

Conceptualizing “Assessment Being Learning”: A Systematic Review of Teacher-Student Collaborative Assessment in China

Cai Mu Dan¹ and Joseph Ramanair²

Abstract

The interconnection between assessment and learning has long been established and remained evolving. To find a localized approach in EFL contexts, this systematic review investigates the existing research on teacher-student collaborative assessment (TSCA) in China, which proposes the integration of assessment, teaching and learning. 55 CNKI-indexed papers from 2016 to 2023 that were relevant to the topic were selected for the review process. This review study summarized the classifications of TSCA application in secondary, high school and tertiary education as well as propositions of teaching models and detected the key elements concerning teachers' roles, students' roles and the contextual factors that influence both assessment and learning. By elucidating these diverse components, this review study conceptualized “assessment being learning” aiming to improve the theoretical and practical understanding of TSCA.

Keywords: Teacher-Student Collaborative Assessment, TSCA, Assessment, Learning, China, Review.

INTRODUCTION

Assessment is mostly seen as the process of evaluating and certifying performance in education (Winstone & Boud, 2022) and can facilitate and improve students' learning (Mekonen, & Fitiavana, 2021; Shepard, 2000; William, 2011). Therefore, the integration of assessment and learning can boost the quality of education and support learning assurance (Simms & George, 2014). Based on the correlation between assessment and learning, Earl (2012) divided the goals of classroom assessments into three categories: assessment of learning (AoL), assessment for learning (AfL) (Sambell et al., 2012) and assessment as learning (AaL) (Yan & Boud, 2022). However, according to Forde-Leaves et al. (2023), calls for paradigmatic shifts from AoL to those of AfL and AaL continue to be prevalent because it has been proven that AfL and /or AaL has the potential to improve student involvement in both learning and assessment (Yin & Park, 2023). Even so, these three forms of assessment do not fully address the connection between assessment and learning. In order to optimize learning outcomes, Chinese scholar Wen Qiufang (2016) created a unique assessment paradigm called teacher-student collaborative assessment (TSCA), which integrates the processes of assessment, teaching, and learning. From the lens of TSCA, the connection between assessment and learning should include the concept of “assessment being learning”(Sun & Wen, 2018; Wen, 2018a), which presupposes that assessment is an integral part as well as the rising stage of teaching and learning. It is learning-centered and can encompass the aforementioned three forms of assessment (Sun, 2020a). Furthermore, there is a growing consensus among scholars that assessment is an integral part of teaching and learning (Berry, 2008; Earl, 2003; Genesee& Upshur, 2000; Sun &Wen, 2018; Sun, 2020; Zhong, 2012).

At the level of national policy, China's educational assessment has witnessed a shift in the focus of assessment from solely appreciating results to giving equal importance to both the process and the results (Su & Tao, 2024). However, Chinese teachers faced challenges in implementing a process-oriented pedagogical and assessment method due to the influence of Chinese cultural traditions, which value the transmission of knowledge and the authoritative role held by teachers (Wu et al., 2021). Inspired by the review conducted by Yin and Park (2023), a full grasp of the various problems involved in addressing the relationship between assessment and learning in EFL contexts, both in theory and practice, is awaiting a solution. Therefore, this study aims to propose a conceptual framework for using TSCA to implement “assessment being learning” by synthesizing existing

¹ PhD Candidate, Faculty of Education, Language and Communication,Universiti Malaysia Sarawak , Sarawak, Malaysia, English Teacher, English Language School, Anhui International Studies University, Hefei, China,

² Senior Lecturer, Faculty of Education, Language and Communication,Universiti Malaysia Sarawak , Sarawak, Malaysia, Email: rjoseph@unimas.my, (Corresponding Author)

research on TSCA in China.

LITERATURE REVIEW

The Teacher-student Collaborative Assessment (TSCA) is a novel assessment method proposed by the Production-oriented Approach (POA) team (Wen, 2016), which serves as the final phase of the POA process. This assessment stage follows the motivating stage and the enabling stage (Wen, 2015, 2018a). In contrast to conventional assessment, which separates assessment and learning, TSCA encourages the integration of assessment and learning, where the assessment process itself serves as a means of learning. To fulfil the objective of “assessment being learning,” teachers must take on a prominent role in guiding students to actively engage in the assessment process (Wen, 2016). Specifically, the procedure involves the teacher selecting the typical examples prior to the lesson, identifying the assessment criteria, and providing detailed feedback. During the lesson, the teacher guides pair or group discussions. After the lesson, students engage in self-assessment, peer assessment, or automated assessment based on the assessment criteria (Wen, 2016).

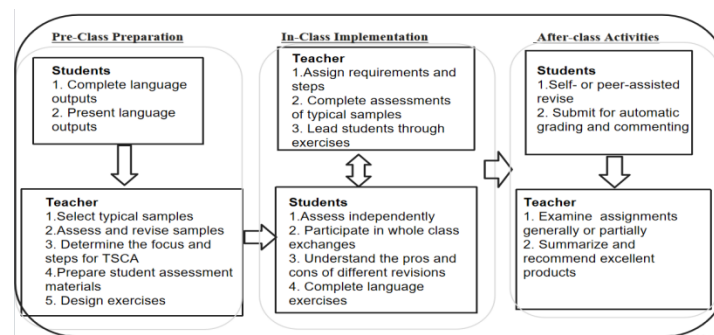


Figure 1 Implementation Steps and Requirements of TSCA (Wen, 2016)

Furthermore, compared with other assessment methods that integrate feedback, such as collaborative revision (Hanjani & li, 2014; Hanjani, 2016; Huang et al., 2020), TSCA is more suitable for Chinese classrooms (Zhong, 2019). First, it reduces heavy teaching load (Luo, 2023). Second, as a result of the sociocultural impact of Confucian context, teachers are consistently perceived as authoritative figures (Wang & Lin, 2019; Cheng et al., 2021) and thus insufficient implementation of student-centred assessment is seen in real teaching and learning activities. The scaffolding role of teachers involves more stages in TSCA, which is in line with the dominant role of teachers in China (Tan, 2015; Wen, 2017).

A number of studies have been carried out to investigate TSCA, which primarily consist of a series of in-depth theoretical approaches to TSCA and other prominent studies conducted by Sun Shuguang, a core member of the POA team. These studies include methods for designing the assessment focus of TSCA (Sun & Wen, 2018), principles for implementing TSCA (Sun, 2017, 2020b), dialectical studies of TSCA (Sun 2019, 2020c), and the influence of TSCA on teacher development (Sun, 2020d). On the other hand, there are empirical studies on TSCA, examining the effectiveness of TSCA as an educational intervention within the context of POA theory (Lin & Yang, 2023; Sun & Wen, 2018; Xu et al., 2022). In their study, Sun & Wen (2018) discovered that the use of TSCA led to improvements in the diversity of writing vocabulary, enhanced the level of details in writing topic sentences, and resulted in more fluent paragraph expressions. Xu et al. (2022) compared the effectiveness of TSCA and Trained Peer Assessment (TPRA) on argumentative writing over the course of one semester. The findings from the pre- and post-tests indicated that the TSCA group exhibited a considerably greater occurrence of counterarguments and rebuttal arguments, as well as a higher level of quality in their counterarguments, rebuttal arguments, and counterarguments in comparison to the TPRA group. Furthermore, Lin and Yang (2023) focused on English sophomores, analyzing and assessing their writings of three distinct genres through three rounds of TSCA. The findings indicated that TSCA can assist students in acquiring proficiency in many writing genres within a reasonably little period. However, it does not notably enhance the complexity, accuracy and fluency in writing.

Overall, TSCA is effective in both theory and practice by focusing on a limited number of questions in each assessment and offering systematic training to develop students become proficient assessors. While research as represented by Sun (2017, 2019, 2020b, 2020c, 2020d), offers valuable guidance and practical insights on the

pedagogical principles and implementation methods for TSCA in the classroom, there is still a lack of research on the effectiveness of TSCA, which can provide insights on how to enhance the implementation of TSCA in EFL learning environments, where the goal is to accomplish the integration of assessment, teaching, and learning, and to promote the concept “assessment being learning”.

To fill the gaps, this study aims to address the following research questions:

What has been done in the field of TSCA in China?

What are the key findings and gaps in the current research?

How can TSCA be employed to implement “Assessment being Learning” in Chinese context?

METHODOLOGY

Adhering to the procedure established by Sokhanvar et al. (2021), this systematic review was conducted in three stages: searching databases, using specific inclusion and exclusion criteria to choose relevant papers, and analyzing and categorizing the chosen research. The PRISMA guidelines were employed to determine and choose relevant literature in this study. The process of identifying, filtering, and including pertinent data for the present review is shown in the PRISMA figure.

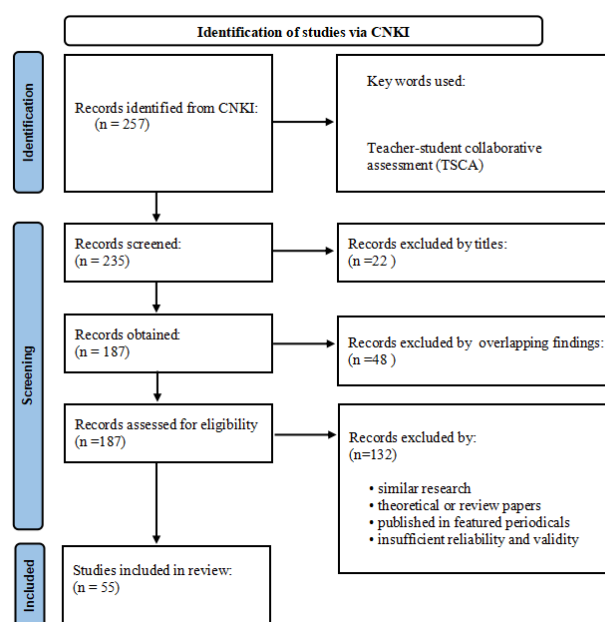


Figure 2 PRISMA Flow Chart Outlining the Literature Search and Selection

Literature Search

This study used *China National Knowledge Infrastructure* (CNKI) database as the data source with the following two main reasons. First, CNKI is the most reputable encyclopedic knowledge service platform in China. Contents on the platform are all taken from regular publications that have been reviewed by reputable experts, making it authoritative, large, methodical, and thorough. Second, TSCA is an innovative teaching approach specifically designed to cater to the unique features of Chinese EFL learners. The majority of research on this approach is mostly conducted in China. To begin, the literature types were set to “journal” and “academic paper,” with the subject focused on TSCA. The year 2016 was chosen as the starting point for the literature search because TSCA was introduced in that year. The literature search was conducted up to December 31, 2023, which marks the commencement of this study.

Study Selection

After conducting a search for related literature, a total of 257 papers were found in the CNKI database. Upon examining their titles, 22 papers were eliminated due to irrelevance, while 48 papers were removed since they included duplicated research or presented comparable conclusions. A total of 187 papers were evaluated to determine their eligibility. In the end, a total of 55 papers that satisfied all of the requirements were selected. The comprehensive details of the inclusion and exclusion criteria can be found in Table 1.

Table 1 Inclusion and exclusion criteria

Criteria	Inclusion	Exclusion
Year of publication	Papers that were published from 25 October 2016 to 31 December 2023 were included	Papers that were published before 25 October 2016 were excluded.
Title	Titles should explicitly include TSCA	Titles that include POA or assessment without mentioning TSCA were excluded.
Quality of paper	Academic papers that tested the reliability and validity of all the research instruments were included. Papers that were published in core journals or university journals were included.	Academic papers that tested the reliability and validity of some of the research instruments were excluded. Papers that were published in featured periodicals with lower or without impact factor were excluded.
Study purpose	Papers that focused on empirical examinations of TSCA or proposing a framework in specific educational field using TSCA were included.	Papers that focused on the presentation, the review synthesis, and pure theoretical analysis of TSCA were excluded.
Findings	Papers with unique perspectives and new implications were included	Research with similar methodology and similar findings were excluded.

Study Analysis and Coding

The 55 papers that were ultimately chosen were examined to identify the main findings. The researcher employed inductive content analysis to categorize recurring themes that arose from the literature review, with the aim to determine the research gaps. Themes were used to organize the content into four groups. Findings will be discussed in Section 4.2.

RESULTS

RQ1: What Has Been Done in the Field of TSCA In China?

This study used “teacher-student collaborative assessment” as the key words to find articles from 25 October, 2016 to 31 December, 2023 in CNKI. Based on the literature reviewed, the following two main categories can be presented: general and local trends

General Trend

The term “general trend” of TSCA studies in China in this sub-category refers to the overall and annual publications concerning TSCA. Figure 3 displays the proportions of two major types of articles, with clear color distinctions: blue for journal articles and green for academic papers in the pie chart. The total number of articles retrieved in the CNKI database is 257. There are 169 journal articles, which make up 66% of the total articles while there are 88 academic papers accounting for the rest 34%, which are all from master theses with no doctoral dissertations recorded in this dataset. It shows the predominance of journal articles in the CNKI database, with a significant contribution from academic papers/master theses, and a lack of doctoral dissertations.

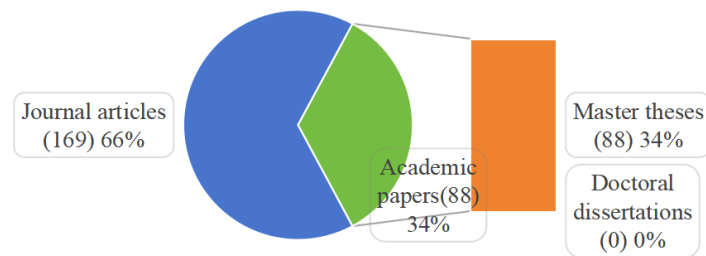


Figure 3 Overall publication in CNKI from 2016 to 2023

In terms of annual state of TSCA research, Figure 4 shows a stable increase, beginning with only 2 articles in 2016 and reaching a peak of 55 articles in 2020. This summit represents a significant surge in academic effort. However, there was a little decrease in the number of publications in the subsequent years, with 48 articles in 2021 and 46 articles in 2022. By 2023, there was a resurgence to 52 articles, suggesting an upward trend in the quantity of published papers. In general, these patterns indicate a constantly changing growth pattern in CNKI database.

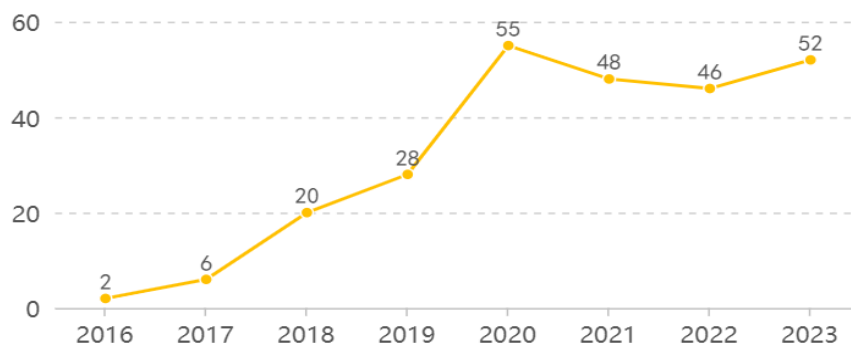


Figure 4 Annual Publication in CNKI from 2016 to 2023

Local Trend

Local trend refers to the thematic distributions in terms of research content. Figure 5 illustrates the distribution of studies by theme in the CNKI database, with a remarkable focus on English writing, especially at the high school level (63 studies) and college level (50 studies). Teaching models, as proved by 34 studies, and secondary school English writing, as shown by 25 studies, are both topics of great interest. The subjects that have been explored to a moderate extent include sub-related research (22 studies), college English speaking (17 studies), ESP (12 studies), and college English translation (10 studies). Studies that have received less attention include college English reading, high school English speaking, TSCA review (4 studies each), college English listening (3 studies), college English grammar, vocational school English speaking and teacher development (2 studies each), with Spanish reading, high school biology and TSCA presentation being the least studied (1 study each). This distribution reflects a predominant focus on English language skills and teaching methods, combined with a diverse interest in other educational subjects.

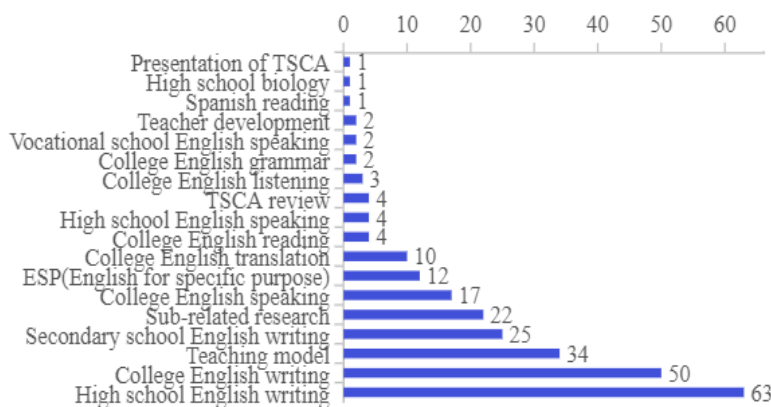


Figure 5 Thematic distribution of TSCA studies in CNKI from 2016 to 2023

RQ2: What Are the Key Findings and Gaps in The Current Research?

Based on the aforementioned inclusion and exclusion criteria, 55 papers out of 257 were identified as the key findings in this study. There are four major categories in terms of thematic analysis. Table 2 presents the themes and corresponding numbers for each category, along with the general information of the studies that are included. The following is an in-depth examination of each category.

Table 2 Overview of key findings

Category	No.	Study
Applications of TSCA in secondary education	5	Chen (2019),Fan (2020), Wu (2020), Yan (2023), Zhang (2018)
Applications of TSCA in high school education	19	Bao (2020),Chen (2023),Cheng (2021),Cheng (2023), He (2022),Gong (2019),Huang (2023),Li (2020),Li (2022), Li (2021),Pan (2018),Peng(2023),Qu (2020),Shuai (2021), Sun (2023),Wu (2020),Xu (2020),Yang (2020), Zhang (2022)
Applications of TSCA in tertiary education	25	Cao (2019),Guo (2021),Guo (2021),Sun (2019), Lin& Yang (2022),Li (2021),Li (2022),Liu (2020), Long (2023),Mu (2017),Pu (2023),Ruan (2022),Song (2020),

		Sun (2020d), She (2021), Wang (2022), Wang & Deng (2022), Wei (2020), Wu (2019), Xu (2022), Xu et al. (2022), Yang (2021), Zhai (2023), Zhang (2023), Zhong (2016)
Propositions of innovative teaching models using TSCA	6	Fu&Han (2021), Luo (2021), Wang& Guo (2020), Sun (2017, 2020b, 2020c)

Applications of TSCA in Secondary Education

Applications of TSCA have displayed significant positive effects on English teaching in secondary school. Empirical studies (Chen, 2019; Fan, 2020; Wu, 2020; Yan, 2023; Zhang, 2018) indicate that TSCA enhances students’ writing and speaking abilities and encourages a more engaging and interactive learning atmosphere.

Out of the five empirical studies, four of them specifically examine the effect of TSCA on students’ writing abilities. Yan (2023) found that the implementation of TSCA can enhance junior secondary students’ overall writing skills, particularly among students with intermediate to lower levels of competence, as compared to their more proficient counterparts. Similarly, Wu (2020) discovered that the use of TSCA not only led to an improvement in the third- year students’ overall writing scores, but also had a major positive effect on their language usage, content, and organization. In addition, a total of 80 second-year students participated in the comparative study led by Zhang (2018). The study revealed that TSCA generated superior results compared to conventional teacher-student feedback in boosting students’ writing proficiency. The benefits of TSCA were particularly evident in its focused instruction and increased participation between teachers and students, as well as among peers. Fan (2020) studied the use of TSCA to improve English writing skills among junior high school students in Tibetan classes in China. The pedagogy, guided by autonomy, cooperation, and inquiry principles, was found to be effective in fostering interest in writing, improving writing ability, and boosting self-efficacy. In addition to the application of TSCA in the field of writing, TSCA can generate similar positive outcomes in the field of speaking. Chen (2019) found that TSCA can improve the speaking performance of vocational secondary students by fostering a collaborative and interactive classroom environment. This approach not only improves students’ spoken English level but also increases their interest and proficiency in English speaking.

Applications of TSCA in High School Education

There are nineteen studies chosen in this category, with three major areas, i.e. high school biology (Cheng, 2023), English speaking (Qu, 2020; Peng, 2023), and English writing (Bao, 2020; Chen, 2023; Cheng,2021; He, 2022; Gong, 2019; Huang, 2023; Li, 2020; Li, 2022; Li, 2021; Pan, 2018; Shuai, 2021; Sun, 2023; Wu, 2020; Xu, 2020; Yang, 2020; Zhang, 2022).

Cheng (2023) conducted an analysis on the efficiency of TSCA in high school biology classroom teaching from the perspective of sociocultural theory. By providing classroom assistance and after-school supervision, biology teachers can facilitate student learning through assessment, leading to significant outcomes in biology education. Two studies highlight the benefits of TSCA in enhancing various aspects of high school students’ English speaking skills, emphasizing fluency, accuracy and complexity (Qu, 2020), with certain areas like discourse management and communicative competence showing significant improvements (Peng, 2023).

The field of English writing has generated significant scholarly interest, with a particular emphasis on the act of writing itself. Li (2020) and He (2022) demonstrated TSCA had a positive effect on improving students’ writing skills as well as their interest in writing (Zhang, 2022). Specifically, Pan (2018), Shuai (2021), and Bao (2020) found that the implementation of TSCA can significantly improve students’ language proficiency in writing, particularly in terms of writing accuracy and sentence complexity. TSCA also played a vital role in some of the featured writing tasks, such as continuous writings (Huang, 2023; Sun, 2023), interactive writings (Wu, 2020), writing reviews for senior students (Chen, 2023), and writing for practical purposes (Li, 2021; Li, 2022). Meanwhile, researchers have investigated the influence of TSCA from the angle of students. Gong (2019) conducted a study of the effect of TSCA on students across different field cognitive styles. Results indicated that there was no significant difference in the English writing ability of high school students with different field cognitive styles and students with the same cognitive style improved their English writing skills in terms of grammar, vocabulary, organization and content. According to Xu (2020), TSCA was successful in reducing English writing anxiety among high school students, particularly in addressing avoidance behaviour, classroom

anxiety, and assessment anxiety. Yang (2020) examined the effect of TSCA on students at different levels. The study revealed that the impact of TSCA on students in the high and low proficiency groups was more prominent compared to those in the medium proficiency group. Cheng (2021) found that TSCA had a notable impact on the English writing self-efficacy of high school students, as opposed to the traditional teacher assessment model. This difference was mostly obvious in the two dimensions of their writing task self-efficacy and skill self-efficacy.

Applications of TSCA in Tertiary Education

Consistent with the focus of the research in high school, the majority of the research remains centred on students' writing. Yang (2021) conducted two rounds of experiments with 25 non-English majors, using the dialectical research steps of "learning-proposing new theories-practising new theories-reflecting & interpreting". It was discovered that TSCA improved students' writing attitudes, revision awareness, and writing quality. As for English majors, Sun (2019) stressed the in-class assessment, creating a structured framework for assessment and proposed combining writing assessment with reading instruction to achieve the integration of assessment and teaching while Long (2023) featured portfolio assessment with drafts, peer review rubrics, and performance logs, balancing summative and formative assessments at 50% each in assessing students' argumentative writing. Such a focus on the argumentative genre has long been studied by Zhong (2016) and Xu et al. (2022). Both of them found that students' argumentation performance improved due to the application of using Toulmin model.

Likewise, scholars have focused on the particular attributes of college students. Mu (2012) performed an experimental study on the effect of TSCA on the English writing ability of students with different personalities. It was observed that TSCA had a more significant positive effect on the English writing ability of both introverted and extroverted students. When dealing with students of different levels, positive effects of TSCA on reducing students' anxiety in writing has been detected (She, 2021). Lin and Yang (2023) explored effect of TSCA on students' writing self-efficacy. Findings shown that the overall level did not show a significant difference of students in the experimental group. However, students in the experimental group shown an impressive increase in organization, grammatical spelling, and task efficacy. Zhang (2023) adopted a case study to explore college students' academic emotional experiences and emotional regulation strategies from the perspective of positive psychology, which provided insights into how teachers can reduce students' negative academic emotional experiences during TSCA instruction.

In addition to writing studies, a trend towards disciplinary diversity has been seen in TSCA research in higher education. Ruan (2022) discovered that TSCA has encouraged student engagement and motivation to complete tasks in the listening classroom, as well as developed students' listening strategies. Zhai (2023) discussed the effect of TSCA based on "co-assessment-mutual assessment-reflection-test" in *College English listening and speaking* teaching. Speaking and translating, as the two indispensable language skills in output have gained more attention in research. Song (2020) put forward a "3S" model in assessing speaking, which involved specifying the teaching objectives, spotlighting the assessment task and strengthening what has been learned. Liu (2020) did an empirical study to examine the improvement of students' speaking skill and suggested the necessity of distributing labor in collaboration between teachers and students. The effectiveness of applying TSCA in speaking has also been proven by Wang (2022). Moreover, TSCA is conducive to translation used in medical field (Guo, 2021) and in the mixed digital environment (Guo, 2021) as well as number interpretation (Wei, 2020). Under similar technological circumstance, Li (2022) explored a plausible approach to maximizing students' grammar learning in a flipped class by using the grammar corpus online and discussing offline. Apart from highlighting different English skills, researchers investigated the implications of TSCA on English for specific purposes (ESP) courses. Li (2021) explored a path of canal culture integration into English culture courses under the guidance of TSCA. It was discovered that TSCA, along with online and offline hybrid teaching, was effective in optimizing the teaching of cultural courses, enhancing teaching efficiency, and integrating canal culture into the assessment. This approach contributes to the humanistic development of students and the development of their core qualities. Xu (2022) studied the teaching practice and effectiveness of facilitating learning in medical academic English reading course under SPOC (Small Private Online Course) hybrid teaching perspective. The course was built over 2 years and won the distinguished course and one teaching award. Furthermore, the institutional features have become another heated topic and displayed the

success of using TSCA, with the “preparing-producing-polishing-promoting (4P)” model used in one affiliated institute (Cao, 2019), English teaching in a Mongolian classroom (Wu, 2019) and in a private college (2023), and in a vocational college (Wang& Deng, 2022). Notably, just one paper in the chosen literature specifically addressed the viewpoint of teachers. Sun (2020a) conducted a case study proposing a horizontal and dynamic approach for teachers by following the path of “learning, reflecting, creating, and developing”.

Propositions of Innovative Teaching Models Using TSCA

Among the chosen six studies (Fu & Han, 2021; Luo, 2021; Wang & Guo, 2020; Sun, 2017, 2020b, 2020c), scholars offered unique ideas in proposing innovative teaching models of using TSCA. Sun Shuguang, one prolific researcher in TSCA, has been dedicating on the exploration of TSCA both in theory and practice. Her three studies sponsored by *Ministry of Education* in China centered on a reflective practice of TSCA in classroom teaching(Sun, 2017), elaborating TSCA principles with examples (Sun, 2020b), and a dialectical research of optimizing TSCA (Sun, 2020c). Sun (2017) determined three principles of assessment focus: typicality, gradualness, and teachability. To achieve “assessment for learning”, she suggested formulating clear objectives before class and guiding students to find and solve problems in class. This was further expounded upon in her execution of TSCA through the dialectical research cycle of “learning - proposing theory - practising theory - reflecting and interpreting”(Sun, 2020b). Teachers can be adaptable and flexible in practice, adjusting the frequency of assessments to suit specific circumstances. Sun (2020c) employed a dialectical research with four steps of “learning-optimizing-implementing-reflecting” to optimize the application of TSCA. Two principal frameworks were suggested: the Pre-class framework, which enhances lesson preparation through a systematic approach, and the In-class assessment, which requires teacher and student participation (see Figure 6 & Figure7). Luo (2021) focused on the examination of online teaching mode by establishing multi-platform collaboration: teachers assume the role of modularizing interactive sessions and building online interactive discussion groups, where students can interpret and experience the assigned scenarios. Moreover, Wang and Guo (2020) suggested the construction of online and offline model with students’ individual tasks online and collaborative discussion offline.

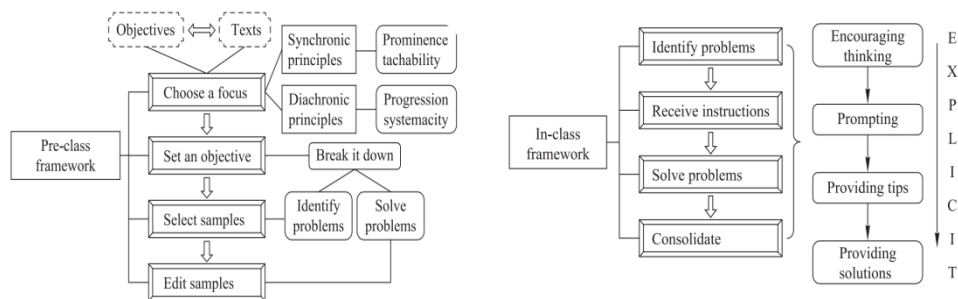


Figure 6 Pre-class framework of TSCA (cited from Sun, 2020c)

Figure 7 In-class framework of TSCA (cited from Sun, 2020c)

On the other hand, the rest three studies are from national, provincial and school projects respectively. Fu and Han (2021) employed an explanatory sequential design to explore the effectiveness of teaching methods of general courses. Guided by the objectives of general education, the inherent value of teachers’ lectures in the general education curriculum should be maximized continuously. Meanwhile, it is vital to explain the diverse nature of the student community and adopt a careful perspective on the importance of collaborative group learning in the general courses. Besides, they also proposed giving full play to the value of the “dialogue” approach and actively construct an educational environment that encourages interaction between teachers and students.

Gaps

The current research on the impact of TSCA reveals several significant gaps. Firstly, there is an uneven distribution of research subjects, with a predominance of studies on higher education students, leaving

secondary school students underrepresented. Additionally, the research methodologies employed are often repetitive and predominantly showcase positive outcomes, indicating a lack of methodological diversity. Furthermore, there is a strong emphasis on the impact of TSCA on students' writing in general education, but less attention is paid to its implementation in specialized areas such as ESP. Another critical gap is the dearth of research from the teacher's perspective, emphasizing the need for studies on teacher training, assessment literacy, roles, and their professional development. Moreover, the individual and group subjective characteristics of students, particularly their subjective initiative, are underexplored. Research that considers the unique characteristics of educational institutions, such as their culture and talent training programs, is also lacking. Finally, theoretical research on TSCA is stagnant and fails to incorporate contemporary elements, such as cultural integration, local culture emphasis, cross-cultural concepts, and ideological and political literacy, which are crucial for evolving educational practices.

RQ3: How Can TSCA Be Employed to Implement “Assessment Being Learning” in Chinese Context?

Based on the research gaps identified, a comprehensive framework conceptualizing “Assessment being Learning” (AbL) is presented in Figure 8, which displays the interconnectedness of various elements within the educational process. AbL is the fundamental concept, and its operationalization is influenced by three primary contextual factors macroscopically: educational policies, institutional contexts, and cultural norms. Microscopically in the actual teaching activities, teachers act as facilitators, guides, assessors, and feedback providers, while students are active participants, peer assessors, and self-reflectors. The interplay between both parties leads to learning gains, student engagement, skill development, and the final integration of teaching and learning. This framework highlights the holistic approach of AbL, where contextual factors and the collaborative roles of teachers and students improve educational outcomes.

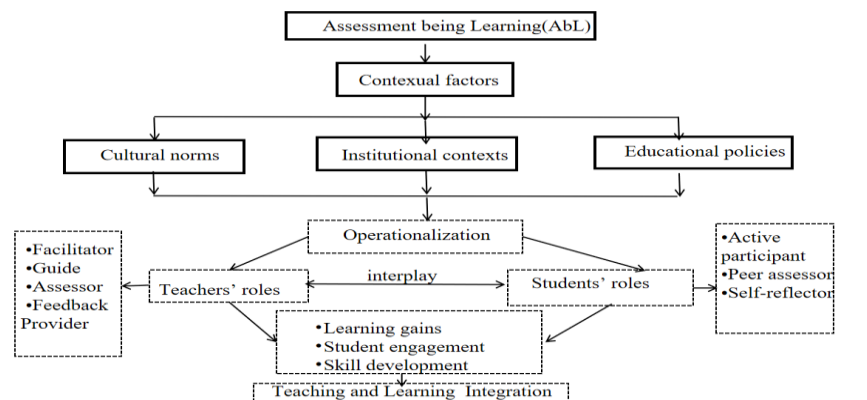


Figure 8 Conceptual framework of “Assessment being Learning”

CONCLUSION

This study provides a comprehensive analysis of the methodology and current research status of teacher-student collaborative assessment (TSCA) from 2016 to 2023 in China. The theoretical framework of TSCA offers a solid basis for China's educational reform. The diligent research and practical efforts of scholars and teachers on the frontlines provide substantial backing for refining this theory. Consequently, it can facilitate the propagation of Chinese educational principles globally, beyond the borders of China. The literature review and analysis of this study reveal that the theoretical and empirical research on TSCA is still in the developmental stage and encountering challenges. There is a pressing need for Chinese scholars and teachers to engage in further theoretical exploration and practical experimentation in order to enhance its effectiveness in serving Chinese education.

TSCA, an emerging theoretical framework in China, provides guidance for the integration of assessment, teaching, and learning. Future study on TSCA should employ a wider range of research methodologies, focusing on varied research subjects and topics, and perform more thorough investigations to further improve the ongoing development of TSCA and optimize the learning outcomes.

Acknowledgement

The authors acknowledge Universiti Malaysia Sarawak (UNIMAS) for the financial support.

REFERENCES

- Bao, J.Y. (2020). A Study on the Influence of Teacher-student Collaborative Assessment on the Syntactic Complexity of Senior High School Students' English Writing.[Master thesis, Inner Mongolia Normal University] <https://link.cnki.net/doi/10.27230/d.cnki.gnmsu.2020.000752doi:10.27230/d.cnki.gnmsu.2020.000752>.
- Berry, R. (2008). *Assessment for learning* (Vol. 1). Hong Kong University Press.
- Cao, W.W.(2019).Constructing the Assessment Mode of College English Reading Courses in Independent Colleges Based on Teacher-Student Collaborative Assessment. *Journal of Jiamusi Vocational Institute*(12),139-140+142.
- Chen, Q., Zhang, J., & Li, L. (2021). Problematising formative assessment in an undeveloped region of China: voices from practitioners. *Educational Assessment, Evaluation and Accountability*, 33(4), 649-673.
- Chen, Y.K. & Li, R.H. (2000). An Analysis of the Past 100 Years and Future Prospects for the Development of Educational Assessment in China. *Journal of East China Normal University (Educational Sciences)*, (01), 1-12. doi:10.16382/j.cnki.1000-5560.2000.01.001.
- Cheng, J.(2023).An Analysis of the Application of Teacher-Student Collaborative Assessment in the Teaching of High School Biology.*Intelligence* (21),5-8.
- Cheng, X.J.(2021).A Study of the Effect of Teacher-Student Collaborative Assessment on High School Students' Self-Efficacy in English Writing.[Master thesis, Qufu Normal University] <https://link.cnki.net/doi/10.27267/d.cnki.gqfsu.2021.000639doi:10.27267/d.cnki.gqfsu.2021.000639>.
- Earl, L. A. M. B. E. R. T. (2003). *Assessment as Learning: Using classroom assessment to maximize student Educational Assessment. Evaluation, and Accountability*. Educational Research Association, 5-31.
- Earl, L. M. (2012). *Assessment as learning: Using classroom assessment to maximize student learning*. Corwin Press.
- Fan, En.R.(2020).The Application of Teacher-Student Collaborative Assessment in Teaching English Writing in Mainland Tibetan Junior High School Classes.*Tibet Education* (1),16-19.
- Forde-Leaves, N., Walton, J., & Tann, K. (2023). A framework for understanding assessment practice in higher education. *Assessment & Evaluation in Higher Education*, 48(8), 1076-1091.
- Fu, Y.Y & Han, Y.X.(2021).Teaching Strategies for Building General Education “Golden Courses”: An Evaluation.*Modern University Education*(02),103-110.
- Luo,C.(2021).Exploring the Online Teaching Mode of College English Based on Production-oriented Approach.*Journal of Guangxi College of Education*(05),156-160.
- Genesee, F. &J. A. Upshur. (2000). *Classroom -Based Evaluation in Second Language Education*. Beijing: Foreign Language Teaching and Research Press.
- Gong, N.(2019).A Study of the Effect of Teacher-Student Collaborative Assessment on the English Writing Competence of High School Students across Different Field Cognitive Styles.[Master thesis, Shandong Normal University] https://kns.cnki.net/kcms2/article/abstract?v=dMo7FjfsfBIG1QHnxMwIwQi5vgCg1qKgcNdK9XhdstuxlGGwqfBZKkYcCuWzk-vYW6RTafgr2w7fWEHt0E_ZSqt-awP0v7FYBREiLLyQLx4sW0pHelP-LW0uIU-OO4DGJA4G5AkjKUEFEj-aIFh4_b9GI2OWOscY1mb_-0jCQcyUaIYZaeEUWbcwQpTlhUCSlllyu7txjH84=&uniplatform=NZKPT&language=CHS
- Guo, H.Y.(2021). Construction of a Teacher-Student Collaborative Assessment Model Based on Commentary-based Medical Translation Teaching. *Journal of Fujian Medical University (Social Science Edition)* 22(04),79-83.
- Guo, X.L.(2021).Exploration of Blending Teaching Mode Based on TSCA and Education Cloud Platforms---A Case Study of “EC / CE Translation” Course. *Journal of Hubei Open Vocational College*(19),192-193+196.
- Hanjani, A. M., & Li, L. (2014). Exploring L2 writers' collaborative revision interactions and their writing performance. *System*, 44, 101-114.
- He, T.T.(2022).A Study on the Effectiveness of Teacher-Student Collaborative Assessment in Senior High School English Writing Teaching.[Master thesis, Anqing Normal University] <https://link.cnki.net/doi/10.27761/d.cnki.gaqsf.2022.000214doi:10.27761/d.cnki.gaqsf.2022.000214>.
- Huang, F.K.(2023).A Study on the Application of Teacher-student Collaborative Assessment to Continuation Task Teaching in Senior High School. [Master thesis, Harbin Normal University]. <https://link.cnki.net/doi/10.27064/d.cnki.ghasu.2023.000582doi:10.27064/d.cnki.ghasu.2023.000582>.
- Huang, H., Xu, Y., Bai, Y., & Dusza, D. (2020). Effects of Paper-based and Online Asynchronous Corrective Feedback on EFL Writing. *Proceedings of the 12th International Conference on Education Technology and Computers*. <https://doi.org/10.1145/3436756.3437027>.
- Li, B.J.(2021). A Study on the Effectiveness of Teacher-student Collaborative Assessment and Teacher Assessment in Senior High School Practical English Writing. [Master thesis, Central China Normal University]. <https://link.cnki.net/doi/10.27159/d.cnki.ghzsu.2021.001272doi:10.27159/d.cnki.ghzsu.2021.001272>.

- Li, L.(2021). Exploring the Path of Canal Culture Integration into English Culture Courses under the Guidance of Teacher-Student Collaborative Assessment. *Journal of Heilongjiang Institute of Teacher Development*,40(12),136-138.
- Li, J.(2022).The Application of Teacher-Student Collaborative Assessment in College English Grammar Flipped Classroom. *Overseas English*(09),196-198.
- Li, R.X.(2022).A Study on the Application of Teacher-student Collaborative Assessment in English Practical Writing Teaching for Senior High School. [Master thesis, Harbin Normal University]. <https://link.cnki.net/doi/10.27064/d.cnki.ghasu.2022.001377>doi:10.27064/d.cnki.ghasu.2022.001377.
- Li, X.F.(2020).A Study of the Effect of Teacher-Student Collaborative Assessment on the English Writing Ability of High School Students. [Master thesis, Qufu Normal University].<https://link.cnki.net/doi/10.27267/d.cnki.gqfsu.2020.000636>doi:10.27267/d.cnki.gqfsu.2020.000636.
- Lin, L. & Yang, Y.X.(2022).An Empirical Study on the Effect of Teacher-student Collaborative Assessment on College students' English Writing Self-efficacy. *Foreign Language Education in China*, 5(04),18-26+91.
- Lin, L. &Yang,Y.X.(2023).An experimental study on the effectiveness of TSCA on the quality of writing. *Foreign Language Education*, 44(3),72-78.doi:10.16362/j.cnki.cn61-1023/h.2023.03.014.
- Liu, X.L.(2020).An Empirical Study on the Improvement of Non-English Majors' Oral Ability under the Teacher-Student Collaborative Assessment Mechanism.The Theory and Practice of Innovation and Entrepreneurship (13),161-162.
- Long, Q.(2023).A Study on the Application of Teacher-Student Collaborative Assessment in the Teaching of English Majors' Writing.*English Square*(21),115-118. doi:10.16723/j.cnki.yygc.2023.21.022.
- Luo, Y. (2023). TSCA on Students' Attitude toward Writing in Blended Learning of College English. *Frontiers in Educational Research*, 6(21), 82-87.
- Mekonen, Y. K., & Fitiavana, R. A. (2021). Assessment of learning outcomes in higher education: Review of literature. *International Journal of Research Publications*, 71(1), 69-76.
- Memari Hanjani, A. (2016). Collaborative revision in L2 writing: Learners' reflections. *Elt Journal*, 70(3), 296-307.
- Mu, J.Q.(2017).An Experimental Study on the Influence of Teacher-student Collaborative Assessment on Extroverted and Introverted Students' English Writing Competence.[Master thesis, North University of China]. https://kns.cnki.net/kcms2/article/abstract?v=aKxFI3wG76hLEnPoWtpzH3pSvvEspSrMWK1zRVqSKGrLGNGWX9Nr8tP6bZgr0FheU99HpK32wdCUBU4GSDY55KpgAXJX0jeA3a5h1yNbWFFjWFBSSRiU_MCHYgUcnuyIBexNEVIf4sKwIOP0UgEDItWDQP9dMMnIpEgHGAMwEltswcCRBffPjzhbd5K_ZSjvBckMwwGj0=&uniplatform=NZKPT&language=CHS
- Pan, P.K. (2018). Effects of Teacher-student Collaborative Assessment on Chinese Senior High School Students' Writing Language Accuracy. [Master thesis, Huanggang Normal University]. [https://kns.cnki.net/kcms2/article/abstract?v=dMo7FjsfBlGi0-RIwcB_3NaHiYQ_Qdq8BIrI7-DITBDQ38geOqWwvpMPXj6OtbdR0o4q9tKQIHbZcO5iMI7USYtsohy4gsE8uevESSiY1sgtMDe-sGdea19WJdp8_mvQn5QuM4hc-xjXE8ATE6TH10sfuyLzprxtNnCHSFpJ\]BMDWED-Eo_kwod73VoVoUSBltmjrAkZILs8=&uniplatform=NZKPT&language=CHS](https://kns.cnki.net/kcms2/article/abstract?v=dMo7FjsfBlGi0-RIwcB_3NaHiYQ_Qdq8BIrI7-DITBDQ38geOqWwvpMPXj6OtbdR0o4q9tKQIHbZcO5iMI7USYtsohy4gsE8uevESSiY1sgtMDe-sGdea19WJdp8_mvQn5QuM4hc-xjXE8ATE6TH10sfuyLzprxtNnCHSFpJ]BMDWED-Eo_kwod73VoVoUSBltmjrAkZILs8=&uniplatform=NZKPT&language=CHS)
- Peng, J.X. (2023).A Research on the Effect of Teacher-Student Collaborative Assessment on the Development of Senior High School Students' English Speaking Competence. [Master thesis, Southeast University]. <https://link.cnki.net/doi/10.27684/d.cnki.gxndx.2023.001081>doi:10.27684/d.cnki.gxndx.2023.001081.
- Pu, L.(2023).Exploring the English Writing Teaching Mode in Private Colleges and Universities under the Guidance of Teacher-Student Collaborative Assessment--Taking Lanzhou Bowen College of Science and Technology as an Example.*Modern English* (08),37-40.
- Qu, B.Y.(2020).A Study on the Application of Teacher-Student Collaborative Assessment in Oral English Class in Senior High Schools[Master thesis, Liaoning Normal University]. <https://link.cnki.net/doi/10.27212/d.cnki.glnsu.2020.000241>doi:10.27212/d.cnki.glnsu.2020.000241.
- Ruan,X.(2022).Research on Listening Teaching Mode under the Teacher-Student Collaborative Assessment Mode--A Case Study of University English Course in Sanya College. *Journal of Elegance and Classic*(04),159-162.
- Sambell, K., McDowell, L., & Montgomery, C. (2012). *Assessment for learning in higher education*. Routledge.
- She, Y.X.(2021).The Effects of Teacher-Student Collaborative Assessment on Writing Anxiety of EFL Learners with Different English Language Proficiencies.*Chinese Journal of Second Language Writing*(01),47-57+131-132.
- Shepard, L. A. (2000). The role of assessment in a learning culture. *Educational researcher*, 29(7), 4-14.
- Shuai, X. (2021). A Study on the Effects of Teacher-Student Collaborative Assessment on English Writing Accuracy and Complexity of Senior High School Students. [Master thesis, Hunan Normal University]. <https://link.cnki.net/doi/10.27137/d.cnki.ghusu.2021.001245>doi:10.27137/d.cnki.ghusu.2021.001245.
- Shuguang, S., & Qiufang, W. (2018). Teacher-student collaborative assessment (TSCA) in integrated language classrooms. *Indonesian Journal of Applied Linguistics*, 8(2), 369-379.
- Simms, M., & George, B. (2014). Approaching assessment from a learning perspective: Elevating assessment beyond technique. *Educational Assessment, Evaluation and Accountability*, 26, 95-104.
- Sokhanvar, Z., Salehi, K., & Sokhanvar, F. (2021). Advantages of authentic assessment for improving the learning experience and employability skills of higher education students: A systematic literature review. *Studies in Educational Evaluation*, 70, 101030.

Conceptualizing "Assessment Being Learning": A Systematic Review of Teacher-Student Collaborative Assessment in China

- Song, B.(2020).The Construction of Teacher-Student Collaborative Assessment (TSCA) Model in College English Speaking Teaching.Cultural and Educational Literature(10),217-219.
- Su, Q.M.&Tao, Y.Q. (2024). The Evolution, Orientations and Trends of Educational Assessment Reform in China: An Analysis Based on National Policy Texts. Journal of Fujian Normal University (Philosophy and Social Sciences Edition), (03),138-153.
- Sun, R.H.(2023).A Study on Effects of Teacher-student Collaborative Assessment on Senior High School Students' Writing Competence in the Continuation Task.[Master thesis, Southeast University].
<https://link.cnki.net/doi/10.27684/d.cnki.gxndx.2023.003336>doi:10.27684/d.cnki.gxndx.2023.003336.
- Sun, S. G.(2017). Teacher - student collaborative assessment in classroom teaching: A reflective practice. Modern Foreign Languages, (3),397-406.
- Sun, S. G.(2019).A dialectical study of Teacher-student Collaborative Assessment. Modern Foreign Languages,(3):419-430.
- Sun, S. G.(2020a).Teacher-Student Collaborative Assessment in the Production-Oriented Approach. Foreign Language Teaching and Research Press.
- Sun, S.G.(2020b). Teacher-Student Collaborative Assessment in the Production oriented Approach: Elaborating Principles with Examples. Foreign Language Education in China,3(2):20-27.
- Sun, S. G.(2020c).Optimizing teacher-student collaborative assessment in the production-oriented approach: A dialectical research. Chinese Journal of Applied Linguistics, 43(3):305-322.
- Sun, S. G.(2020d). Teacher Development by Applying Teacher-student Collaborative Assessment: An Expansive Learning Perspective. Foreign Languages in China,17(1):75-84.
- Sun, S. G. & Q. F. Wen. (2018). Teacher-student collaborative assessment (TSCA) in integrated language classrooms. Indonesian Journal of Applied Linguistics, (2):369-379.
- Tan, C. (2015). Education policy borrowing and cultural scripts for teaching in China. Comparative Education, 51(2), 196-211.
- Wang, J., & Lin, J. (2019). Traditional Chinese views on education as perceived by international students in China: International student attitudes and understandings. Journal of Studies in International Education, 23(2), 195-216.
- Wang, N. & Deng, Y. X.(2022).Practical Research on Teacher-Student Collaborative Assessment in the Teaching of Higher Vocational English Writing.Journal of Liaoning Provincial College of Communications, 24(05),88-94.
- Wang, W.(2022).A Study on the Effectiveness of Teacher-Student Collaborative Assessment in College English Speaking Teaching. Journal of Hezhou University,38(01),138-144.
- Wang, Y.Q. & Guo, Ai.D.(2020).Research on O2O Classroom Teaching Assessment Model of College English in Digital Environment.Heilongjiang Education(Theory & Practice)(8),87-88.
- Wei, Y.S.(2020).Teacher-student Collaborative Assessment: A Practical Study from Theory to the Interpreting Classroom.Modern English(22),52-54+120.
- Wen, Q.F.(2016).Teacher-student Collaborative Assessment:A New Form of Assessment Created by the Production-oriented Approach. Foreign Language World,(5):37-43.
- Wen, Q.F. (2018a). Production-oriented Approach in Teaching Chinese as a Second Language. World Chinese Teaching (3), 387-400.
- Wen, Q.F (2018b).Production-Oriented Approach and the Teaching of Chinese as a Foreign Language. Chinese Teaching in the World,(3):387-400.
- Wiliam, D. (2011). What is assessment for learning?. Studies in educational evaluation, 37(1), 3-14.
- Winstone, N. E., & Boud, D. (2022). The need to disentangle assessment and feedback in higher education. Studies in higher education, 47(3), 656-667.
- Wu, T.T.(2020).An Empirical Study on the Effects of Teacher-student Collaborative Assessment on Junior High School Students' English Writing Competence.[Master thesis, Hunan Normal University].
<https://link.cnki.net/doi/10.27137/d.cnki.gghusu.2020.001807>doi:10.27137/d.cnki.gghusu.2020.001807.
- Wu, W.(2020).On the Application to Teacher-student Collaborative Assessment On English Interactive Writing Teaching in Senior High School. [Master thesis, Jiangsu Normal University].
<https://link.cnki.net/doi/10.27814/d.cnki.gxzs.2020.000149>doi:10.27814/d.cnki.gxzs.2020.000149.
- Wu, X. M., Zhang, L. J., & Dixon, H. R. (2021). Implementing assessment for learning (AfL) in Chinese university EFL classes: teachers' values and practices. System, 101, 102589.
- Wu, Y.(2019).An Application Study of Teacher-Student Collaborative Assessment based on Production-oriented Approach on English Writing for Mongolian College Students(Master thesis,Mongolian Normal University).
https://kns.cnki.net/kcms2/article/abstract?v=aKxFl3wG76hUnbc_QDpnrOl4oIgoST5eRdmpv7ABssc6UswK_5YyMc vG5vF61qNDGwKNTfSzYStmbTbhvSCGs_ep3L-qrv79pSL8Vsgb_b-BP7xp-jeiIoPLF1600ND0j3NOi_IrOSXJkkEhiQjrQQ05eSu8uMayGr2cc0Jf6-Tm6jQjmyNwg3YYdgbFIfZubAJqGIV8hXCc=&uniplatform=NZKPT&language=CHS
- Xu, W.(2022).Study on Teaching Practice and Effectiveness of Facilitating Learning in Medical Academic English Reading Course under SPOC Blended Teaching Perspective. English Square(08),114-116. doi:10.16723/j.cnki.yygc.2022.08.009.
- Xu, X.Y., Zhong, Y.X. & Shao, Z.M.(2022).Changes in Argumentation Performance: Effects of Teacher-Student Collaborative Assessment.Chinese Journal of Applied Linguistics,45(04),491-509+612.

- Xu, Y.Q.(2020).Effects of Teacher-Student Collaborative Assessment on English Writing Anxiety and Writing Competence of Senior High School Students. [Master thesis, Hunan Normal University].
<https://link.cnki.net/doi/10.27137/d.cnki.gghusu.2020.002301>doi:10.27137/d.cnki.gghusu.2020.002301.
- Yan, Y.L.(2023).Empirical Research on Teacher-Student Collaborative Assessment in English Writing Teaching in Junior High Schools. [Master thesis, Sichuan Normal University].<https://link.cnki.net/doi/10.27347/d.cnki.gssdu.2023.000623>doi:10.27347/d.cnki.gssdu.2023.000623.
- Yan, Z., & Boud, D. (2021). Conceptualising assessment-as-learning. In Assessment as learning (pp. 11-24). Routledge.
- Yang, Ai.Y.(2021). A Dialectical Study of Teacher-Student Collaborative Assessment in College English Writing Teaching.Foreign Language Testing and Teaching (04),33-41.
- Yang, C.(2020).A Study of Effect of Teacher-Student Collaborative Assessment on English Writing for High School Students of Different Proficiency Levels. [Master thesis, Shanxi Normal University].
<https://link.cnki.net/doi/10.27287/d.cnki.gxsu.2020.000477>doi:10.27287/d.cnki.gxsu.2020.000477.
- Yin, G., & Park, E. (2023). Exploring the Implementation of Assessment for Learning in the Asian EFL Context: A Systematic Research Synthesis. *Language Teaching Research Quarterly*, 36, 1-14.
- Zhai, H.X.(2023). A Study on the Effectiveness of Teacher-Student Collaborative Assessment Method in College English Listening and Speaking Teaching. *Journal of Jilin Agricultural Science and Technology University*, 32(02),111-114.
- Zhang, L. (2023). Academic Emotional Experience and Emotional Regulation Strategies of College Students from the Perspective of Positive Psychology---Taking “Teacher-student Collaborative Assessment” in Second Language Writing as an Example. *Journal of Chengdu Normal University*, 39(01),45-53.
- Zhang, X.X.(2022).An Action Research on the Effects of Teacher-Student Collaborative Assessment on Student’s English Writing Competence in Senior High School. [Master thesis, ShenYang Normal University].
<https://link.cnki.net/doi/10.27328/d.cnki.gshsc.2022.000974>doi:10.27328/d.cnki.gshsc.2022.000974.
- Zhang, Y.X.(2018). A Comparative Study on the Effect of “Teacher-Student Collaborative Assessment” and “Teacher+ Student Feedback” in Junior High School English Writing. [Master thesis, Shaanxi Normal University].
https://kns.cnki.net/kcms2/article/abstract?v=Xlf5kQqXAOnrj4ueXdcO9JrRwCLUgyqA_SPwVXNYdsQC2Dl2kGNO31OMC25Q2D-lcIxPjfnwuwYjYkk0dVmAETinP9fbbZ5f1ubhbj9P1rluTlrXLnXoq-y161sXIBW-JK0rTNwkpXlkDp7c_d9O9Yk107hkAGD9TIgna0H6wflpqGsIq0c5ZWFRDdTcUDdodzOfZ7PLA=&uniplatform=NZKPT&language=CHS
- Zhong, Y.X.(2019).Development of Argumentation Performance and Academic Language Proficiency : A Comparative Study on TSCA and CFA.[Master thesis,Southwest Jiaotong University].
<https://link.cnki.net/doi/10.27414/d.cnki.gxnju.2019.001013>doi:10.27414/d.cnki.gxnju.2019.001013.