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The Practice Path of Integrated Teaching-Learning-Assessment in Senior High School Geography Based on Performance Assessment

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Abstract: To fulfill the educational goal of cultivating core competencies in senior high school geography and address the problems of fragmentation, singularity and lag in traditional teaching assessment, this paper analyzes the internal compatibility between performance assessment and the integrated teaching-learning-assessment of geography. It clarifies the collaborative mechanism of the two from three dimensions: educational objectives, implementation process and educational orientation. In view of practical problems in teaching, such as serious disconnection among teaching, learning, and assessment, traditional and single assessment methods, poorly designed performance tasks, and delayed feedback, targeted and operable practice paths are proposed. Starting from unifying competency-oriented assessment objectives, building a diversified assessment system, optimizing the design of performance tasks and improving the closed-loop feedback mechanism, the in-depth integration of teaching, learning and assessment can be promoted. In this way, students' core competencies in geography can be developed, and the effectiveness of classroom education and teaching quality of senior high school geography can be improved.

Keywords: Performance assessment; Senior high school geography; Core competencies

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1. Introduction

Against the backdrop of the new curriculum standard, senior high school geography teaching has shifted from the knowledge-transmission-centered education model to the model focusing on core competency cultivation. Integrated teaching-learning-assessment has become the main direction of geography classroom reform. Traditional paper-and-pencil summative assessment focuses on examining knowledge memorization, which fails to meet the diverse demands of competency cultivation and comprehensively test students' geographic practice ability, comprehensive thinking, and other core capabilities. Performance assessment emphasizes the examination of learning processes and ability performance, matching the practical and

comprehensive disciplinary characteristics of geography. Based on assessment pain points existing in senior high school geography teaching, this paper explores the practice path of integrating performance assessment into integrated teaching-learning-assessment. It aims to break down barriers among teaching, learning and assessment, construct a dynamic, efficient and precise education model, and provide practical references for the implementation of competency-oriented geography teaching in senior high schools [1].

2. Internal compatibility between performance assessment and integrated teaching-learning-assessment of senior high school geography

2.1. High consistency in educational objectives

Cultivation of senior high school geography core competencies focuses on fostering students' comprehensive abilities and guiding students to apply geographic knowledge to solve practical problems, featuring strong practicality and comprehensiveness. Traditional single paper-and-pencil tests cannot fully detect the effect of competency development. Different from exam-oriented assessment approaches, performance assessment attaches importance to students' ability performance, thinking development and competency formation throughout the learning process, which coincides with the competency-oriented educational objectives of senior high school geography. This assessment model meets the requirements of integrated teaching-learning-assessment and overcomes the limitations of previous knowledge evaluation. It shifts the assessment focus from knowledge memorization to ability training and competency development, accurately responding to the essential educational value of geography. It provides scientific assessment support for competency-oriented classroom teaching and drives teaching, learning and assessment to advance toward core competencies in unison [2].

2.2. Mutual adaptation in implementation process

The essence of integrated teaching-learning-assessment in senior high school geography is to break the separation among teaching, learning and assessment, embed assessment into the whole teaching process, and realize whole-process and dynamic education. Traditional summative assessment has an obvious lag. It can only judge learning outcomes after teaching ends and cannot support teaching improvement. By contrast, performance assessment runs through all stages, including classroom introduction, cooperative inquiry, knowledge summarization, and after-class expansion. It continuously monitors student development and promptly identifies students' knowledge gaps, thinking defects and learning difficulties. With instant assessment feedback, teachers dynamically adjust teaching rhythm and optimize teaching methods to adapt to students' learning status. This realizes the in-depth integration and synchronous advancement of the three, and builds a dynamically adaptive classroom education system [3].

2.3. Unified educational orientation

Both performance assessment and integrated teaching-learning-assessment of senior high school geography adhere to the modern student-centered teaching philosophy, abandoning the traditional mode of one-way teacher indoctrination and passive student reception, and highlighting students' principal position in classrooms. Driven by authentic tasks, performance assessment motivates students to actively participate in inquiry, independently think and analyze problems, and maximize their learning initiative and creativity. Relying on a closed-loop education system, integrated teaching-learning-assessment standardizes teaching

procedures and facilitates students' in-depth learning, helping them consolidate foundations and improve capabilities. The two share highly consistent educational orientations and reinforce each other, jointly committing to the long-term cultivation of students' geographic core competencies and transforming senior high school geography classrooms from knowledge delivery to competency cultivation.

3. Existing problems in the implementation of integrated teaching-learning-assessment in senior high school geography

3.1. Weak educational function of classroom assessment and insufficient competency implementation

The current classroom assessment system has not completely shaken off the constraints of traditional assessment with biased educational orientation. First, imbalanced value orientation: assessment still takes screening and selection as primary functions, prioritizing results over processes and scores over competencies. It insufficiently examines students' higher-order thinking, inquiry ability, practical ability, cooperative ability and other core competencies. Second, absence of competency monitoring: there is a lack of assessment indicators and methods matching core competencies, making it impossible to dynamically track the development process and level of students' competencies and judge the implementation of competency objectives under the new curriculum standard. Third, single educational function: assessment fails to exert multiple functions of diagnosis, motivation and development. Students cannot clarify their own strengths and weaknesses through assessment, nor can teachers optimize teaching strategies accordingly. This results in the single educational function of classrooms, making it difficult to fulfill the fundamental task of fostering virtue through education at the classroom level [4].

3.2. Severe disconnection among teaching, learning and assessment and prominent "three separate parts" problem

Senior high school classrooms generally suffer from the separation of teaching objectives, learning activities and classroom assessment, forming the dilemma of vague objectives, arbitrary activities and delayed assessment. At the level of teaching objectives, some teachers still center on knowledge memorization and examination points coverage, failing to translate core competency requirements into observable and evaluable classroom objectives, which leads to vague and unachievable objective positioning. At the level of learning activities, activity design mostly consists of formal classroom interactions without task chains matching objectives, and students' participation process cannot reflect the development path of competencies. At the level of classroom assessment, assessment mostly adopts after-class paper-and-pencil tests or summative scoring rather than being embedded into the whole teaching process, and cannot provide instant feedback for teaching adjustment and learning improvement. Ultimately, assessment fails to serve teaching, teaching does not target competencies, and learning lacks evidence support, which prevents the formation of a real closed loop for integrated teaching-learning-assessment.

3.3. Strong subjectivity of traditional assessment and imperfect objective criteria

A survey of 328 geography teachers and 1235 students in a municipal region shows that teachers' subjective judgment accounts for a large proportion in homework marking and classroom performance evaluation in traditional subject teaching assessment. Teacher-led assessment accounts for 95.24%, while student self-

assessment and peer assessment only account for 42.86%, which is inconsistent with the student-centered education philosophy. In homework and exercise marking, scoring standards for open-ended questions and comprehensive analysis questions may vary among different teachers, resulting in inconsistent assessment results. Such subjectivity makes it difficult for students to understand their learning levels accurately and hinders teachers from grasping teaching effects precisely, reducing the pertinence of teaching improvement [5].

3.4. Extensive, empirical and vague learning situation analysis

Teachers' judgment of students' learning status still features obvious subjectivity and one-sidedness. Reliance on single evidence: judgments are mainly based on paper scores and homework correctness, ignoring students' classroom speeches, group collaboration, task outputs and thinking processes, which cannot fully reflect the development state of students' competencies. Extensive analysis methods: teachers mostly judge learning situations by subjective experience instead of evidence-based, precise analysis, making it hard to identify students' thinking barriers, ability weaknesses, and development demands. Insufficient transformation of application: results of learning situation analysis are not effectively connected with stratified teaching and individualized instruction. Classroom teaching still adopts unified progress and requirements, failing to realize precise education and personalized guidance. Dynamic adjustment and guidance for students' learning process cannot be achieved.

3.5. High implementation threshold, difficult operation and weak promotion of performance assessment

As an important form of competency-oriented assessment, performance assessment faces multiple obstacles in regular application in frontline classrooms. Insufficient tool support: teachers lack standardized, subject-adaptable and replicable templates for performance task design, frameworks for rubric development and process evaluation tools. It is difficult for them to design authentic, challenging and competency-oriented assessment tasks matching disciplinary characteristics. Deficient practical capabilities: most teachers have not systematically mastered the implementation process of performance assessment and are trapped in difficulties, including inability to design tasks, organize implementation, collect evidence, and analyze feedback, making assessment prone to formalism. Absence of promotion mechanism: schools lack teaching research support, resource-sharing platforms, and training systems for performance assessment. High-quality assessment cases can hardly be replicated and promoted across different subjects and classes. Consequently, performance assessment is limited to demonstration lessons rather than being integrated into daily teaching.

4. Practice path of integrated teaching-learning-assessment in senior high school geography based on performance assessment

4.1. Unify assessment objectives

Centered on the cultivation of geographic core competencies, reconstruct and unify the objectives of teaching, learning and assessment, and build a systematic competency-oriented assessment objective system. Before class, teachers shall hierarchically decompose stage and lesson objectives of regional cognition, comprehensive thinking, human-earth coordination concept and geographic practical ability in strict accordance with curriculum standards, core textbook contents and students' learning status. Precisely identify teaching priorities, core learning focuses, and assessment emphases of each lesson, and take the effectiveness

of competency development and comprehensive ability improvement as the core assessment scope. Weaken the screening and examination functions of assessment and strengthen its functions of diagnosis, guidance and optimization. Embed assessment throughout the whole teaching process, and reversely optimize teaching design and guide students' efficient learning through precise assessment, so as to realize consistent objectives, synchronous processes and unified effects of teaching, learning and assessment.

4.2. Construct diversified assessment methods

Based on the practicality and comprehensiveness of geography, establish a comprehensive and diversified classroom assessment system attaching equal importance to process assessment and summative assessment. While retaining basic paper-and-pencil tests and homework evaluation, greatly enrich assessment forms and dimensions and fully implement performance assessment, taking students' whole learning process and comprehensive abilities as assessment objects. Incorporate classroom inquiry, chart interpretation, geographic simulation experiments, field investigations, group discussions, and learning outcome presentations into the assessment scope, mainly examining students' logical thinking, inquiry methods, cooperative ability, and problem-solving capacity. Take individual differences among students into consideration, implement stratified assessment and dynamic value-added assessment, and attach importance to the phased progress and growth rate of students at different learning levels, breaking the single standardized assessment model. Diversified assessment can accurately reflect the development level of students' competencies and provide data support for precise teaching and personalized education.

4.3. Optimize the design of performance tasks

Optimize the design of performance tasks based on authentic geographic life and social scenarios to improve the inquiry nature, comprehensiveness and adaptability to learning situations. Teachers combine regional development cases, ecological governance hotspots and geographic phenomena in daily life to design comprehensive inquiry tasks with in-depth thinking and practical value, such as urban location analysis, regional ecological restoration research and climate disaster exploration. These tasks prompt students to apply learned knowledge in practice and cultivate higher-order thinking and practical abilities. Build a progressive task system in line with students' cognitive development rules, and set basic, advanced and extended tasks hierarchically to ensure accessibility for underachievers and growth space for top students. Refine and improve assessment rubrics, and formulate quantifiable and implementable assessment standards from dimensions including knowledge application, thinking performance, practical ability, cooperation effect and outcome quality, to avoid deviations caused by subjective assessment and guarantee scientific and fair evaluation.

4.4. Improve the assessment feedback mechanism

Build a real-time, accurate, and all-round assessment feedback system and form an educational closed loop of promoting teaching and learning through assessment. Break the traditional mode of centralized after-class feedback. Realize real-time classroom assessment and instant feedback via classroom observation, in-class task tests, teacher-student interaction and peer assessment within groups. Identify students' knowledge loopholes and thinking misunderstandings in class to achieve error correction and consolidation. Optimize feedback content beyond simple error correction. Provide targeted guidance from the perspectives of students' geographic thinking, inquiry methods, learning habits and ability weaknesses, and teach scientific learning and problem-solving ideas. Establish a two-way review and improvement mechanism. Teachers

dynamically adjust teaching contents and approaches according to assessment results, while students sort out problems independently and formulate personalized improvement plans based on feedback. A complete education closed loop is formed to maximize the educational efficiency of assessment.

5. Conclusion

This paper systematically studies the practical logic and implementation path of empowering integrated teaching-learning-assessment in senior high school geography with performance assessment, confirms the educational compatibility of the two, analyzes major problems in current teaching assessment, and puts forward improvement measures from four aspects: objectives, methods, tasks and feedback. The competency-oriented objective unification, diversified assessment system, refined task design and closed-loop feedback can resolve the dilemma of knowledge-oriented assessment and insufficient competency cultivation in geography classrooms. In future teaching practice, the implementation plan of performance assessment can be continuously improved according to different learning situations and lesson types, to truly integrate teaching, learning and assessment into daily practice, effectively fulfill the fundamental task of fostering virtue through education, and lay a foundation for the high-quality development of competency-oriented education in senior high school geography.

Disclosure statement

The author declares no conflict of interest.

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