

The Application of CSE Reading Scale in the Formative Evaluation of English Reading Teaching in Senior High School

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Abstract

Formative assessment is an important part of foreign language teaching. However, formative assessment has not been implemented in English reading teaching at senior high schools in China. Many schools don't pay attention to formative assessment and still give priority to summative assessment. This paper proposes to apply the CSE Reading Scale to English reading teaching in senior high school and takes the application of the reading ability scale in self-assessment and learning portfolio as an example to explore the application approach and paradigm of the scale in the formative assessment of high school English reading teaching. This paper might provide new perspectives for a more effective formative assessment of high school English reading teaching.

Keywords

Formative assessment; English for high school students; China's Standards of English; English reading ability.

1. Introduction

"Formative assessment is all activities carried out by teachers and students for teaching and learning" (Black & Wiliam, 1998). The new curriculum standard clearly requires high school English teachers to gradually cultivate students' core literacy in teaching, taking the formative assessment as the main evaluation method and supplemented by summative assessment (Ministry of Education, 2018). However, in the current senior high school English reading teaching in China, the value orientation of "language first, examination first" has been deeply rooted in the minds of teachers, parents, and students. The problems of mechanization, procedure, and flow teaching are very serious. Teachers seldom use formative assessment in senior high school English reading classes. The reason is the lack of a unified standard of language competence that can be referred to in formative assessment (Pan Mingwei; Wu Xuefeng, 2019:90).

In 2018, China's Standards of English Language Ability, CSE (The following refers to "The scale") was officially issued. The scale provides a set of complete standards for different levels of English learners and users in China in the use of English, and each grade connects to form a continuous whole. It provides a reference standard for English teaching, learning, and evaluation from basic education to higher education, to achieve the "same track and quantity balance" in English teaching and evaluation (Liu Jianda, 2015a). As a sub-scale of CSE, the reading ability rating scale (the following referred to as the CSE Reading Scale) provides a scientific and unified standard for students of all grades from primary school to college in China (Zeng Yongqiang, 2017). The CSE Reading scale scientifically explains the various levels of English reading ability, and the requirements for English reading ability are gradually increasing from level 1 to level 9, and the levels are related to each other, which can provide a unified reference standard for the formative evaluation of English reading in senior high school.

2. Formative Assessment and Its Advantages

In his paper in 1993, Wood referred to formative assessment as formative evaluation, learning portfolio evaluation, classroom evaluation, etc. (Wood, 1993). Different scholars have different definitions of it, but most scholars accept a concept: the purpose of formative evaluation is to "promote learning evaluation". It requires teachers to continuously pay attention to, evaluate and adjust students' learning process by the agreed standards between teachers and students, to provide real and effective feedback for teachers and students (Black & Wiliam, 2009). Formative assessment requires teachers to continuously monitor students' learning process from the perspective of development, and constantly evaluate, record, and dynamically adjust students' learning.

Compared with summative evaluation, formative evaluation has its unique advantages. Teachers' rational use of formative assessment in reading teaching can enable students to consciously find their advantages and disadvantages in English reading learning through students' self-evaluation and portfolio evaluation, to improve their English reading ability. However, the evaluation method itself can not ensure the realization of the goal of "promoting learning", and a bridge needs to be built between them through timely and effective feedback (Pan Mingwei; Wu Xuefeng, 2019: 90). Based on this feedback, students can take some countermeasures to adjust and reflect on their current learning situation in time, which, to a certain extent, can help senior high school students consciously improve their reading methods, and then improve their English reading ability.

3. The present Situation of Formative Assessment in Senior High School English

3.1. Literature Review

Since the publication of the New English Curriculum Standard (2001 edition), formative assessment has become one of the hot topics concerned by educational scholars. In the 20 years from 2001 to 2021, a total of 97 articles have been retrieved with the keywords "formative assessment of senior high school English". However, there are only 7 studies on the teaching of English reading in senior high school, which mainly discusses the influence of evaluation ways on the reading ability of senior high school English students (Zhang Aiyuan, 2016) and discusses how to effectively apply formative assessment to English teaching in senior high school. (Wang Tangyue, 2021) There is a relative lack of research on formative assessment in senior high school English reading teaching. Therefore, high school English formative assessment needs a set of complete and unified competence assessment criteria to guide senior high school English teachers to carry out teaching evaluations.

3.2. Existing Questions

In the section of "Evaluation suggestions", the new curriculum standard points out that formative assessment should be taken as the main evaluation method and supplemented by summative assessment in English teaching in senior high school. However, at present, the phenomenon of examination-oriented education in senior high school English teaching in many parts of China is still very common. At school, students face a "sea of questions" every day, and there are endless questions to do every day. Although the topic sea tactics have a certain effect on students' reading and writing ability, they have not exerted its real effect. Therefore, to be able to meet the relevant requirements of the new curriculum standards, teachers must use formative evaluation as their main evaluation method in teaching, to demonstrate its positive role in promoting teaching and learning, and then truly achieve "promote learning by evaluation, and evaluate Promote teaching and unify teaching evaluation".

4. Overview of CSE and Related Research

Based on the communicative language competence model, the scale scientifically describes or evaluates language competence and classifies it based on the applied method (use-oriented). It clearly and intuitively describes the language behaviors of language learners and users at different levels through a series of "can-do" descriptors (Liu Jianda, 2015a:10). In 2014, the scale project development work officially began. The project has been basically completed after 3 years. It will be used as a unified standard and framework to guide my country's English teaching, learning, and evaluation (Zeng Yongqiang, 2017). From low to high The English proficiency of domestic English learners and users is divided into 9 levels of ability from level 1 to level 9, which are classified into three stages: basic, improvement, and proficiency (The Ministry of Education Examination Center, 2018: 2).

The CSE reading scale consists of an Overall reading comprehension scale, the scales for reading comprehension including (understanding written description, understanding written narration, understanding written exposition, understanding written instruction, understanding written argumentation, and understanding written interaction), reading comprehension strategies scale and self-assessment scale for reading comprehension. The Overall reading comprehension scale comprehensively expounds on the reading ability that different English learners and users should have from six aspects. And the reading comprehension strategies scale and self-assessment scale describe some reading methods and strategies that learners can adopt in reading and comprehensively test their reading level. (The Ministry of Education Examination Center, 2018:101). According to the description of the scale and the English ability of senior high school students, the description of CSE Reading scale CSE 3 and CSE 4 can directly correspond to the reading ability of senior high school English learners.

5. The Application of CSE Reading Scale in Formative Assessment of Senior High School English

5.1. Application of CSE Reading Scale in Self-assessment

Self-assessment scale for reading comprehension is one of the components of the CSE reading scale (Education Examination Center, 2018: 101) in which the descriptors of CET-3 and CET-4 can be used to judge or diagnose senior high school students' English reading ability. Senior high school students have a certain ability of self-evaluation, but they still need the guidance of teachers to correctly evaluate their ability. Therefore, the following will take the formative evaluation of English reading in senior high school as an example, combined with the level 3 and level 4 descriptions of the reading ability self-evaluation scale, to guide students to carry out self-evaluation.

According to the suggestion of Pan Mingwei (2019), the specific steps are as follows:

The first step is to select the descriptor. Determine the level of the scale of students' reading ability at the current stage and select appropriate descriptive words. The selected descriptive words should be suitable for the current level of the students and the current teaching goals, to select some valuable descriptive words, and lay a good foundation for the next operation.

The second step is to modify the description. When revising the relevant description words, teachers can carry out the four modernizations of the description words, namely "Localization", "Integration", "Splitting" and "Conditionalization".

The third step is to let students evaluate themselves. Students have an evaluation form, which is evaluated against the corresponding level of descriptions after each reading class or after one stage and analyzes their mastery of knowledge, deficiencies, and areas that can be improved. Students can also communicate with their classmates, ask for feedback, advice, and help from teachers, and get a more comprehensive understanding of themselves.

The fourth step, evaluation, and feedback. The advantage of formative assessment is that students can receive feedback from teachers timely and effectively. After self-evaluation, students can adjust their learning skills and attitudes reasonably according to teachers' feedback. According to the self-evaluation form of each student, teachers can teach students in accordance with their aptitude according to the actual reading teaching, put forward opinions on the use of reading skills and strategies, and point out the direction of their efforts in the future.

5.2. Application of CSE Reading Scale in Portfolio Evaluation

The learning portfolio is a file established during the growth of students. It includes the progress and efforts of students and the achievements they have achieved over a period of time. These are mainly the learning achievements of the students, as well as the students' self-evaluation of these achievements, etc. (Luo Shaoqian; Liu Liping, 2017). It can directly reflect the student's dynamic learning process, showing the students' hard work, improvement, and learning achievements in the learning process. Through the establishment of a portfolio, students can not only experience the importance of learning methods but also directly see The learning effect can naturally cultivate their self-confidence and autonomy in learning (Ministry of Education, 2018). Compared with junior high school students, high school students have a stronger sense of autonomy and can consciously manage their learning. Therefore, establishing a reading portfolio in high school English learning can effectively help students improve their reading ability.

The key to the effective implementation of formative assessment is to establish a portfolio (Liu Jiangda, 2019). There are different types of portfolios, most of which are reading and writing in practical application. Based on the three features of reading portfolio design proposed by (Luo Shaoxian and Zhang Shuai, 2019), this paper applies the descriptors of understanding written description in CSE Reading ability scale to the reading portfolio and establishes the reading portfolio as follows:

5.3. The Example of Reading Portfolio

Evaluation objectives: 1) Develop a good habit of reading articles every week; 2) Develop critical thinking; 3) Develop the ability to summarize and extract information; 4) Share your experiences and feelings during reading.

Rating: Second-year high school students.

Evaluation cycle: one month.

Read the content and requirements:

1. Select at least 2 short articles per week to read. You can choose from excerpts of novels, short stories, or biographies of characters;
2. When reading, find out the meaning of the new word and record the new word on the new word book;
3. While reading excerpts of novels, try to analyze the main plot and minor parts of the novel;
4. When reading biographies and daily life essays, try to sketch words and sentences that express the author's point of view or writing intention;

You can share your reading experiences and feelings with your classmates within a specified time (every two weeks).

Evaluation criteria:

1. Complete content (15%)

Read at least 8 narratives

2. Quality of content (65%)

- 1) When reading easy-to-understand excerpts or narratives of novels, I can grasp the main content and secondary content of the article and analyze the author's writing intention through keywords and sentences;
- 2) In reading shorter articles in the language and plot of simple biographies of characters or social life, I can understand the main content and implicit views and attitudes;
3. Participation in the exchange of reading experiences (10%)
4. Cleanliness and aesthetics of the appearance of the archive bag (10%)

Reading content and requirements, as well as evaluation criteria, in the file bag example, are derived from the requirements of the written narrative ability of the CSE Reading Comprehension Level 4. Teachers and students can discuss together, combining students' own reading ability level and future development expectations, to "localize" and "integrate" the descriptors. Reading The implementation steps of the archive bag can be divided into setting evaluation objectives, reading content and requirements, students self-reflection in the process of collecting information, teachers to record and providing feedback and so on (Rosie; Zhang Shuai, 2019: 35).

6. Conclusion

Based on the CSE Reading scale, this paper analyzes formative assessment and its advantages, points out the research status and existing problems of senior high school English formative assessment, and discusses in detail how to apply the CSE reading scale to senior high school English formative assessment. This paper expounds on the application of the CSE Reading scale in the formative assessment of senior high school English by using two specific application examples: one is to adapt the reading self-assessment scale to conform to the comprehension ability of senior high school students, which is beneficial to carry out the self-evaluation of senior high school students' reading ability and implement the requirements of the evaluation in the new curriculum standard. The second is to develop a reading portfolio, which aims to continuously record the achievements, learning achievements, and efforts made by senior high school students in the learning process so that they can see their progress bit by bit and understand themselves in an all-round way. build self-confidence. Due to the limited comprehension ability of senior high school students, teachers can choose to carry out "Si Hua" of descriptors when using descriptors and explain the descriptors to students in detail before using them, so that students can understand descriptors correctly. This paper only puts forward two examples of the application of the CSE Reading scale in English formative assessment in senior high school, and reading is only one of the five language skills of "listening, speaking, reading, reading and writing". Therefore, how to combine other CSE scales with formative assessment will be an urgent research topic in the future.

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