



Contextualized Assessment Literacy Practices in TLA-Integrated English Education: Evidence from Multiple Teaching Cases in Inner Mongolia

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Abstract: This study examines how English teachers' assessment literacy-related practices are presented within TLA-integrated teaching cases in Inner Mongolia.. Drawing on a three-dimensional assessment literacy perspective and the Teacher Assessment Literacy in Practice (TALiP) framework, the study develops an analytical model incorporating contextual conditions, assessment orientations, assessment-related knowledge indicators, practical manifestations, TLA integration, and regional adaptation. Data were collected from publicly available teaching plans, professional documents, platform materials, and related case evidence, and analyzed through contextual identification, assessment-literacy coding, TLA-practice coding, and cross-case comparison. The findings reveal three major patterns. First, the documented practices commonly represent assessment as an integrated component of teaching and learning, with learning objectives, classroom tasks, assessment evidence, feedback, and instructional adjustment closely connected. Second, assessment practices vary across educational contexts: urban and town schools demonstrate greater emphasis on professional exchange and diversified assessment applications, while township, ethnic-region, and border-area schools highlight resource adaptation, digital support, and contextualized implementation. Third, technology functions as an enabling condition for assessment practice development. Smart education platforms, AI-supported feedback systems, and dual-teacher models expand opportunities for evidence collection and feedback, but remain dependent on teacher interpretation and pedagogical adjustment. This study contributes to language assessment literacy research by shifting attention from assumed teacher cognition toward observable and documented assessment practices within specific educational contexts. It also provides insights into how regional conditions, technological resources, and institutional support shape the implementation of TLA integration in English education. Future research should incorporate classroom observations, interviews, assessment materials, and student learning evidence to further examine the relationship between documented practices and teachers' actual assessment processes.

Keywords: Teacher assessment literacy; Teaching-Learning-Assessment integration; English education; Multiple-case study; Regional adaptation

I. Introduction

China's basic education system is undergoing a comprehensive reform of educational evaluation. The Overall Plan for Deepening the Reform of Educational Evaluation in the New Era emphasizes the importance of process evaluation, diversified assessment approaches, and enhanced teacher capacity in educational assessment [1]. The English Curriculum Standards for Compulsory Education (2022 Edition) places students' core competencies at the center of English curriculum development and strengthens the relationship among curriculum objectives, teaching, learning, and assessment [2]. Therefore, Teaching-Learning-Assessment (TLA) integration has become an important orientation in English education. TLA integration emphasizes the alignment of curriculum objectives, learning activities, assessment evidence, feedback processes, and instructional adjustment. Assessment is no longer regarded only as an outcome-oriented measurement activity but as a component embedded within learning processes. This perspective is consistent with the formative assessment approach proposed by Black and Wiliam, which emphasizes the use of classroom evidence to support learning improvement and instructional decision-making [3].

Previous studies conceptualize assessment literacy as involving teachers' understanding of assessment purposes, assessment knowledge, practical assessment skills, and the ability to use assessment information appropriately in educational contexts [4], [9], [11]. In language education, assessment literacy is particularly important because English teachers need to address multiple dimensions of language development, including listening, speaking, reading, writing, interaction, and integrated language performance [7], [8]. However, assessment literacy is not only an individual professional competence but also a practice situated within specific educational environments. Teachers' assessment-related practices are shaped by curriculum requirements, school conditions, professional learning opportunities, available resources, technological environments, and student characteristics. Therefore, examining how assessment literacy is represented in actual educational practices requires attention to the contexts in which those practices occur.

1.2 Problem Statement



Existing research has established important theoretical foundations for teacher assessment literacy and language assessment literacy. Studies have examined assessment knowledge, assessment skills, teacher learning, professional development, and contextual influences [4]–[9]. However, several issues remain insufficiently explored.

First, although assessment literacy frameworks include cognitive dimensions such as beliefs and knowledge, many empirical studies examine these dimensions through direct access to teachers' perspectives, including interviews, questionnaires, classroom observations, or reflective accounts. When research relies primarily on publicly available documents, it cannot directly examine teachers' internal beliefs, intentions, or decision-making processes. Instead, it can analyze how assessment literacy-related orientations and practices are represented in documented teaching activities.

Second, the relationship between assessment literacy and TLA integration requires further examination through contextualized evidence of classroom practice. Existing studies provide conceptual discussions of assessment literacy, but less attention has been given to how assessment-oriented practices are publicly represented across different school contexts, particularly in regions with substantial educational diversity.

Third, regional differences remain an important but underexplored dimension. Assessment practices may take different forms depending on school resources, professional support systems, digital access, and student characteristics. A multiple-case analysis across diverse educational settings can reveal both common patterns and contextual variation.

Therefore, this study examines how assessment literacy-related practices are documented in six English teaching cases from different educational contexts in Inner Mongolia. Through documentary analysis, the study explores the relationship between documented assessment practices, TLA integration, technological support, and regional adaptation.

1.3 Purpose of the Study

This study aims to examine how English teachers' assessment literacy-related practices are represented within TLA-integrated teaching cases in primary and secondary schools in Inner Mongolia. The study seeks to:

- (1) identify the documented assessment literacy-related practices reflected in the six cases, including assessment orientations, assessment knowledge manifestations, assessment activities, evidence collection, feedback practices, and instructional adjustment;
- (2) analyze how these documented practices are connected with TLA integration;
- (3) examine how regional conditions, including school type, technological resources, professional support, and learner characteristics, shape different forms of assessment practice; and
- (4) identify regionally differentiated pathways for supporting assessment-oriented teaching practices.

1.4 Definition of Key Concepts

Teaching-Learning-Assessment Integration: TLA integration refers to the alignment of teaching objectives, learning activities, assessment evidence, feedback processes, and instructional adjustment around shared curriculum goals and expected learning outcomes [2], [3].

Documented Assessment Literacy Practices: In this study, documented assessment literacy practices refer to assessment-related teaching activities, strategies, resources, and processes represented in publicly available educational documents. These practices provide observable evidence of how assessment literacy is enacted and communicated in educational contexts but do not directly represent teachers' private beliefs or cognitive processes.

Regional Adaptation: Regional adaptation refers to the ways in which assessment-related practices respond to local educational conditions, including school resources, student characteristics, professional support, technological availability, and contextual demands.

1.5 Research Questions

Based on the above purpose, this study addresses the following questions:

RQ1: How are assessment literacy-related practices represented in publicly documented TLA-integrated English teaching cases in Inner Mongolia?

RQ2: What characteristics of documented assessment literacy practices are reflected through the integration of teaching, learning, and assessment in different educational contexts?

RQ3: How do contextual conditions, including school characteristics, technological resources, and regional environments, shape the documented forms of assessment literacy practices?

II. Literature Review and Theoretical Framework

2.1 Teacher Assessment Literacy

Assessment literacy has developed from a focus on assessment knowledge and procedures toward a broader understanding involving teachers' conceptions, professional judgment, classroom practice, and context. Sheng's framework for foreign language teachers emphasizes assessment knowledge, skills, and principles [4]. This framework provides a useful basis for examining English teachers' assessment competence.

Xu and Brown's Teacher Assessment Literacy in Practice (TALiP) framework further conceptualizes assessment literacy as a dynamic system involving knowledge, conceptions, teacher learning, identity, institutional conditions, sociocultural context, and assessment practice [9]. Pastore and Andrade similarly proposed a three-dimensional model that emphasizes cognitive, practical, and contextual aspects of teacher assessment literacy [11]. These perspectives support an analysis that connects individual competence with professional practice and context.

Language teacher assessment literacy has additional characteristics because teachers assess language development and language use. English teachers work with listening, speaking, reading, writing, interaction, and integrated language performance. Taylor emphasizes that language assessment literacy involves the knowledge and skills required for

appropriate assessment practice [7]. Recent reviews also identify assessment knowledge, training, influencing factors, and development through reflection as major areas of language assessment literacy research [8].

Chinese research has increasingly examined empirical aspects of English teacher assessment literacy. Gao and Lin developed a framework for middle school English teachers' oral assessment literacy, covering theoretical knowledge, pedagogy, assessment methods, scoring, and feedback [5]. Long examined the development of foreign language teacher assessment literacy through personal, behavioral, and environmental factors [6]. These studies provide a basis for examining assessment literacy as a professional capacity shaped by both teachers and their working environments.

2.2 Teaching-Learning-Assessment Integration

TLA integration aligns curriculum objectives, teaching activities, learning processes, and assessment evidence. Its theoretical foundations include formative assessment and constructive alignment. Black and Wiliam emphasize the use of classroom evidence and feedback to inform subsequent learning and instruction [3]. The 2022 English Curriculum Standards strengthen this orientation by connecting curriculum objectives, learning activities, assessment, and academic quality requirements [2]. Within English education, teachers need to translate curriculum objectives into observable learning outcomes, design appropriate learning tasks, establish assessment criteria, collect evidence, provide feedback, and adjust instruction. TLA integration therefore provides a practical setting for examining teacher assessment literacy. Assessment beliefs shape teachers' interpretation of assessment purposes; assessment knowledge informs task and criteria design; and assessment skills support evidence collection, interpretation, feedback, and instructional adjustment. TALiP provides a theoretical basis for examining these processes within professional and institutional contexts [9].

2.3 English Teacher Development in Regional Contexts

Teacher assessment literacy develops through professional learning and classroom experience. Training, teaching-research activities, collaboration, reflection, and experimentation provide opportunities for teachers to develop assessment knowledge and apply it in practice [6], [8]. Regional conditions also shape these processes. Inner Mongolia includes urban, county, rural, and ethnic school settings with differences in resources, professional learning opportunities, student backgrounds, and school-based teaching research. These conditions provide different environments for implementing TLA integration.

Contextual adaptation is therefore included in the present study as an analytical dimension. English teachers may adapt learning tasks, assessment materials, examples, and feedback practices to students' linguistic, cultural, and educational backgrounds while maintaining curriculum objectives.

2.4 Research Gaps

Existing research provides substantial theoretical and empirical foundations for teacher assessment literacy, language assessment literacy, and TLA integration. However, the relationship between assessment literacy and TLA integration requires further examination through actual teacher practices. Research also needs more contextualized evidence concerning how assessment literacy develops across different school settings. Multiple-case comparisons involving primary and secondary English teachers in Inner Mongolia remain limited.

The present study addresses these areas by examining six teacher cases through a common analytical framework that connects assessment literacy, TLA-integrated practice, professional development, and regional context.

2.5 Theoretical Framework

The study integrates the three-dimensional assessment literacy perspective with TALiP. Assessment beliefs, knowledge, and skills constitute the core analytical dimensions, while TALiP provides the contextual and developmental perspective [4], [9], [11].

The resulting model is shown in Figure 1.

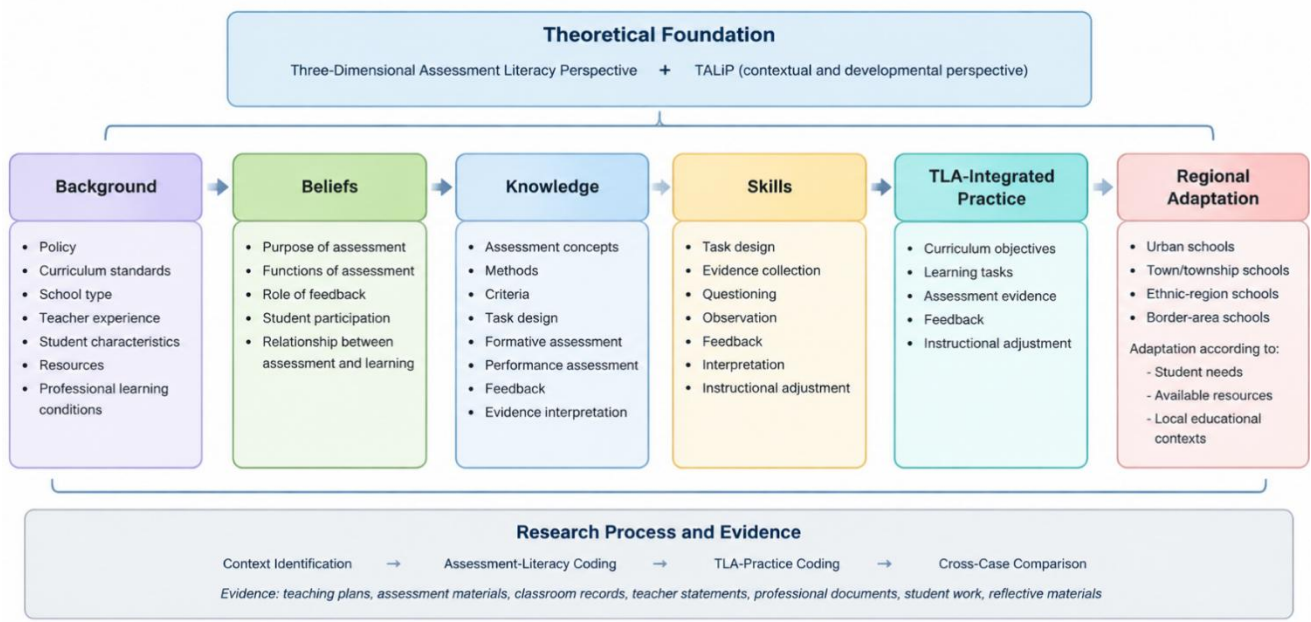


Figure1, Contextualized Framework

The model integrates the three-dimensional assessment literacy perspective (beliefs, knowledge, and skills) with the Teacher Assessment Literacy in Practice (TALiP) framework, which emphasizes the contextual and situated nature of assessment practice. Rather than viewing assessment literacy as an isolated individual competence, the framework conceptualizes it as a process shaped by interactions among educational background, professional understanding, practical implementation, and local conditions. The framework begins with contextual background factors, including policy requirements, curriculum standards, school characteristics, student features, resources, and professional learning conditions. These contextual elements shape documented assessment orientations, knowledge indicators, and practical assessment manifestations. The resulting assessment practices are examined through the TLA integration process, which connects curriculum objectives, learning tasks, assessment evidence, feedback, and instructional adjustment. Finally, regional adaptation highlights how assessment practices are modified according to different educational contexts, including urban, town/township, ethnic-region, and border-area schools. This framework provides an analytical structure for comparing six cases in Inner Mongolia and enables the study to identify how assessment literacy-related practices are represented, adapted, and supported across diverse educational environments.

3 Research Design

3.1 Research Method: Qualitative Documentary Multiple-Case Study

This study adopts a qualitative documentary multiple-case study design to examine how English teachers’ assessment literacy-related practices are represented within the framework of Teaching-Learning-Assessment (TLA) integration in primary and secondary schools in Inner Mongolia, China. The study analyzes publicly documented teaching practices as observable representations of assessment literacy-related activities. These representations include assessment-oriented classroom activities, task design, feedback processes, evidence collection approaches, technology-supported assessment practices, and contextual adaptation strategies.

A multiple-case design was adopted because multiple cases allow comparison across different educational contexts while maintaining a common analytical framework. The cases include urban, town, township, ethnic-region, and border-area schools, providing contextual variation for examining how assessment-oriented practices are represented under different conditions.

3.2 Case Selection

Six cases were selected through purposive sampling to capture theoretically meaningful variation in documented assessment literacy practices across educational contexts, guided by four criteria: each case had to involve primary or secondary English teaching with explicit evidence of teaching, learning, assessment, or TLA integration; represent contextual diversity within Inner Mongolia, including school location, educational level, and regional conditions; include sufficient publicly available documentation—such as descriptions of teaching practices, technology applications, assessment activities, or professional development experiences—to support systematic analysis; and reflect contemporary assessment reform, particularly digital platforms, artificial intelligence, and technology-supported teaching models.

Table 1

Case	Case title	Teacher	School	School type	Level
1	Smart Platform-Enabled Integration of Teaching, Learning and Assessment in Primary English	Liu Hui	Qipanjing No. 1 Primary School, Otog Banner, Ordos	Town primary school	Primary
2	Supporting English Classroom Teaching through the National Smart Education Platform	Sharentuya	Shuguang Middle School, Jining District, Ulanqab	Urban junior secondary school	Junior secondary
3	Integrating Innovation and Smart Thinking: National Smart Education Platform-Supported Primary English Teaching	Ai Chunyan	Dalin Experimental School, Horqin District, Tongliao	Township school	Primary
4	Application of the National Smart Education Platform in Grade 3 English Teaching (2024 Edition)	Ma Yanhong	No. 5 Primary School, Xilinhote, Xilin Gol	Urban primary school in an ethnic region	Primary
5	AI-Enabled English Learning and Intelligent Writing Support	Wang Xin	Hohhot No. 1 High School	Urban secondary school	Senior secondary
6	Integrating the National Smart Education Platform with the Dual-Teacher Model in Primary English	Wang Ailan	No. 4 Primary School, Sunite Right Banner, Xilin Gol	Border-area banner primary school	Primary

3.3 Data Sources and Corpus Construction

3.3.1 Data Sources

The study used publicly accessible documentary materials as the primary data source. The documentary corpus included:

- (1) official educational policy documents and curriculum standards;
- (2) teacher case materials published by the Inner Mongolia Department of Education and related educational organizations;
- (3) teaching cases and resource materials from the National Smart Education Platform;
- (4) school websites, official media accounts, and educational news reports;

3.3.2 Documentary Identification and Selection Process

The documentary corpus was constructed through a systematic search and screening process using official education websites, digital education platforms, and school-level media channels, with searches combining terms related to English teaching, classroom assessment, teaching-learning-assessment integration, smart education platforms, artificial intelligence-assisted assessment, digital teaching cases, and teacher professional development. After initial identification, documents were screened according to three criteria: relevance to English education; explicit connection with assessment-related teaching practices; and sufficient contextual information regarding school background, teaching activities, or technology application. Documents that only described general educational achievements without assessment-related information were excluded.

3.4 Data Analysis

The collected documents were analyzed through qualitative content analysis, within-case analysis, and cross-case comparison. The coding framework was developed from the theoretical framework integrating the three-dimensional assessment literacy perspective and the Teacher Assessment Literacy in Practice (TALiP) framework ^{[4], [9], [11]}.

The coding process focused on six analytical categories:

Table 2, Analytical Coding Framework

Analytical Category	Sub-categories	Evidence Indicators
Assessment orientation	formative assessment, learning support, performance focus	emphasis on learning process, feedback, student performance
Assessment knowledge manifestation	task design, criteria, assessment methods	alignment among objectives, tasks, and evidence
Assessment practice	evidence collection, feedback, instructional adjustment	questioning, observation, student responses, revision activities
TLA integration	objective-task-assessment alignment	connection among curriculum goals, activities, assessment evidence
Technology-supported assessment	platform, AI, digital evidence	online resources, automated feedback, learning records
Regional adaptation	contextual adjustment	adaptation to school resources, learner characteristics, local conditions

The analysis proceeded through four stages: first, each case was analyzed independently to identify contextual characteristics and documented assessment practices; second, coded evidence was organized according to the analytical categories; third, cross-case comparison was conducted to identify similarities, differences, and contextual patterns; and fourth, evidence from different documentary sources was compared to enhance interpretation consistency.

4 Cross-Case Findings and Analysis

4.1 Cases from Urban and Town Schools

4.1.1 Case 1: Liu Hui—Teaching-Learning-Assessment Integration at Qipanjing No. 1 Primary School

Liu Hui’s case, titled “Smart Platform-Enabled Integration of Teaching, Learning and Assessment in Primary English,” is located at Qipanjing No. 1 Primary School in Otog Banner, Ordos. The case was included in the Inner Mongolia Department of Education’s list of excellent teacher application cases for the National Smart Education Platform ^[13]. The central feature of this practice is the alignment of teaching activities, student learning processes, and assessment evidence through the smart education platform. Platform resources are incorporated into lesson preparation and classroom activities, while students’ responses, task completion, and classroom participation are used as evidence for understanding learning progress. The documented practice reflects the TLA sequence proposed in this study: curriculum objectives, learning tasks, assessment evidence, feedback, and instructional adjustment.

The case reflects a formative assessment orientation. The available materials emphasize classroom performance, learning processes, and feedback rather than assessment as an isolated final procedure. Such characteristics are consistent with the 2022 English Curriculum Standards, which encourage diversified assessment approaches for monitoring learning processes and supporting students’ development ^[2]. The case also illustrates assessment knowledge as represented through the relationship among curriculum objectives, learning activities, and assessment evidence. The use of platform resources is not simply a technological application; rather, the documented practice indicates that resources are selected and incorporated according to instructional purposes and expected learning outcomes. The connection between learning tasks and observable student performance represents an important feature of TLA-integrated assessment practice.

At the practical level, the case demonstrates how digital resources can support evidence collection and feedback processes. The platform provides additional channels for organizing learning materials, recording student responses, and supporting classroom interaction. However, the available documents do not provide detailed assessment instruments, scoring criteria,

or student work samples; therefore, the analysis focuses on the documented assessment processes rather than the quality of specific assessment decisions.

As a town-based school, Qipanjing No. 1 Primary School operates under conditions different from major urban schools. The use of a national digital platform provides access to broader educational resources and reduces dependence on locally produced materials. The documented practice suggests that technology functions as a resource-expansion mechanism through which assessment-oriented teaching practices can be adapted to a town-school context.

4.1.2 Case 2: Sharentuya—Documented Assessment Integration in English Classroom Practice at Shuguang Middle School

Sharentuya's case comes from Shuguang Middle School in Jining District, Ulanqab, representing an urban junior secondary school context. The documented lesson is on Grade 8, Semester 2, Unit 3, Section B, 2a–2b. The case materials describe a teaching process in which language learning activities are connected with classroom assessment opportunities. Assessment evidence is represented through students' classroom responses, reading comprehension activities, task completion, and interaction during instruction. Rather than appearing only as an end-of-unit evaluation, assessment is integrated into different stages of classroom activities. The case also reflects assessment knowledge-related practices through the reported alignment among curriculum content, learning objectives, classroom activities, and assessment opportunities. The teaching design described in the materials suggests attention to connecting learning tasks with observable evidence of language understanding and use. This alignment corresponds with the central principle of TLA integration.

At the level of documented assessment practice, the case illustrates the use of classroom questioning, learning tasks, and feedback activities to support instruction. The teacher's participation in platform-related professional activities further indicates that professional learning opportunities are associated with the circulation and implementation of assessment-oriented practices. Nevertheless, the available evidence does not allow direct examination of how the teacher personally interprets assessment principles or makes instructional decisions. The relationship between professional development, digital platform use, and classroom implementation reflects the TALiP perspective that assessment literacy is shaped by professional environments and institutional conditions [9]. In this case, professional learning is represented as a contextual resource supporting the implementation of assessment-related practices.

4.1.3 Case 5: Wang Xin—Documented AI-Supported English Writing Assessment Practice at Hohhot No. 1 High School

Wang Xin's case, "AI-Enabled English Learning and Intelligent Writing Support," comes from Hohhot No. 1 High School and represents the senior-secondary context in this study. The case was included in the Inner Mongolia Department of Education's official list of National Smart Education Platform teacher application cases [13]. Students submit English writing tasks through a digital system, which generates automated feedback regarding language features and possible errors. The reported teaching process involves a cycle of writing submission, automated feedback, revision, and further teacher evaluation. This illustrates how AI technologies can provide additional assessment information within the writing-learning process.

The case reflects a formative assessment orientation because writing assessment is represented as part of learning improvement rather than only a final judgment. The available materials indicate that automated feedback functions as supplementary information to support revision. However, the documentation does not provide sufficient evidence regarding the teacher's personal assessment principles or the detailed criteria used for evaluating student writing.

The case further illustrates assessment knowledge-related practices concerning the interpretation and use of AI-generated information. Automated systems can identify linguistic patterns and provide rapid feedback, but aspects such as content quality, organization, communicative effectiveness, and contextual appropriateness require human evaluation. The most distinctive feature of the case is its representation of technology-supported assessment practice. AI tools expand the efficiency of processing writing tasks and identifying recurring language problems. The teacher's documented role involves reviewing technology-generated information and incorporating feedback into subsequent learning activities. This represents a human-supported AI assessment model in which technology extends, rather than replaces, teacher involvement.

As a senior-secondary case, Wang Xin's practice provides insight into how AI-supported assessment is represented in an examination-oriented educational context. Compared with primary-school cases, senior-secondary English education involves stronger demands for writing development and feedback efficiency. The case therefore expands the study beyond platform-based resource support toward emerging forms of intelligent assessment practice.

4.2 Cases from Township and Border-Area Schools

4.2.1 Case 3: Ai Chunyan—Platform-Supported English Teaching Practice at Dalin Town Experimental School

Ai Chunyan's case is situated at Dalin Town Experimental School in Horqin District, Tongliao. The case focuses on the integration of the National Smart Education Platform with primary English teaching and represents a township-school context in which access to educational resources may differ from that of urban schools. Teachers access teaching materials, instructional videos, and digital resources through the national platform and incorporate them into classroom activities according to local teaching needs. Assessment-related evidence is represented through students' classroom responses, task performance, participation, and interaction during learning activities. The case reflects a formative assessment orientation. The reported classroom activities indicate that learning processes, student participation, and task completion are considered important sources of information for understanding students' progress. Rather than presenting assessment as an independent testing procedure, the documented practice represents assessment as embedded within ongoing teaching and learning activities.

The case also illustrates assessment knowledge-related practices through the adaptation of external digital resources to local instructional purposes. The availability of platform resources alone does not automatically generate effective assessment practices. Instead, the documented practice suggests that teachers need to select appropriate materials, connect them with curriculum objectives, and organize learning activities that generate meaningful evidence of student performance.

At the level of assessment practice, the case demonstrates how teachers use digital platforms as an expanded resource environment for classroom preparation, task design, and feedback activities. In a township-school context where locally developed teaching resources may be relatively limited, digital platforms provide additional instructional possibilities. Rather than relying exclusively on locally available resources, township schools can incorporate national digital resources into local classroom contexts. The documented practice indicates that technology functions as a resource-support mechanism, while teachers' contextual adaptation remains important in transforming general digital materials into meaningful learning and assessment activities.

4.2.2 Case 6: Wang Ailan—Documented Integration of the National Smart Education Platform and Dual-Teacher Model
Wang Ailan's case comes from No. 4 Primary School in Sunite Right Banner, Xilin Gol. The case is officially documented as "Integrating the National Smart Education Platform with the Dual-Teacher Model in Primary English," illustrating the combination of digital platform resources and the dual-teacher classroom model^[13]. The documented dual-teacher model changes the organization of classroom instruction and influences how assessment-related activities are distributed. Classroom teaching involves interaction between local teachers and platform-supported instructional resources. Assessment evidence can therefore be generated through multiple channels, including classroom interaction, student responses, learning activities, and feedback processes.

The case reflects a documented formative assessment orientation in which assessment-related information is collected throughout the teaching process. The available materials indicate that students' classroom participation, task completion, and responses provide important evidence for understanding learning progress. Assessment is therefore represented as integrated into classroom interaction rather than limited to formal evaluation stages. The case also demonstrates assessment knowledge-related practices associated with multi-source instructional environments. In a dual-teacher model, assessment activities require coordination among different sources of instructional support. The documented practice suggests that local teachers play an important role in interpreting students' responses, identifying learning difficulties, and connecting external teaching resources with local classroom conditions.

The distinctive feature of this case lies in the redistribution of assessment-related roles. In a traditional single-teacher classroom, assessment activities are usually concentrated around one teacher's planning, observation, judgment, and feedback. In the documented dual-teacher model, instructional resources and assessment support can be distributed across local teachers and digital teaching systems. The local teacher remains responsible for contextual interpretation and classroom adjustment, while external resources provide additional instructional and assessment support.

For border-area schools, technology-supported models may provide access to broader educational resources while maintaining the importance of local classroom knowledge. The documented practice suggests that technology expands available assessment resources but does not replace the contextual role of local teachers in interpreting student learning and providing appropriate feedback.

4.3 Case from an Ethnic-Region School

4.3.1 Case 4: Ma Yanhong—Documented Platform-Supported Lower-Grade English Teaching Practice at Xilinhote No. 5 Primary School

Ma Yanhong's case comes from Xilinhote No. 5 Primary School in Xilin Gol and focuses on the application of the National Smart Education Platform in Grade 3 English teaching. The case was included in the Inner Mongolia Department of Education's official teacher application case list under the title "Application of the National Smart Education Platform in Grade 3 English Teaching (2024 Edition),"^[13]. The case combines three contextual characteristics: primary-level English education, an ethnic-region school setting, and lower-grade learners. At this developmental stage, students generally require concrete, visual, and interactive learning experiences. Platform resources, including videos, visual materials, and interactive activities, are incorporated into English lessons to support language input, classroom participation, and learning engagement.

From the perspective of documented assessment literacy practices, the case reflects an assessment orientation that emphasizes learning processes and classroom interaction. The available materials indicate that students' oral responses, participation, task completion, and classroom performance serve as forms of learning evidence. Such practices correspond with the curriculum emphasis on using diversified assessment approaches to monitor students' learning processes and support development^[2]. The case also illustrates assessment knowledge-related practices through the adaptation of digital resources to the characteristics of younger learners. For Grade 3 English learners, assessment evidence may appear through oral communication, classroom interaction, task performance, and participation in learning activities. The documented practice suggests that digital resources are not used independently but are incorporated into instructional activities connected with learning objectives and classroom assessment opportunities.

Ma Yanhong's case demonstrates how digital resources can support classroom interaction, learning evidence collection, and feedback processes. Platform-based materials provide additional opportunities for organizing activities and observing student responses, while teacher-mediated classroom implementation remains important for connecting resources with local learning needs. Recent school teaching activities involving AI-supported resources further indicate ongoing experimentation with technology-assisted English instruction. The regional adaptation dimension of this case lies in the interaction among digital resources, learner characteristics, and professional support networks. The national platform

provides standardized educational resources, while their classroom application requires contextual adjustment according to students’ developmental needs and local educational conditions. Therefore, the case illustrates that technology-supported assessment practices are not simply transferred from external systems but are adapted through local educational processes.

The six cases reveal several common patterns in the development of English teachers’ assessment literacy within TLA integration. Across the cases, technology functions primarily as an enabling condition for assessment practice. The platform or AI system can provide resources, collect information and generate feedback, while teachers remain responsible for interpreting evidence and making instructional decisions. The findings therefore support the analytical model proposed in this study: Background → Beliefs → Knowledge → Skills → TLA-Integrated Practice → Regional Adaptation. The sequence should be understood as an analytical relationship rather than a fixed linear developmental process.

Table3 Cross-Case Mapping of Documented Assessment Literacy Practices

Case	Context	Assessment Orientation	Key Documented Indicators	Regional Adaptation
Liu Hui	Town primary school	Formative assessment through learning processes	Smart platform use; alignment of objectives, tasks, learning evidence, and feedback	Digital resources expand assessment support in town schools
Sharentuya	Urban junior secondary school	Classroom-based formative assessment	Integration of classroom interaction, tasks, questioning, and feedback	Professional learning and platform resources support classroom assessment
Ai Chunyan	Township school	Learning-oriented assessment through task participation	Adaptation of platform resources; student responses and task performance as evidence	Digital platforms supplement limited local teaching resources
Ma Yanhong	Ethnic-region primary school	Developmentally appropriate formative assessment	Interactive activities; oral responses; visual and digital learning resources	Digital resources adapted to younger learners and local conditions
Wang Xin	Senior secondary school	Revision-oriented writing assessment	AI-supported feedback; writing revision cycle; teacher-supported evaluation	AI technology enhances feedback capacity in high-school writing instruction
Wang Ailan	Border-area primary school	Distributed assessment through multi-teacher support	Dual-teacher collaboration; classroom observation; technology-supported feedback	Digital platforms connect border schools with broader educational resources

As shown in Table 3, the six cases reveal diverse forms of documented assessment literacy practices shaped by different educational contexts. Formative assessment represents the most common orientation across cases, although its manifestations vary according to school level and instructional demands. Primary and township schools mainly emphasize classroom interaction, task participation, and digital resource-supported learning evidence, while senior secondary practice highlights feedback efficiency and writing improvement. Across cases, assessment knowledge is primarily represented through the alignment of curriculum objectives, learning tasks, assessment evidence, and technological resources. Meanwhile, digital platforms, AI tools, and dual-teacher models function as supportive conditions that expand assessment opportunities rather than replace teachers’ contextual interpretation. These findings suggest that documented assessment literacy practices are closely connected with regional conditions, technological environments, and available professional support.

5 Cross-Case Comparison and Findings

5.1 Common Patterns and Contextual Differences in Documented Assessment Orientations

Across the six cases, documented practices consistently represent assessment as an integrated component of teaching and learning. Classroom performance, task completion, student participation, digital learning records, and feedback activities are commonly presented as sources of learning evidence. However, the ways in which assessment-oriented practices are represented vary across contexts. Urban and town-school cases demonstrate greater access to digital platforms, professional exchange activities, and demonstration practices, while township cases emphasize the adaptation of external digital resources to local teaching conditions. Ethnic-region and border-area cases further highlight the importance of adjusting assessment practices according to learner characteristics, resource conditions, and institutional contexts.

Technology-supported assessment is a common feature across cases, but its functions differ. Digital platforms primarily support resource access, classroom activities, and evidence collection, whereas AI applications extend assessment support toward automated feedback and writing analysis. Across cases, technology is represented as an enabling condition for assessment practice rather than a replacement for teacher interpretation and instructional adjustment.

5.2 Documented Sources and Transformation of Assessment Knowledge

The cases indicate that assessment-related knowledge is represented through multiple professional and institutional sources, including curriculum reform requirements, teacher training activities, digital platforms, professional exchange,

and school-based practices. For example, Sharentuya's case illustrates how professional development activities and platform-related experiences are connected with classroom assessment practices. At the same time, the documentary evidence reveals variation in how assessment principles are translated into classroom practices. Although curriculum documents provide guidance regarding learning outcomes, assessment methods, and evidence-based evaluation [2], the reviewed cases differ in the extent to which assessment criteria, systematic evidence collection procedures, and feedback mechanisms are explicitly documented.

In several cases, assessment practices remain primarily represented through classroom questioning, task completion, student responses, and immediate feedback. Other cases demonstrate more technologically supported approaches, such as AI-assisted writing feedback and platform-based learning records. This variation suggests that documented assessment literacy practices exist along a continuum, from basic classroom evidence collection to more systematic technology-supported assessment processes.

5.3 Practical Forms of Documented Assessment Practices

The six cases demonstrate diverse forms of assessment practice within TLA integration. Some cases emphasize classroom questioning, interaction, and task-based activities, while others incorporate digital platforms, writing assessment systems, or dual-teacher models. These differences reflect variation in educational level, technological conditions, and instructional demands.

A common pattern across cases is the use of learning evidence to support teaching processes. Teachers are represented as collecting information through classroom responses, student performance, task completion, and digital records. However, the documentary materials provide limited evidence regarding specific assessment instruments, scoring criteria, student work samples, or detailed feedback processes. Therefore, the findings identify observable assessment practices rather than evaluate the effectiveness of assessment implementation.

Technology expands the range of available assessment resources. Smart platforms provide access to digital materials and learning records, while AI systems support automated feedback and language analysis. Nevertheless, the educational value of these tools depends on how technology-generated information is interpreted and incorporated into subsequent teaching activities.

5.4 Technology-Enabled Assessment: Opportunities and Boundaries

The cross-case analysis identifies three major forms of technology-supported assessment practice.

First, smart education platforms expand access to teaching resources and assessment-related materials, particularly in town, township, and border-area schools. Second, AI-supported writing assessment increases the efficiency of feedback generation and supports the identification of language-related issues. Third, the dual-teacher model distributes instructional and assessment support across local teachers and external digital resources.

However, the cases also indicate clear boundaries of technology use. Digital tools can provide resources, generate feedback, and organize learning information, but they do not independently determine the educational meaning of assessment evidence. Human interpretation remains important, particularly when evaluating complex language performance, communicative effectiveness, and learner development. Therefore, the cross-case evidence supports a teacher-mediated technology model. Technology expands the availability of assessment information, while teachers remain central in contextualizing evidence, designing learning activities, and adjusting instruction.

5.5 Regional Adaptation of Documented Assessment Practices

Assessment literacy-related practices are shaped by regional educational conditions: urban schools tend to emphasize professional exchange, advanced digital applications, and diversified assessment practices, whereas town and township schools rely more heavily on digital platforms to access broader educational resources and compensate for limited local resources; ethnic-region cases highlight the importance of adapting assessment practices to learner age, language development characteristics, and local educational contexts, and although current documentary evidence does not establish specific culturally responsive assessment models, it indicates that contextual adaptation is an important feature of documented assessment practices; border-area cases further demonstrate the role of distributed support models, with the dual-teacher case showing how external digital resources and local classroom knowledge can be combined to provide additional instructional and assessment support.

5.6 Factors Associated with Documented Assessment Practice Variation

The cross-case comparison identifies three interconnected contextual levels associated with differences in documented assessment practices.

At the individual practice level, differences are represented through teachers' participation in professional learning, technology application, and classroom experimentation. However, the available documents do not directly reveal teachers' personal beliefs or reflective processes.

At the school level, professional support, collaborative activities, digital infrastructure, and access to teaching resources appear closely connected with the forms of assessment practice documented in each case. Schools with stronger technology support or professional exchange opportunities demonstrate more diversified assessment applications.

At the regional level, policy implementation, digital access, training opportunities, and educational resources shape the conditions under which assessment practices are represented. The six cases indicate that national curriculum reform principles are interpreted differently according to local contexts.

6 Pathways and Recommendations for Improving Assessment Literacy

The cross-case findings suggest that improving English teachers’ assessment literacy requires coordinated support across professional learning, classroom practice, technology use, school collaboration, and regional conditions. The six cases indicate that assessment practices are shaped by the interaction among curriculum requirements, teaching contexts, digital resources, and institutional support. Therefore, assessment literacy development should follow a contextualized pathway integrating professional learning, practice application, technological support, and regional adaptation.

6.1 Strengthening Practice-Oriented Assessment Understanding

Professional development should move beyond introducing assessment concepts and focus on how assessment principles are applied in classroom contexts. Teachers need opportunities to connect curriculum objectives, learning tasks, assessment evidence, criteria, feedback, and instructional adjustment within the TLA framework.

Training should emphasize formative and performance-oriented assessment through authentic examples, including task design, evidence analysis, rubric development, and feedback strategies. Such approaches are consistent with the 2022 English Curriculum Standards, which highlight the integration of teaching, learning, and assessment [2].

6.2 Enhancing Classroom-Based Assessment Practice

Assessment literacy develops through continuous application in teaching practice. Schools can encourage teachers to adopt an assessment cycle of Figure 2:

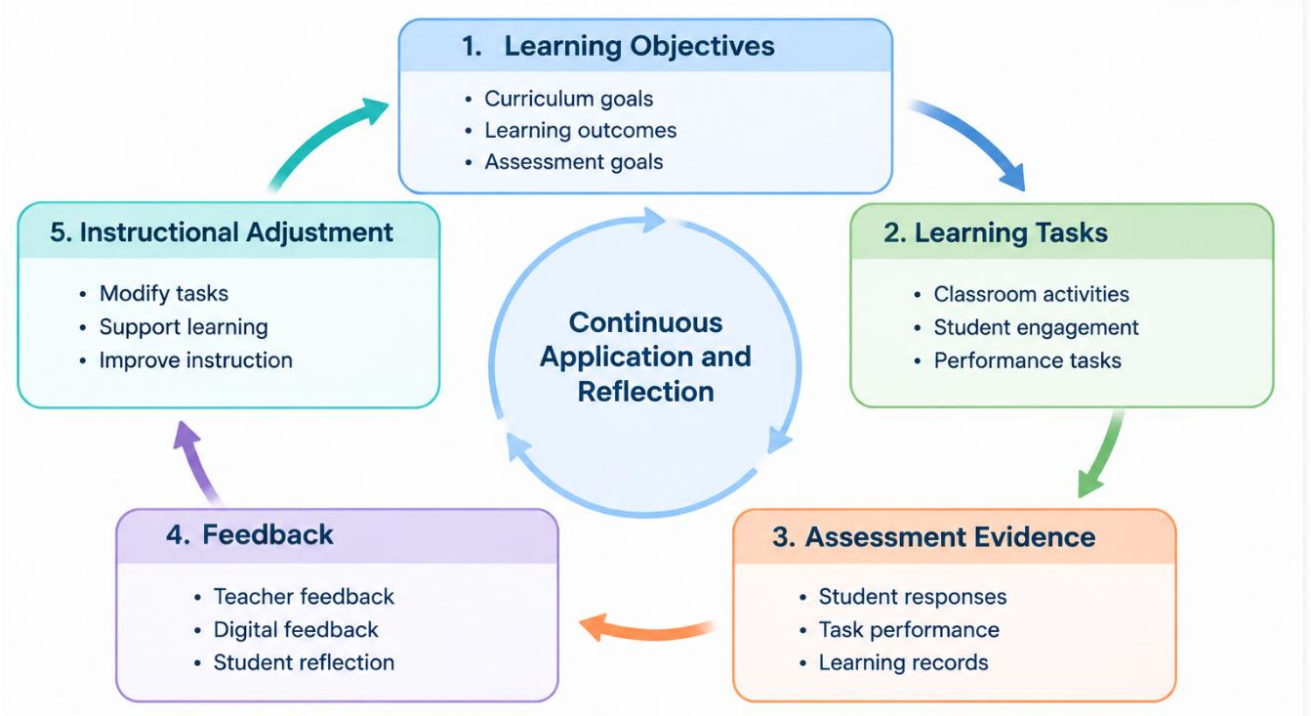


Figure 2. Assessment Practice Cycle for Developing Assessment Literacy

6.3 Developing Technology-Supported Assessment Capacity

Digital platforms and AI tools can expand access to assessment resources and improve feedback efficiency. However, technology should serve pedagogical and assessment purposes rather than replace professional judgment. Teachers need support in three areas: selecting appropriate digital tools, interpreting technology-generated evidence, and evaluating the limitations of automated feedback. Smart education platforms can particularly benefit township and border-area schools by expanding access to high-quality resources, while AI-supported assessment requires careful human review of content quality, communication effectiveness, and learner development.

6.4 Strengthening School-Based Collaborative Development

Assessment literacy should be developed through collective professional practice. Schools can establish assessment-focused professional learning communities where teachers jointly examine lesson plans, assessment tasks, student evidence, and feedback strategies. Collaboration among experienced teachers, teacher trainers, and expert teams can support knowledge sharing and contextual adaptation. Mentoring and peer-learning mechanisms can help connect external expertise with local classroom experience.

6.5 Implementing Regionally Differentiated Support

Urban and town schools can focus on advanced assessment design, AI applications, learning analytics, and school-based assessment research. Township schools need practical strategies for adapting digital resources and developing feasible assessment activities under limited conditions. Ethnic-region schools should consider learners’ linguistic, cultural, and developmental characteristics. Border-area schools require sustained digital infrastructure, remote professional support, and mechanisms such as dual-teacher models to connect external resources with local teaching needs.

6.7 An Integrated Pathway for Assessment Literacy Development

Based on the cross-case findings, this study proposes an integrated pathway, as in Figure 3.

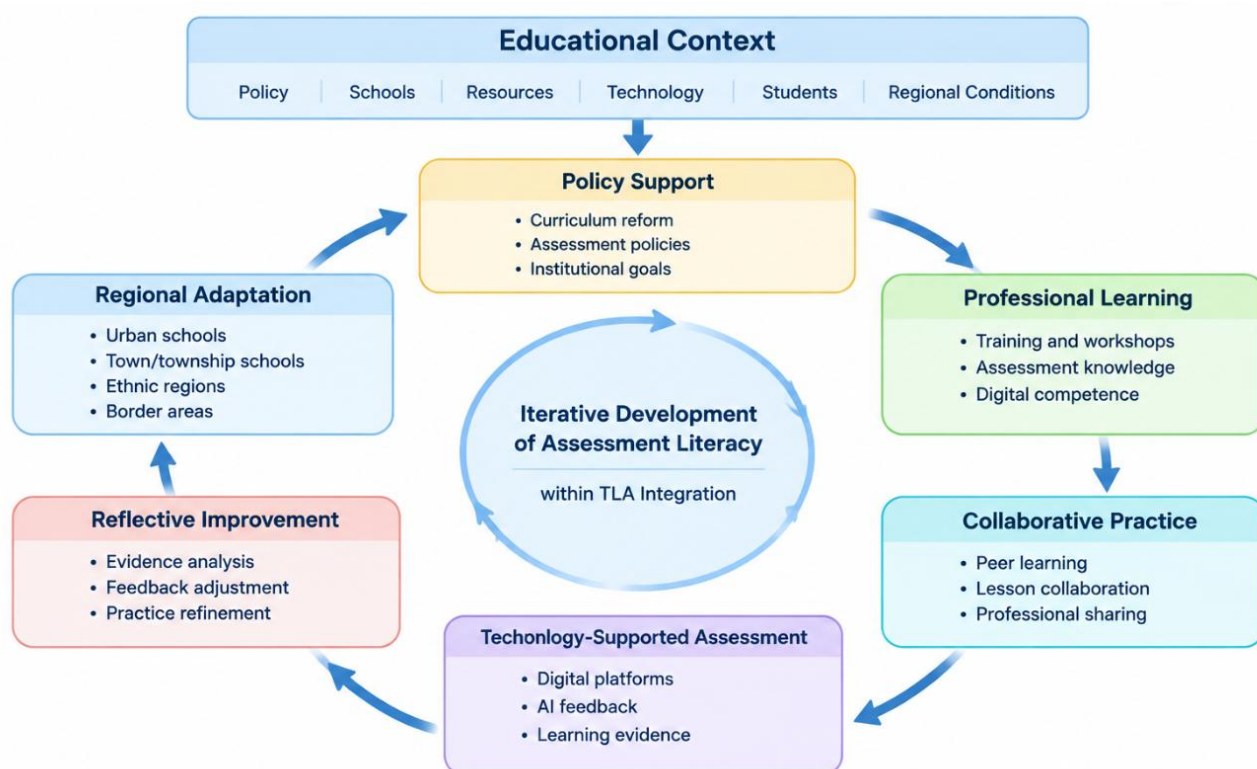


Figure 3. Integrated Pathway for Assessment Literacy Development

Figure 3 illustrates the integrated pathway for assessment literacy development within the TLA integration framework. The model conceptualizes assessment literacy development as an iterative and context-dependent process. Educational context, including policy requirements, school conditions, available resources, technological environments, student characteristics, and regional factors, provides the foundation for assessment practice development. Policy support initiates the process by establishing curriculum expectations and institutional priorities, while professional learning and collaborative practice facilitate the transformation of assessment principles into classroom applications. Technology-supported assessment further expands opportunities for evidence collection, feedback generation, and instructional support. Through reflective improvement, teachers and schools refine assessment practices based on learning evidence and feedback, leading to continuous adaptation within different regional contexts. Regional adaptation represents the contextual expression of assessment literacy practices across diverse educational settings, including urban, town, township, ethnic-region, and border-area schools.

7 Conclusion and Reflection

This study identified how assessment-oriented practices are represented across six educational contexts. The findings show that documented practices commonly emphasize the integration of learning objectives, classroom tasks, assessment evidence, feedback, and instructional adjustment. Although the forms of implementation differ according to school conditions and technological environments, assessment practices are consistently represented as an embedded component of teaching and learning rather than a separate evaluative activity.

The study also highlights that assessment literacy practices are context-dependent and shaped by interactions among curriculum requirements, professional learning, digital resources, school support, and regional conditions. Technology-supported approaches, including smart education platforms, AI-assisted feedback, and dual-teacher models, expand opportunities for evidence collection and feedback. However, technology functions as a supportive mechanism rather than an independent assessment solution. Meaningful assessment practice still depends on teachers' contextual interpretation of evidence, the alignment of tasks with learning objectives, and the adjustment of instruction according to students' needs. Therefore, sustainable assessment literacy development requires not only individual professional learning but also coordinated support from schools, policies, and regional educational systems.

Because the analysis is based primarily on publicly available documents, it examines documented assessment literacy practices rather than teachers' actual beliefs, decision-making processes, or classroom interactions. In addition, the cases were selected from officially recognized excellent teacher examples, which may represent successful practices more strongly than ordinary classroom realities. Future research should incorporate interviews, classroom observations, assessment materials, student work, and longitudinal evidence to further explore how assessment literacy develops in practice. Nevertheless, this study provides an analytical framework for understanding how assessment literacy practices are represented and adapted across diverse educational contexts and contributes to broader discussions of language assessment literacy development in regional and technology-supported learning environments.

Acknowledgement: This paper is a research output of the 2025 Inner Mongolia New Era Children and Adolescents Development Research Project, “*The Reform of Teaching-Learning-Assessment Integration in Primary and Secondary School English in Inner Mongolia: Regional Practice of Performance Assessment Based on Core Competencies*” (Project No.: NMGSEJDKT202512), under the Inner Mongolia New Era Children and Adolescents Development Research Base, Inner Mongolia Autonomous Region Social Science Innovation Platform. The author sincerely thank the Inner Mongolia New Era Children and Adolescents Development Research Base for its project approval, support, and guidance.

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