

Feedback Practice and Optimization Strategies for High School English Reading Teaching under the Evaluation Orientation of Promoting Learning

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Abstract: Guided by the concept of “assessment for learning,” the role of feedback and educational measurement in teaching is evolving from merely evaluating outcomes to actively regulating learning processes. This study focuses on optimizing senior high school English reading teaching through feedback-driven strategies, emphasizing the critical support provided by instructional measurement. It first clarifies the theoretical underpinnings and essential functions of teaching measurement, including diagnosis of learning gaps, dynamic regulation of instruction, and sustained motivation for learners. The study then examines how diverse assessment tools—such as in-class quizzes, formative reading tasks, and performance-based activities—are effectively integrated into reading teaching to capture students’ comprehension depth, reasoning patterns, and language application skills. By illustrating practical strategies for transforming measurement data into meaningful feedback, it highlights how teachers can provide targeted guidance that fosters reflective learning. Furthermore, the research proposes a “measurement–assessment–teaching–learning” closed-loop mechanism to ensure continuous alignment between instructional goals and learning processes. Findings suggest that embedding formative assessment and diversified measurement approaches into English reading lessons not only improves students’ feedback literacy and self-regulation abilities but also enhances teachers’ capacity to make informed pedagogical adjustments. Ultimately, this approach promotes a shift from an exclusive focus on end results to a holistic process-oriented perspective, offering both practical insights for classroom teachers and theoretical contributions to future research on feedback and assessment integration. This study adopts a qualitative case analysis approach, incorporating classroom observations, student artifacts, and interviews to explore the implementation of feedback strategies and measurement tools. The findings reveal that feedback-driven teaching enhances students’ self-regulation and metacognitive awareness, while also informing pedagogical adjustments. These insights contribute both to classroom practices and to the theoretical discourse on formative assessment in English language education.

Keywords: Feedback-driven instruction; Educational measurement; Senior high school English; Reading teaching; Formative assessment

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1. Introduction

With the continuous advancement of curriculum reform in our country, the English curriculum in ordinary high schools pays more attention to the cultivation of students' core literacy. The *Curriculum Standards for Ordinary High School English* (2017 Edition, Revised in 2020) (hereinafter referred to as the *New Curriculum Standards*) clearly points out that teaching evaluation is an important part of the English curriculum, and should be based on formative evaluation, focusing on its role in motivating and promoting learning, so as to achieve the comprehensive development of students' language ability, thinking quality, cultural awareness and learning ability^[1]. In this context, the traditional teaching model based on final evaluation has gradually exposed its limitations: evaluation is more used for "grading," but fails to effectively serve the students' learning process, and it is difficult to guide students to make continuous progress and self-regulation. However, in the current high school English reading teaching, classroom evaluation often remains at the level of one-way feedback and result-oriented teaching by teachers, lacking attention to students' learning process, depth of understanding, and thinking path. Although many teachers are aware of the importance of classroom evaluation, due to insufficient evaluation literacy, they often lack a scientific basis and effective strategies in design and implementation^[2]. At the same time, the teaching measurement methods are single and lack pertinence, which makes it difficult to truly transform the evaluation results into effective teaching feedback, and the pertinence and promotion functions of feedback are not fully utilized. Therefore, exploring the evaluation mechanism with feedback as the core and improving the regulation and generation ability of classroom teaching have become the key breakthroughs in improving English teaching.

This study aims to explore how to construct an optimization path based on feedback-driven instruction in high school English reading teaching under the guidance of the concept of "evaluation to promote learning," and give play to the dual functions of feedback in teaching regulation and student cognitive development. At the same time, combined with the design and application of teaching measurement, an attempt is made to establish a teaching closed loop that combines measurement and evaluation and is consistent with teaching and evaluation, so as to improve the effectiveness and pertinence of English reading teaching. In addition, this study has certain theoretical and practical value. At the theoretical level, it helps to deepen the understanding of the concept of "evaluation to promote learning" and the feedback mechanism, and enrich the relevant research on middle school English classroom evaluation; at the practical level, it can provide front-line teachers with operational feedback design ideas and measurement tool examples, promote the transformation of the classroom from "teaching-centered" to "learning-centered," and further improve the cultivation effect of students' English subject core literacy. Previous studies have emphasized the formative function of assessment in driving student learning and the necessity of integrating feedback into classroom instruction. However, limited research has focused specifically on the synergistic role of teaching measurement and feedback mechanisms in the context of high school English reading teaching.

Based on this, the paper intends to discuss the following questions:

- (1) What are the main problems with classroom feedback and teaching measurement in current high school English reading teaching?
- (2) How to design and implement effective feedback strategies to improve students' reading comprehension ability?
- (3) How should teaching measurement play a supporting role in feedback-driven reading teaching?
- (4) Based on case practice, what effect does the effective integration of feedback and measurement mechanisms have on teaching optimization?

2. Theoretical foundation

2.1. Learning-promoting evaluation

Learning-promoting evaluation, often termed “assessment for learning,” refers to the use of evaluative information to actively guide and improve student learning, rather than merely assess outcomes ^[3]. It emphasizes feedback, student involvement, and the formative use of data to enhance instruction and learning trajectories. Summative assessment (summative evaluation) is usually implemented after a certain learning stage and aims to evaluate the overall learning outcomes of learners. This type of evaluation is mostly in the form of examinations and reflects learning outcomes through scores or grades. Common ones include midterm exams, final exams, and end-of-course tests. It usually uses a set of test papers to judge the learning effect of a certain subject at a certain stage, and uses the scores as the basis for measuring the learner’s academic development level and classroom teaching quality. However, this method overemphasizes the mastery of written knowledge and ignores the cultivation of students’ practical application ability; it focuses on test results and despises the learning process; it focuses on the teaching effect of teachers, but often ignores the improvement of students’ thinking ability. Therefore, its single-minded tendency not only limits the all-round development of learners, but also affects the improvement of overall education quality to a certain extent ^[4]. Formative assessment, also known as process assessment, is a more dynamic and developmental evaluation method compared to summative evaluation. It is generally believed in the academic community that formative evaluation is based on the continuous observation, recording, and analysis of learners’ performance in the daily learning process, focusing on the development of their knowledge mastery, ability improvement, emotional attitudes, and learning strategies. Its core purpose is to motivate students to learn, help them effectively regulate the learning process, enhance their sense of achievement and self-confidence, and cultivate a sense of cooperation ^[5]. This evaluation method pays more attention to the support and guidance of the learning process, and emphasizes the positive role of evaluation in promoting student growth.

In our country’s educational practice, summative evaluation and formative evaluation are two common evaluation methods. Summative evaluation is mainly used to judge students’ learning outcomes, focusing on judging the value of learning results, reflecting the orientation of “proof of learning value.” Formative evaluation refers to moving the focus of evaluation forward and integrating it into the teaching process to better serve the classroom. However, in actual operation, the function of formative evaluation has been alienated to a certain extent, and is often misunderstood as frequent “formative tests,” which fail to fully play their due role in promoting learning ^[6].

2.2. Feedback theory

The concept of “feedback to promote learning” originates from the influence of constructivist learning theory. This theory proposes a “scaffolding” mechanism, which aims to help learners gradually improve their cognitive level through timely support from teachers or others. As a manifestation of social constructivism, constructivism emphasizes that learning is inseparable from social interaction and collaboration, and isolated learning behavior is difficult to expand the breadth of knowledge. Only through cooperation with peers and communication with others can learners’ inherent potential, such as individual factors such as learning motivation and interest, be more effectively stimulated. At the same time, dynamic evaluation theory further promotes the deep integration of evaluation and teaching, and its core lies in discovering and developing learners’ potential abilities ^[7]. This theory emphasizes identifying students’ learning potential through the evaluation process and designing more adaptive teaching strategies based on this, so as to effectively improve learning efficiency and quality. Feedback,

grounded in constructivist learning theory, serves as a scaffold that facilitates learners' progression toward more complex cognitive tasks. As emphasized by Haywood and Lidz, dynamic assessment frameworks reveal latent learner potential and guide instructional adaptation accordingly.

2.3. Teaching measurement

Teaching measurement is a basic component of educational activities. It refers to the quantitative description and analysis of teaching-related factors through scientific and systematic methods. Its objects include students' learning outcomes, teachers' teaching behaviors, and various variables in the teaching process. It usually uses tools such as tests, questionnaires, and observations to provide objective data support for teaching while ensuring reliability and validity. Teaching measurement has multiple functions such as diagnosis, feedback, evaluation, and prediction. It can not only identify learning problems and teaching deficiencies, but also provide a basis for improving teaching strategies and enhancing learning outcomes. Teaching measurement is closely related to teaching evaluation. The former emphasizes data acquisition and quantification processes, which is an important basis for the latter to make value judgments and decisions. With the development of educational informatization, teaching measurement has also shown trends such as digitalization, intelligence, process, and non-cognitive dimension expansion, and has paid more attention to supporting the learning process and promoting individual development ^[8].

3. Research methodology and data sources

This study adopted a method combining qualitative research and case analysis, focusing on the practical optimization path of high school English reading teaching driven by feedback. This study observed and recorded the teaching implementation process of a second-grade high school class and collected various materials, including classroom teaching design plans, student learning outputs, measurement data, feedback samples, and interview transcripts. These data were then analyzed to examine teachers' feedback practices, students' use of feedback, and the role of teaching measurement in the feedback process. The core intervention took place in a Grade 11 classroom comprising 40 students in a key high school in Shanxi province, over a teaching period of eight weeks. Supporting data were collected from two additional schools to ensure triangulation. The mixed-methods approach was selected to gain both depth (through qualitative observations and interviews) and breadth (through classroom artifacts and formative assessments). However, the relatively small sample size and limited geographical scope present constraints on generalizability, suggesting the need for expanded future research.

The study mainly adopts the following methods:

- (1) Literature analysis method: sort out the research results on core concepts such as formative evaluation, feedback theory, and teaching measurement at home and abroad, and clarify the theoretical basis and practical model.
- (2) Teaching observation method: systematically observe the reading teaching links in real classrooms, record the feedback implementation method and student response process.
- (3) Interview method: conduct semi-structured interviews with teachers and students to understand their understanding and use of the relationship between feedback, measurement, and reading teaching.
- (4) Text analysis method: analyze students' homework, small test scores, and reading task outputs, and combine feedback samples to explore how evaluation data can be transformed into teaching optimization strategies.

4. A review of feedback and assessment practices in high school English reading teaching

4.1. Requirements for evaluation in the curriculum standards

The new curriculum standards emphasize the integrated design of “teaching-learning-evaluation,” advocate that evaluation should be integrated into the entire process of English teaching, insist on promoting learning and teaching through evaluation, and give full play to the guiding and regulatory functions of evaluation. In teaching practice, we should focus on stimulating students’ initiative and encourage them to actively participate in various evaluation activities, both as the object of evaluation and as designers and collaborators, and consciously adjust and improve their learning methods through the use of evaluation results. At the same time, teachers should use evaluation tools and results scientifically, combine students’ learning performance, give timely feedback and support, reflect on and optimize teaching strategies, and achieve mutual benefit between teaching and learning. The curriculum standards also propose to integrate formative evaluation and summative evaluation, build an English course evaluation system with multi-subject participation, diversified forms, and core literacy orientation, and promote the simultaneous improvement of teaching quality and students’ comprehensive ability.

In addition, the construction of the English subject ability performance indicator system not only provides a solid theoretical support for the development of English subject ability assessment tools, but also provides a clear and operational guidance framework for the interpretation of assessment results and the implementation of classroom teaching practice. This system can be directly applied to the detection of subject ability, the analysis of assessment data, and the implementation of teaching, which effectively promotes the scientific process of English assessment. At the same time, it has a positive and far-reaching impact on the rational use of assessment results, the improvement of classroom teaching, and the transformation of students’ learning methods.

4.2. Deviation between teachers’ evaluation concepts and classroom practices

In current teaching practice, there is a general deviation between teachers’ evaluation concepts and classroom behaviors. On the one hand, some teachers still regard test scores as the main or even the only criterion for evaluating students, attach importance to final evaluation, and ignore the role of process and formative evaluation in promoting students’ all-round development. On the other hand, even if the concept of “multi-evaluation” is accepted in concept, the actual operation is still mainly based on traditional tests and scoring, and the evaluation method is mechanical and single, lacking effective attention to non-cognitive factors such as students’ thinking processes and learning strategies^[9].

Besides, the subject status of students in evaluation is difficult to truly implement. Although students are encouraged to participate in self-evaluation and mutual evaluation, in actual teaching, they are often just passive recipients and lack the right to know and participate in the evaluation standards. At the same time, the evaluation results are often not fed back to teaching in a timely manner, resulting in a disconnection between evaluation and teaching, and it is difficult to form effective support and guidance for students’ learning process. More fundamentally, teachers lack systematic evaluation capacity training in professional development, and have a limited understanding and application of modern evaluation concepts and methods, which in turn affects the implementation of evaluation reform at the classroom level.

4.3. Students’ acceptance and use of classroom feedback

The current feedback mechanism in high school English classrooms restricts students’ effective acceptance and application of feedback information to a certain extent. On the one hand, classroom feedback is mostly

focused on the correctness of task results or general personal evaluation, lacking in-depth attention to students' thinking processes and learning strategies, and it is difficult to stimulate students' deep thinking and self-regulation. Because the feedback content fails to respond to students' learning stages and individual differences, students often find it difficult to obtain information that guides them from the surface to the deep and transfers learning. On the other hand, the teacher-led one-way feedback structure limits students' participation rights and expression space in the evaluation process. Students rarely have the opportunity to conduct self-evaluation, peer evaluation, or feedback to teachers. The generation and use of feedback mostly remain at the passive acceptance level and are difficult to transform into a learning driving force^[10]. In addition, constrained by the evaluation orientation centered on scores, students often simply equate feedback with grades, ignoring its function of adjusting learning direction and strategy, and the feedforward effect of feedback is difficult to play. Overall, students currently lack a sense of participation, understanding, and application ability in receiving and using feedback, and feedback resources have not been truly transformed into effective support for promoting learning.

4.4. Limitations of the use of teaching measurement tools

Teaching measurement tools play an important role in classroom teaching and learning evaluation, but there are still many limitations in their actual application. First, most measurement tools are still based on standardized tests, which focus too much on the examination of knowledge memorization and reproduction, and ignore the measurement of non-cognitive factors such as students' higher-order thinking, emotional attitudes, and comprehensive language application ability, making it difficult to fully reflect students' development level. Secondly, teachers often operate mechanically when using measurement tools, lacking in-depth analysis and effective use of measurement results, resulting in formal evaluation and difficulty in providing substantial support for teaching improvement. In addition, existing tools generally lack dynamism and personalization, making it difficult to adapt to students' diverse learning needs and unable to achieve continuous tracking of the learning process and accurate identification of individual growth paths. At the same time, some teachers lack professional literacy in the selection, implementation, and data interpretation of measurement tools, which further affects the scientific application of tools. It can be seen that in order to improve the effectiveness of teaching measurement, it is urgent to make systematic improvements in terms of tool design optimization, teacher measurement literacy improvement, and evaluation mechanism improvement.

5. Feedback-driven optimization strategies for high school English reading teaching

5.1. Construction of a diversified feedback mechanism

In high school English reading teaching, building a diversified feedback mechanism is an important way to promote students' in-depth learning and independent development. A scientific and systematic feedback mechanism should include three types: teacher feedback, peer feedback, and self-feedback. The three types complement each other and work together to build a supportive environment that promotes learning.

(1) Teacher feedback: Improving pertinence and development

Teacher feedback should go beyond simple responses to correct or incorrect answers, focus on guidance and thinking expansion, help students understand the reasons behind the mistakes, and clarify the direction of improvement. Feedback content can be approached from multiple angles, such as language comprehension, text logic, and thinking process, encouraging students to conduct higher-level thinking processes. In terms of feedback methods, teachers should combine individual differences

among students and use a variety of means, such as oral prompts, written annotations, and face-to-face exchanges, to enhance the acceptability and effectiveness of feedback. At the same time, teachers should closely link feedback with teaching objectives, guide students to internalize feedback into learning strategies, and gradually form a sense of self-regulation. These practices are consistent with Earl's model of "assessment as learning," in which feedback is not merely an evaluative tool but a medium for constructing learning pathways and self-awareness.

(2) Peer feedback: Promoting cooperative learning and cognitive co-construction

Introducing a peer evaluation mechanism in task-based reading teaching helps to enhance interaction and cooperation among students. In the process of mutual evaluation, students can not only improve their language expression ability, but also reflect on their own learning blind spots by analyzing other people's problems and expand their understanding perspective. Teachers can improve the quality and effectiveness of peer feedback by setting clear evaluation standards and feedback templates. At the same time, create a safe and respectful feedback atmosphere to avoid the negative impact of negative evaluation, so that peer feedback can truly become a process of mutual assistance and progress among students.

(3) Self-feedback: Cultivate metacognitive awareness and autonomous learning ability

Self-feedback is the most reflective part of the student feedback mechanism. Its key is to guide students to learn to find problems and adjust strategies from learning results. Teachers can guide students to use learning logs, reading mind maps, reflective questions, and other tools to conduct self-examination and evaluation after completing the task. In addition, set staged reading goals and self-evaluation standards to help students monitor their learning progress and goal achievement, thereby improving their metacognitive ability and gradually realizing the transition from "passive learning" to "autonomous learning."

5.2. Organic embedding of feedback in teaching links

(1) Multi-subject collaborative feedback

Teaching feedback not only relies on the English teacher's personal observation and judgment, but also requires the participation of the class teacher and students to build a multi-party collaborative feedback system. Teachers can obtain supplementary information about students' learning methods, attitudes, and efforts through communication with students' peers and class teachers, and achieve a more comprehensive and objective learning evaluation. This feedback mechanism helps teachers to dynamically track students' learning processes and provide support for teaching adjustments.

(2) Embedding feedback based on process information

Teachers should not only rely on final exams as the basis for evaluation, but should pay attention to students' performance throughout the learning process, such as classroom participation, stage test results, and changes in learning attitudes. This reflects the concept of embedding feedback in the entire teaching process, emphasizing continuous observation and timely response to students' learning development. For example, during a text reasoning task, teachers provided immediate feedback highlighting logical inconsistencies, which students addressed in revised annotations. This direct application of feedback supports a recursive learning cycle, enhancing both accuracy and depth of comprehension.

(3) Integration of peer feedback and social evaluation

Through mutual understanding and evaluation among students, such as observations by roommates or classmates, teachers can use it as an auxiliary source of information to judge students' learning status. This feedback method, based on the learning community, emphasizes the perspective of social interaction and helps teachers form a more realistic and three-dimensional understanding of students. However, it also reminds teachers to maintain professional judgment and ensure the fairness and authenticity of feedback.

(4) Feedback design closely linked to reading teaching objectives

Currently, English reading classes often use standardized question types (such as selection, judgment, and matching) for examination, but students feel that the feedback is boring. The article proposes that the feedback form should be diversified to make it more interactive and practical, and stimulate students' interest. This means that in the feedback design, attention should be paid to the flexibility of the task form, so that the feedback can serve both the learning objectives and the learning experience.

(5) The teaching decision-making value of feedback results

Teachers use information obtained from multiple channels (such as classroom performance, tests, questionnaires, peer communication, etc.) for feedback analysis, which is not only used to evaluate students, but more importantly, it is used to reflect on and adjust teaching based on this information, so as to more realistically evaluate teaching effects and optimize teaching strategies.

5.3. Strategies for cultivating students' feedback literacy

Student feedback literacy includes the recognition of feedback as a dynamic process, the understanding of the important role of feedback in learning, and the ability to adapt to changes in different teaching stages and subject needs. Students need to actively participate in feedback, express their needs and take responsibility for providing feedback, and actively collect information from multiple channels. Master the ability to understand and filter feedback information, and selectively apply feedback based on their own situation. Emotional regulation ability is also critical, and students can identify and manage emotions when facing negative evaluations and maintain an open and rational attitude. Students are both feedback receivers and providers, and can evaluate others responsibly and respect cultural differences. Ultimately, students should transform feedback into continuous actions, record and analyze feedback, set goals, and adjust learning strategies to promote long-term learning and development^[11]. Improving feedback literacy is the basis for achieving effective feedback-driven teaching, and it needs to be cultivated from multiple aspects of cognition, emotion, and behavior. Moreover, feedback literacy cultivation should be tailored to different student proficiency levels. For high-proficiency students, emphasis is placed on promoting critical self-assessment and transfer of strategies across tasks. For intermediate students, guided use of feedback templates and modeling meta-cognitive questioning helps bridge gaps. For lower-proficiency learners, feedback literacy begins with developing positive emotional responses to feedback and building confidence through incremental, scaffolded feedback cycles. This stratification ensures that feedback interventions are responsive to diverse learner needs.

5.4. Methods to improve teachers' evaluation ability

English teachers should establish correct teaching evaluation concepts, correct attitudes, and focus on continuous learning and improving evaluation awareness. Teaching evaluation, as an important part of the classroom, runs through the entire learning process, and can accurately diagnose students' learning problems and promote teaching improvement. In classroom reading teaching, teachers should combine students' reading

comprehension ability, thinking depth, and language application to scientifically design evaluation standards to comprehensively reflect students' reading performance. Teachers should not only actively reflect on and summarize their evaluation experience, but also learn from experienced peers to continuously enrich their own evaluation knowledge and literacy. At the same time, it is necessary to achieve an organic combination of teaching and evaluation, formulate teaching plans and evaluation plans in advance, pay attention to students' learning feedback, and use this to guide teaching reflection and adjustment, and promote a virtuous cycle of promoting teaching through evaluation and promoting evaluation through teaching^[12]. In addition, teachers need to innovate evaluation methods, adopt diversified means to combine process and result evaluation, and improve the fairness and scientificity of evaluation. In actual teaching, teachers should flexibly respond to emergencies, comment on students' learning attitudes and methods in a timely manner, help them discover and improve their shortcomings, and ensure that teaching evaluation truly serves teaching goals and student development.

6. Function and optimization of teaching measurement in feedback-driven teaching

6.1. The main functions of teaching measurement: Diagnosis, regulation, and motivation

In high school English reading teaching, teaching measurement is not only a tool to test students' mastery of language knowledge, but also has the important functions of diagnosing learning problems, regulating the teaching process, and motivating learning behavior. Through scientifically designed reading measurement tasks, teachers can effectively diagnose students' strengths and weaknesses in understanding the main idea, analyzing logical structure, and inferring implicit information, and provide decision support for personalized teaching. Classroom feedback based on measurement results can help teachers adjust the focus and rhythm of teaching, design differentiated reading tasks in a targeted manner, and improve teaching adaptability. At the same time, reasonable measurement arrangements can enable students to perceive learning progress, enhance reading confidence and goal awareness, and stimulate the internal motivation for continuous learning, thereby promoting the improvement of learning effectiveness^[13]. The function of teaching measurement in reading classes should shift from "test results" to "driving process" and become an important tool for dynamically optimizing teaching.

6.2. Common types of reading measurement tools

In view of the characteristics of high school English reading teaching, measurement tools need to take into account the examination of language comprehension, thinking training, and core literacy, mainly including three categories: classroom quizzes and formative tasks, performance assessment tools, and comprehensive activities based on actual contexts. Classroom quizzes use short questions to check students' understanding of vocabulary, sentence meaning, and chapter structure, facilitating timely diagnosis of learning outcomes; formative tasks focus on students' strategy use and thinking activities in the real reading process, such as annotated reading, question generation, reading reflection, etc., which help capture students' thinking paths and cognitive characteristics; performance assessments such as reading reports, group discussions, and reading and writing integration tasks require students to transform reading comprehension into language output, emphasizing the integration of language practice and literacy. These tools are diverse and complementary, which not only achieves a comprehensive measurement of reading ability but also provides rich data support for the accuracy and personalization of subsequent feedback.

6.3. Transformation strategy from measurement to feedback

In high school English reading classes, if the measurement results remain at the level of score presentation, it is often difficult to give them their due value. The truly effective approach is to transform the measurement results into feedback information with a development orientation. Teachers should clarify the problems students have in reasoning and judgment, information extraction, and structural understanding based on the analysis of reading measurement tasks, and give targeted feedback based on specific examples. For example, through reviewing wrong questions, guide students to analyze error types and understand thinking blind spots, or use peer evaluation and reading discussions to strengthen students' feedback awareness^[14]. At the same time, students should be supported to formulate personal learning goals and adjustment strategies based on feedback content, and encouraged to conduct reflective reading to form a cognitive closed loop of "test-use-change." The integration of measurement and feedback is essentially a learning-driven mechanism, which realizes learning improvement and thinking improvement through teacher guidance and student participation. With the advancement of educational technology, AI tools such as intelligent diagnostic reading systems and automated feedback platforms can be integrated into formative assessments. Teachers can employ AI systems to instantly analyze students' reading logs, highlight common error patterns, and generate personalized feedback reports. For example, platforms like Write&Improve or custom NLP-based tools can assess textual summaries and provide detailed language suggestions. Teachers can then use this AI-generated feedback to conduct focused mini-conferences, thereby combining technological efficiency with human pedagogical judgment.

6.4. Construction of a closed-loop mechanism of "test-assessment-teaching-learning"

To achieve high-quality development of high school English reading teaching, it is necessary to construct an integrated closed-loop mechanism of "test-assessment-teaching-learning." First, teachers can design diagnostic measurement tasks based on text types and student characteristics to determine students' starting ability; formative measurement tools can be used to continuously obtain students' reading performance data to achieve dynamic regulation in the process during the teaching process; summative assessments are combined with literacy-oriented standards to comprehensively evaluate students' reading comprehension level and language application ability after teaching. Feedback information runs through pre-test, during-test, and post-test to form a system support. This mechanism emphasizes that measurement and evaluation serve teaching, and teaching activities adjust strategies based on evaluation results^[15]. Students continuously optimize their reading paths under the guidance of feedback to achieve self-regulation and self-improvement. Ultimately, by building a data-driven, feedback-oriented, teacher-student interactive teaching loop, we will promote high school English reading teaching to be efficient, accurate, and personalized.

7. Teaching practice research: Case analysis

7.1. Teaching background and topic selection

This study is primarily based on the actual teaching of English in a key high school, supplemented by comparative classroom observations in two other general high schools to broaden the sample scope. While the core intervention was implemented in one class, auxiliary data from the other schools help to triangulate findings and provide preliminary cross-school insights, laying the groundwork for future large-scale studies. It selects the "argumentative essay reading" unit of the second grade of high school as the research object, focusing on the feedback mechanism and teaching measurement practice in reading comprehension teaching. The core of the topic is to explore how to achieve feedback-driven learning and optimize the reading teaching

path through the combination of assessment in real classroom situations.

7.2. Reading teaching design and implementation process

The teaching design is carried out around four levels: understanding viewpoints, analyzing structures, evaluating language, and transferring expressions. The task setting follows the principle of advancing step by step and from shallow to deep. Formative measurement links are embedded in the teaching process, such as quick questions and answers, paragraph structure sorting, and text mind map drawing. Teachers give immediate verbal feedback based on students' performance, and realize the visualization and sharing of feedback through the blackboard arrangement and example display.

7.3. Application examples of teaching measurement and feedback mechanisms

In the text reasoning link, the teacher designed a group comparison problem-solving task, and conducted quantitative scoring and qualitative observation by observing students' questions and analysis paths. The measurement data is summarized and used for individual feedback talks after class. At the same time, combined with the results of self-evaluation of reading logs, a teacher-student co-construction feedback loop is formed. Monitor progress through periodic reading literacy tests to ensure that teaching objectives are achieved.

7.4. Analysis of student performance and teaching adjustments

Most students reported that they "know more clearly what the teacher doesn't understand about me," "know how to make changes," and "feedback gives me a goal." The teacher also mentioned in his teaching reflection that "I used to just talk about the questions, but instruction is now adapted based on students' feedback and observed learning needs, rather than being pre-determined or solely teacher-centered." Individualized feedback makes them more aware of their own problems and willing to actively adjust their reading strategies. Some students showed a higher level of reasoning ability and critical language expression in their reading notes. In the later stage of teaching, teachers appropriately increased the difficulty of the text based on the feedback results, added cultural extension and thinking writing tasks, and promoted students from text understanding to cross-text transfer. These findings directly respond to the study's research questions by showing that targeted feedback mechanisms significantly enhance students' reading comprehension strategies. This aligns with Vaughan and Uribe's conclusion that formative feedback fosters learner agency and cognitive engagement.

7.5. Teaching reflection and shortcomings

This study has achieved certain results in promoting feedback-driven teaching practice, but there are still some shortcomings. First, some teachers' understanding of feedback is still limited to surface cognition, and they tend to simplify feedback into right or wrong judgments or emotional evaluations, which makes it difficult to touch students' cognitive processes and strategy adjustments. Second, in the process of generating feedback, the evaluation criteria are not detailed enough, and it is difficult for students to set clear and feasible improvement goals based on the feedback content. Thirdly, there are significant individual differences in students' feedback literacy. Some students lack the ability to use feedback and have emotional avoidance when facing critical suggestions, making it difficult for feedback to fully play its regulatory function. In addition, the deep integration of measurement tools and teaching content still needs to be strengthened. Some measurement activities have a clear tendency to be formalized and fail to effectively drive classroom generation. In the future, it is necessary to strengthen teachers' feedback awareness and technical training, deepen the mechanism for

cultivating students' feedback ability, and further develop reading evaluation tools that are both scientific and applicable, so as to achieve the real linkage between feedback and measurement in the classroom.

8. Findings and suggestions

8.1. Research findings

This study is guided by the concept of “evaluation to promote learning” and combines the practice of high school English reading teaching to explore the specific application of the feedback mechanism and teaching measurement in the classroom. The study found that diversified feedback methods can help stimulate students' thinking participation and improve their awareness of autonomous learning; teaching measurement can provide a basis for feedback and improve the accuracy of teaching; the organic integration of “test-evaluation-teaching-learning” can help build a learning-driven classroom ecology. Practice has proved that the feedback-driven teaching model has a significant effect on improving students' language comprehension ability and classroom participation.

8.2. Practical significance

This study not only deepens the understanding of the concept of “evaluation to promote learning,” but also provides front-line teachers with a practical teaching evaluation design path. At the teaching level, it promotes teachers to reflect on the relationship between evaluation methods and teaching behaviors, and promotes the transformation of classrooms from result-oriented to process-oriented; at the student level, it not only enhances their sense of participation and control over evaluation in the immediate classroom context but also fosters enduring habits of self-monitoring and strategic adjustment. These capacities contribute to sustained core literacy development, equipping students with the ability to transfer feedback strategies across subjects and future academic stages, thus supporting lifelong learning competencies.

8.3. Limitations and follow-up research directions

Although this study initially adopted a small-scale case design, follow-up research is planned to involve multiple schools and a larger sample size to improve the external validity and generalizability of findings. The universality of the results still needs to be further verified through larger-scale empirical research. At the same time, the long-term development of students' feedback literacy and their transferability have not been tracked in depth, and longitudinal research can be carried out in the future. In addition, the feedback strategies for different grades and different types of texts should be tailored to the students' needs. Follow-up research can further refine the adaptation methods and regulation strategies of feedback and measurement in various reading tasks.

Disclosure statement

The authors declare no conflict of interest.

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