It emphasizes the basis and pertinence of goal setting.

2. Teaching activities are closely combined with the evaluation system to practice the view of English subject activities. Goal setting focuses on cultivating students' practical operation ability and problem-solving abilities in complex situations and emphasizes the practicability and problem-oriented learning process.

3. The core of learning-assessment integration lies in highlighting the subject status of learners, encouraging students to study independently and self-assess through hierarchical learning goal setting, and cultivating their learning initiative and self-efficacy. Integrating teaching and evaluation is also essential to ensure that the content taught is consistent with the evaluation system and that multiple subjects participate in the assessment, making the goals clear, specific, and hierarchical and contributing to a comprehensive and effective feedback mechanism.

4. Dynamic adjustment of learning objectives is the key to an integrated teaching-learning-evaluation classroom, which requires teachers to flexibly adjust teaching strategies according to teaching practice and student feedback to adapt to changing learning needs, thus ensuring continuity and effectiveness of the entire educational process.

To sum up, the formulation of learning objectives under the guidance of the teaching-learning-assessment theory aims to promote students' all-around development, improve the quality of teaching and learning experience, and achieve efficient integration and continuous optimization of the classroom through a comprehensive, dynamic, and integrated approach.

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