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# Research on New Approaches to Elementary Chinese Language Teaching Assessment under a Core Competency-Oriented Framework: A Perspective on the Alignment of Teaching, Learning, and Assessment

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**Abstract:** After the Compulsory Education Curriculum Plan (2022 Version) and the new curriculum standards were released, China's basic education has entered a new stage, and this stage is guided by "core competencies." Primary school Chinese, as a basic part of basic education, has the important job of developing students' language ability, thinking quality, aesthetic taste, and cultural literacy. This paper looks at the alignment among teaching, learning, and assessment, and it tries to find new ways for primary school Chinese teaching evaluation under core competencies. First, the paper analyzes the theoretical meaning and practical use of this alignment, and it regards the alignment as a key way to realize Chinese core competencies; then, the paper sorts out the current problems in primary school Chinese teaching evaluation, including goals that are not connected, processes that are broken up, and methods that are too single, and through this, the paper shows the deep problems in changing ideas and carrying out practices in current teaching evaluation. On this basis, the paper proposes some strategies, such as improving evaluation goals, paying more attention to process evaluation, and encouraging evaluation from multiple angles, so as to build a Chinese teaching evaluation system that combines guidance, development, and scientific nature; the study argues that the alignment among teaching, learning, and assessment is not only an important way to improve teaching quality, but also a key starting point for deepening educational model reform and putting core competencies into practice.

**Keywords:** Core Competencies; Primary School Chinese; Teaching Evaluation; Alignment of Teaching-learning-assessment; Educational Quality.

## 1. Introduction

In 2022, China issued the "Curriculum Plan for Compulsory Education (2022 Edition)" and the "Curriculum Standards for Compulsory Education (2022 Edition)." With the release of these documents, China's basic education has entered a new era focused on "implementing core competencies." Correspondingly, curriculum standards across all subjects have defined essential core competencies to be cultivated, using them as guiding principles that "run through the entire process of curriculum revision, unify its various components, and ensure internal consistency and coherence throughout the standards" [1].

As a crucial component of compulsory education, Chinese language instruction in primary schools possesses unique characteristics in terms of core competencies. Therefore, developing an evaluation system for core competencies in primary Chinese language education is an inevitable requirement for educational reform at this stage, serving as a directional guide[2]. Teaching evaluation from the perspective of alignment among teaching, learning, and assessment can integrate these three processes, fully tapping into the educational potential of the Chinese language subject and enhancing the quality of primary Chinese language instruction. However, current discussions in China regarding such alignment remain largely conceptual, overlooking the need for a shift from idealized goals to practical implementation under competency-based education. Moreover, they fail to fully recognize the real-world significance of evaluation aligned with teaching and learning as a critical pathway for realizing core competencies [3].

## 2. Practical Difficulties in Primary School Chinese Teaching Evaluation under the Guidance of Core Competencies

In China's primary school education practice, the idea of "alignment among teaching, learning, and assessment" has not yet been truly used throughout the whole teaching process. It is still more often found in policy publicity and official documents. At present, there are many problems in primary school Chinese classroom assessment, such as one-sided assessment content, single assessment methods, improper assessment purposes, unscientific assessment standards, inappropriate assessment timing, and single assessment subjects [2]. In actual classroom teaching, teaching objectives, teaching processes, and teaching assessment are often separated or even mismatched to different degrees. These problems can be summarized as follows:

(1)Disconnection between Teaching Objectives and Assessment Indicators

"Alignment among teaching, learning, and assessment" serves students' development. Its final goal is to improve students' core competencies in an all-round way. Core competencies focus on students' overall development. Chinese teaching should not only teach language knowledge, but also develop students' language use ability, thinking ability, and communication ability. Therefore, teaching assessment should be based on teaching objectives. It should take the development of students' core competencies as an important assessment indicator, so that teaching assessment can be closely connected with teaching objectives.

However, in current primary school Chinese teaching practice in China, there is often a clear gap between teaching objectives and assessment content. This gap has become an important problem that affects the development of students' Chinese core competencies. The *Chinese Curriculum Standards for Compulsory Education (2022 Edition)* clearly states that primary school Chinese teaching should aim to develop students' comprehensive Chinese language abilities and humanistic qualities. It especially focuses on reading comprehension, language expression, thinking quality, aesthetic appreciation, and cultural identity. However, in actual primary school Chinese teaching, teachers often focus only on the surface content of the textbook when setting teaching objectives. For example, they pay more attention to recognizing and writing Chinese characters, understanding words, and analyzing sentences. These are "basic objectives". At the same time, they may ignore the "deeper competencies" required by the curriculum standards, such as critical thinking, aesthetic ability, and awareness of Chinese language practice. This limits the development of students' core competencies. Also, under the influence of exam-oriented education, teaching assessment still mainly focuses on test scores. It pays more attention to whether students can remember textbook knowledge, but pays less attention to whether students can express their own ideas creatively, whether they can think in a clear and logical way, and whether they can understand texts from different perspectives. This one-sided assessment content also makes it difficult for assessment results to truly show students' overall performance in Chinese learning. It is also not good for the development of students' Chinese competencies. In addition, teachers may face many practical problems in the process of teaching assessment. These problems make it difficult for teachers to carry out the original teaching objectives. As a result, there is often a difference between the planned assessment objectives and actual assessment activities. Therefore, educational assessment may not achieve the expected results of teachers, and this affects teaching improvement and student development[3].

(2)Disconnection between Teaching Process and Assessment Methods

In current primary school Chinese education practice in China, teaching assessment and the teaching process are clearly separated. For a long time, there have been two problems in Chinese educational assessment. One is paying too much attention to the value judgment of assessment itself. The other is paying too much attention to getting a certain and fixed assessment result [4]. As an important part of education and teaching, teaching assessment has positive functions such as guidance, feedback, and motivation. It should not only be used as a testing method after teaching activities. Instead, it should be an important part of the teaching process and run through different parts of classroom teaching. In this way, it can make a comprehensive, objective, and overall judgment of the teaching process and its results [5].

In current teaching practice, teaching assessment is often seen as a task at a certain stage. It has not been properly connected with the teaching process. This separation directly reduces the effectiveness of teaching assessment. In primary school Chinese classrooms, we can see that Chinese teaching still mainly uses the method in which teachers explain knowledge and students passively receive it. After teaching, teachers often use written tests as the main assessment method. In this way, the assessment seems to mark the end of teaching. There is not enough assessment during the learning process, so it is difficult for assessment to play its motivational role.

The *Chinese Curriculum Standards for Compulsory Education (2011 Edition)* pointed out the purpose of classroom assessment: it is not only to check whether students have reached the learning objectives, but also to check and improve students' Chinese learning and teachers' teaching, improve curriculum design, and improve the teaching process [6]. The teaching process of Chinese should evaluate students' learning from different aspects, such as language understanding, thinking and expression, and text comprehension. However, it has often become a "standardized" assessment through written tests or homework after class. This kind of teaching does not pay enough attention to students' ideas and thinking during the learning process. It also makes it difficult for teachers to find students' problems in time, which reduces the teaching effect. In addition, many teachers still use traditional assessment methods. They mainly use written and oral tests, and they lack systematic assessment tools. Even when teachers understand that assessment should run through the whole teaching process, their simple and old assessment tools cannot support process-based assessment. This makes it difficult for teachers to achieve teaching objectives. It also makes it difficult to get teaching feedback and understand students' learning situation in time.

(3)Single Assessment Methods and Lack of Multiple Dimensions

Primary school Chinese classroom assessment should be guided by the basic ideas of Chinese education and based on the goals of the Chinese curriculum. It should use reliable ways to collect information about students' learning behaviors and learning results in class. Then, teachers should organize, analyze, and judge this information, find students' strengths and weaknesses, and give feedback in time. In this way, students can improve their learning process and complete learning tasks better [7]. Primary school Chinese teaching assessment should be diverse, based on real situations, and connected with individual students. It should use different assessment forms to show students' development of Chinese competencies in a full and real way. Correct assessment can better motivate students to learn. It can also support student development and is an important part of education. However, in actual teaching, primary school Chinese assessment still depends heavily on traditional written tests. There are not enough assessment methods that can show students' different abilities and learning processes. This problem directly weakens the overall educational function of Chinese teaching. Student assessment can identify students' learning situation and diagnose their learning results. It also provides a basis for achieving the educational goals of schools[8]. From the current situation of primary school Chinese teaching, many schools still use unit tests, mid-term exams, and final exams as the main assessment methods. These tests are highly standardized. They have fixed question types and usually have one correct answer. They mainly test students' memory of knowledge and basic skills, but pay less attention to the actual use of language and the development of thinking. This standardized assessment method limits the overall development of students' Chinese competencies. It may also create the situation of "high scores but weak abilities". In addition, students' role as the main part of assessment is also often ignored in current primary school Chinese teaching assessment. Teachers are still the main

assessment subjects. Parents, students, and classmates have few chances to take part in assessment. This weakens students' position in the learning process and limits the overall nature of teaching assessment. As a result, the assessment process lacks interaction and communication. Students often only accept the assessment results passively. It is difficult for them to develop self-understanding and self-improvement through the assessment process.

# 3. Conclusion

The evaluation of primary Chinese teaching under the core competency oriented approach is not just a revision of the traditional knowledge evaluation paradigm. This also reflects the fundamental changes in educational concepts and teaching practices. This study examines theconsistency between teaching, learning and evaluation from a theoretical and practical perspective. It believes that the effective development of the core competence of Chinese education depends on the close coordination of teaching objectives, teaching process and evaluation practice.

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