

A Construction of a Dynamic Assessment Mechanism for Blended English Writing

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Abstract

In recent years, a "teaching-evaluation integrated" assessment model has emerged-Dynamic Assessment(DA), which has gradually become a hot topic for scholars at home and abroad. Whereas the effectiveness of dynamic assessment has been investigated in multiple contexts, it has been under-investigated in the context of blended learning mode for writing performance. To address this gap, this study aims to construct a dynamic assessment mechanism for blended English writing. Based on Vygotsky's socio-cultural theory, the dynamic assessment theory system is integrated into the entire process of English writing teaching. The author hopes that this paper can lay a solid theoretical foundation for the smooth implementation of dynamic assessment research, construct a reasonable dynamic assessment mechanism, and provide a feasible paradigm for the application of dynamic assessment theory in writing teaching.

Keywords

Blended Learning; English Writing; Dynamic Assessment.

1. Introduction

For a long time, the evaluation of English writing teaching in China has been mainly based on teacher feedback and static evaluation that emphasizes results over processes. This evaluation method lacks monitoring and guidance for the writing process, which hinders the comprehensive development of students' writing abilities and the positive interaction between "teaching", "learning", and "evaluation" in writing classrooms. Dynamic assessment, also known as learning potential assessment, is a new teaching theory that combines measurement and intervention, and actively involves participants in testing activities through prompts, guidance, and feedback to evaluate their thinking, cognition, learning, and problem-solving abilities. Dynamic assessment not only focuses on results, but also emphasizes the process. It aims to promote teaching and learning, and points to the comprehensive, healthy, and personalized development of students. In view of this, it is necessary to introduce dynamic assessment theory into English writing teaching in order to improve the quality of writing teaching and promote the comprehensive development of students' abilities. With the continuous popularization and application of network information technology in the field of education, the mixed teaching mode has become a new form of education in the era of "Internet plus". The blended teaching of English writing supported by "intelligent+" technology can timely collect and accurately analyze learning data throughout the teaching process, achieve intervention and guidance for individual and overall students, and provide excellent conditions for implementing dynamic assessment. However, there have been many practical explorations in the academic community on the blended learning mode of writing, but there are few studies on the evaluation and feedback under this teaching mode. Therefore, this study attempts to construct a dynamic assessment mechanism for English writing under a blended learning model, in order to provide reference for second language writing assessment research.

2. Literature Review

2.1. Blending Learning

Blended learning refers to the combination of traditional face-to-face teaching and online teaching. Feng Xiaoying et al. divided the evolution of hybrid teaching into three stages of technology application, technology integration and "Internet plus" from the physical dimension and teaching dimension. The current "Internet plus" hybrid teaching is no longer a simple combination of technology and learning methods, but a deep integration of online learning, mobile learning and offline learning. This deep integration is essentially a new teaching and learning method characterized by "autonomy, exploration, and cooperation", which fully unleashes students' initiative, enthusiasm, and creativity, fundamentally transforming the traditional classroom teaching structure from a "teacher centered" teaching structure to a "leading subject combination" teaching structure (Garrison D R,2001). There are three basic forms of blended learning, namely MOOC based blended learning, SPOC based blended learning, and micro course based blended learning. The proportion of different learning methods in blended learning varies, but regardless of the form, its ultimate goal is to promote the construction and generation of personalized and creative knowledge for students by creating highly participatory and personalized learning experiences.

Blended learning breaks the traditional outcome oriented evaluation method and incorporates students' learning process performance into the evaluation indicators, including both online activity performance such as the number of resources learned, video viewing time, number of replies sent, online learning test scores, and offline learning effects (Bereiter, 1987). In addition to providing feedback on learning results through written exams, the evaluation system also includes classroom interaction and communication frequency, fully motivating students to actively construct, absorb, internalize, and apply knowledge. Many scholars have made beneficial attempts to construct a quality evaluation system for blended learning, such as Garrison et al. designing a specific blended learning evaluation framework based on the inquiry community model and constructing a practical inquiry model; Li Xin drew inspiration from the construction process of the CDIO education model evaluation system and proposed the theoretical basis, basic principles, and evaluation system for the quality evaluation of flipped classroom teaching; Yang Hao constructed a general model for evaluating the quality of blended learning in vocational colleges by studying the current status of indicators for evaluating the effectiveness of blended learning, and put it into practice (Yang, 2022). Through research on the quality evaluation of blended learning, scholars have basically reached the following consensus. Firstly, the evaluation of teaching quality should not only focus on the learning outcomes achieved by students, but also on the motivational and improvement effects of the evaluation, with the aim of promoting learning engagement; Secondly, in the implementation of blended learning, attention should be paid not only to the learning of knowledge and skills, but also to the comprehensive development of students' abilities. A diversified, multi-level, and multi-dimensional evaluation method that combines formative and summative aspects should be adopted; Thirdly, the evaluation system for teaching quality should be goal oriented, and each evaluation should correspond to the learning objectives targeted by the learning activities; Fourthly, when designing a teaching quality evaluation system, it is necessary to deeply consider students' cognitive abilities and personalized needs, and adopt targeted assessment content and dynamic assessment standards based on students' input (Davin K J, 2014). In short, the quality evaluation of blended learning should be adapted to its own connotation and objectives, making evaluation a powerful tool to promote students' active learning.

2.2. Dynamic Assessment

2.2.1. Definition of Dynamic Assessment

Vygotsky's colleague Luria (1961) first coined the term dynamic assessment. Later, the term was first used by Israeli psychologist Feuerstein in his book "Theory, Tools, and Techniques for Assessing Learning Potential: Dynamic Assessment of Delayed Operators". In the 1970s, the term was popularized and later adopted by researchers. Different scholars have designed distinctive dynamic assessment models based on their research directions and applied them to different fields. At present, research on dynamic assessment is still in its early stages of development, and scholars from various countries have a wide range of research scope, but there is no unified definition of dynamic assessment.

Feuerstein (1979) pointed out that dynamic assessment is an artificially constructed vocabulary in contrast to static assessment. It is a novel psychological measurement method and technique, and a dynamic interactive teaching evaluation application system.

Tzuriel and Kaufman (1999) pointed out that dynamic assessment is essentially a teaching intervention that aims to change students' cognitive abilities. Assess whether students' learning and problem-solving abilities have been improved while intervening.

Famous psychologist Sternberg (2002) believes that dynamic assessment is process oriented, integrating the learning process with the evaluation process. While measuring the knowledge and skills previously acquired by individuals, it also measures the potential ability of individuals to master, apply, and transfer existing knowledge - learning potential - during the dynamic assessment process. Dynamic assessment is not only a test of the learning process but also the result of test learning. Therefore, testers will collect richer and more valuable information than traditional static assessment.

At present, the most authoritative definition of dynamic assessment was proposed by Lidz (2007). He pointed out that dynamic assessment is the interaction between evaluators and students, especially in teacher and peer evaluations. It can diagnose the current level of individual students and predict their future development potential. Teacher and peer evaluations are a general term for a type of evaluation method that diagnoses the current level of individual students and predicts their future development potential.

Based on the above discussion on dynamic assessment, the definition of dynamic assessment in this study is as follows: dynamic assessment is an interactive evaluation method that integrates evaluation and teaching, and is also a process based teaching method. The teaching process is a process in which both teachers and students participate in the evaluation. Teachers intervene with students through intermediaries in the teaching process, observe and evaluate their learning potential, and students' reactions to teachers' intermediary interventions themselves are also an evaluation of the effectiveness of teachers' teaching interventions. The ultimate goal of evaluation is to help students move towards a constantly emerging (i.e. dynamic) future and to a certain extent achieve mutual growth between teaching and learning.

2.2.2. Research on the Application of Dynamic Assessment in Writing Teaching

The term dynamic assessment was first proposed by Luria in 1961. Feuerstein studied some valuable evaluation tools in the late 1970s, which greatly promoted the research on dynamic assessment. Although dynamic assessment has achieved remarkable results in the fields of psychology and general education, it is still in its infancy in the field of foreign language education. In 2008, Poehne reexamined Vygotsky's research on dynamic assessment and published dynamic assessment: The book Vygotsky as a Way to Understand and Promote a Second Language systematically elaborates on the theory of dynamic assessment, providing theoretical guidance for its application in second language writing teaching and making important contributions to the development of applied linguistics. Subsequently, in the field of

dynamic assessment research, different scholars have different understandings and research directions, thus giving rise to various dynamic assessment models.

According to different intervention methods, dynamic assessment models can be divided into two categories: interventionist and interactionist (Lantolf & Poehner, 2004). Among them, intervention is divided into "sandwich style" and "cake style", and the structure of "sandwich style" includes three parts: pre-test, experiment, and post test (Sternberg & Grigorenko, 2002). The 'cake style' dynamic assessment model refers to the immediate intervention and guidance provided by evaluators when learners encounter problems (Sternberg and Grigorenko, 2002). In the test, participants answer the questions in order. If they can successfully answer the first question, they continue to the next question. If they cannot answer the question, a series of prompts are provided until the question is correctly answered. If they still cannot answer the question, they proceed directly to the next question. In addition to providing prompts, evaluators should also observe the performance of the subjects and keep records of the evaluation. In the intervention based dynamic assessment mode, the assessment focuses on the developmental changes of learners during the learning process and quantifies them, while the intervention is carried out according to pre-set standard procedures. The intervention based dynamic assessment model emphasizes evaluation for teaching purposes. During the teaching process, evaluators provide interventions to participants, help them solve problems, and provide pre-set intervention forms based on their specific situations. Poehner and Lantolf (2004) also adopted an intervention model to verify the impact of dynamic assessment on English writing teaching, emphasizing that teaching intervention can promote the development of students' potential abilities. Poehner and Yu (2021) used the "gauge" as an intermediary to diagnose the writing potential of second language learners and explored the significance of using this method in whole classroom teaching. In Poehner's (2021) study, the most effective method for dynamically evaluating students is to grade pre made mediation prompts from the most obscure to the most explicit, and assign a numerical value to each prompt. The content of the prompt may vary between different class hours according to the requirements of the task. Vague prompts include asking questions and providing clues, while clear prompts include leading students to correct mistakes and providing answers and explanations. In addition, Kushki Ali (2022) used Vygotsky's sociocultural theory and dynamic assessment as the theoretical basis for his experiments, exploring the impact of dynamic assessment models on student argumentative writing. This experiment is conducted on three English as a Foreign Language (EFL) students who are taking the IELTS exam. The qualitative research results show that students have different responses to each intervention measure, but overall, their writing ability has significantly improved. In terms of quantity, all participants scored higher in the final paper than in the first paper. Research has shown that gradual written comments are an effective intermediary tool to help second language learners improve their argumentative writing effectiveness.

The interactive dynamic assessment teaching model advocates that teachers provide appropriate assistance to students in teaching and establish a cooperative relationship between teachers and students (Weigle, 2001). Foreign scholars have also conducted in-depth research on interactive teaching models. Poehner (2013) explored the dynamic assessment of interactive groups. During classroom activities, teachers divide students into groups and detect their zone of proximal development through group communication and interaction. They expand students' zone of proximal development by building scaffolds and other methods, ultimately enabling students to achieve development. Vin (2013) conducted a study on peer mediation in foreign language writing classes through dynamic assessment. The research results indicate that adding peer mediation in classrooms with teacher mediation promotes communication and interaction among peers, resulting in better classroom outcomes. This means that peer mediation has a positive impact on promoting student learning.

Tabatabaee et al. (2018) conducted an empirical study, in which researchers set up three groups during the research process: a static evaluation group, a peer intervention group, and a teacher intervention group, to explore the impact of peer mediation on grammar accuracy. The results showed that in the peer intervention group, students had the highest accuracy in outputting grammar. This group of middle school students has frequent interactions and the best learning atmosphere, which can effectively alleviate learning anxiety. Poehner (2021) proposed that a significant benefit of dynamic assessment of interaction is that it can provide support in writing that is suitable for students' writing needs. Therefore, with this support, dynamic assessment can effectively enhance the pleasure of students' writing. The research on the application of dynamic assessment in writing teaching in China began with theoretical research. The research content mainly includes the specific writing steps under the dynamic evaluation mode, the "participation" of teachers and peers, and the application of the dynamic evaluation model (Li Di, 2015).

Their findings indicated that dynamic assessment has the potential to enhance the academic writing development of undergraduates by addressing their specific needs. Students enjoyed dynamic assessment procedures and perceived them to be supportive of their writing performance. In the same vein, the study conducted by Hadidi (2023) also provided evidence for more significant advantages of dynamic assessment than that of static assessment on learners' ability to generate written argumentative discourse.

As computer-based language assessments have proliferated, scholars have inclined their focus on applying dynamic assessment with technology-aided tools. For instance, Tzuriel and Shamir (2002) conducted a comparative analysis of the impacts of dynamic assessment in two distinct treatment groups of young children. One group received computer-assisted mediation, while the other received examiner-only mediation. Findings showed that computer-assisted mediation achieved considerable cognitive changes compared to face-to-face mediation. However, Ebadi and Rahimi (2019) investigated the impact of online dynamic assessment on EFL learners through one-on-one individual and online synchronous dynamic assessment sessions in Google Docs. It explored the short and delayed effects of dynamic assessment on writing performance by conducting near and delayed transfer tasks. The results of the microgenetic development of learners indicated the learners' regressed academic writing performance in the far transfer task. Interview analysis highlighted learners' positive perceptions of the effectiveness of dynamic assessment.

Although a few studies have documented that dynamic assessment positively impacts students' writing performance, scant attention is given to how it may affect the blended learning context. Through an empirical study, Qian et al. (2023) explored the effectiveness of DA-embedded SPOC blended teaching in promoting students' development of paraphrasing concepts and skills. The model helps students correct misconceptions and promote their paraphrasing skills, but there is an imbalance in the development of paraphrasing skills.

3. Dynamic Assessment Mechanism for Blended English Writing

3.1. Design Principles and Elements

The implementation of dynamic assessment of English writing in blended learning mode should ensure that it can motivate students to exert initiative and enthusiasm, enabling them to constantly discover, reflect and summarize their cognitive changes, gradually achieve self adjustment of learning attitudes and methods, and comprehensively improve their writing abilities. Therefore, when designing a hybrid English dynamic evaluation mechanism, it is necessary to grasp its principles and elements

Firstly, the principle of integration. The DA theory emphasizes the integration

and promotion between evaluation and teaching. When implementing blended English writing teaching, evaluation should be integrated throughout the entire teaching process, including online and offline teaching, as well as various stages before, during, and after class. Teachers should always pay attention to the problems or difficulties that students encounter in the writing process and provide necessary intervention support. They should integrate interventional activities into the teaching process, test the effectiveness of teaching by observing students' reactions to interventional activities, and design the next interventional activity based on this process. During the writing process, a series of evaluation interventional activities should be implemented to promote the comprehensive improvement of students' writing ability and achieve teaching goals. When designing intervention activities, the standardized process of intervention based dynamic assessment is easier to implement and more suitable for teaching with a large number of students. Interactive dynamic assessment is closer to the concept of Vygotsky's zone of proximal development and conforms to the developmental laws of individual learners' abilities. This study suggests that in English writing teaching, targeted intervention based dynamic evaluation activities such as procedural intervention or interactive dynamic evaluation should be carried out according to the evaluation objectives and activity design. For example, when carrying out writing teaching activities and training that are suitable for the whole class, they are more commonly used the intervention based dynamic evaluation model is more commonly used, while the interactive dynamic evaluation model is more commonly employed when providing necessary personalized guidance.

Secondly, the principle of negotiability. According to the perspective of social constructivism, learners' knowledge is not acquired through teacher instruction, but is actively constructed through negotiation and interaction with others within a certain socio-cultural context. classroom assessment is an interactive activity that is often "initiated or proposed by teachers, elicits feedback among learners, and is subsequently applied". Through a series of interactions and dialogues, the zone of proximal development of individual students can continuously move forward. Therefore, when constructing a dynamic evaluation mechanism, it is necessary to fully leverage the advantages of blended learning, improve the interactive environment between teaching and learning parties, and encourage them to actively participate in negotiation and interaction. For example, the screening of online writing resources, the training of peer evaluation methods, the formulation of evaluation standards and incentive measures all require the joint participation and close cooperation of both parties.

Thirdly, progressive principle. The process of English writing, from pre-writing information input to final draft completion, is a gradual and dynamic development process. At different stages of teaching, teachers provide diversified "scaffolding" intervention and support based on students' feedback information and actual needs, helping students complete tasks that they cannot independently complete, enabling them to independently and orderly improve their writing abilities. An effective "scaffold" should have the following characteristics: stimulate students' interest in tasks, make tasks standardized and easier to operate, help students maintain their pursuit of goals, indicate the gap between current learning status and ideal status, alleviate students' frustration, and point out problem-solving models, etc. During the operation of the dynamic evaluation mechanism, teachers should take on a significant amount of work in the initial stage, and the "scaffolding" activities provided should follow the principles of continuity, systematization, and gradual progression from easy to difficult. As students gradually accumulate writing experience through several complete intervention cycles, the "scaffolding" assistance provided by teachers should become less and less, allowing students to transition from relying on "expert" guidance to "self-regulation", successfully transferring their writing skills to other writing tasks, and being able to independently complete writing tasks.

3.2. Design Elements

According to the dynamic assessment theory, assessment and teaching are not two independent or complementary activities, but a complete activity. The comprehensive assessment of students' writing ability cannot rely solely on their performance in one or several writing behaviors, but needs to be continuously promoted through specific forms of intervention activities. In other words, "scaffolding style" intervention activities are an essential element in the implementation process of dynamic evaluation mode. Therefore, when constructing a dynamic evaluation mechanism in blended learning mode, it is necessary to fully consider how to effectively design teaching intervention activities at different stages of the teaching process, and to plan the overall intervention time, goals, content, tools, subjects, etc.

Firstly, time. The process orientation of dynamic evaluation emphasizes that evaluation should occur along with students' learning process, but this does not mean constantly evaluating students' performance. Instead, it involves observing and evaluating students' progress at multiple key time points, understanding their cognitive structural changes and developmental potential. According to the basic organizational form of blended learning, English writing teaching is divided into three stages: pre class guidance and exploration stage, offline collaboration and discussion stage, and post class online consolidation and improvement stage. The three stages cover the entire process of writing instruction from pre writing preparation to completing the final draft. When designing, evaluation should be integrated into each key link and supported by necessary teaching interventions.

Secondly, objective. According to the DA principle, the goal of evaluation is to transform students' potential abilities through negotiation and dialogue between learners and evaluators. Therefore, this should be used as a guide to design sub goals for each stage. The goal of the pre-class stage is to conduct accurate diagnosis of learning situations. Teachers provide writing materials and skills guidance online, observe students' writing problems, identify learning difficulties, and incorporate them into teaching design as key and difficult points. The goal of the in class stage is to diagnose and provide feedback on learning issues, and optimize writing through teacher-student and student-student interactions. The goal of the after-school stage is to consolidate teaching achievements, provide personalized guidance and resource push according to students' writing level, and achieve the improvement and transfer of writing ability.

Thirdly, content. The focus of dynamic assessment and intervention work is to create an ideal writing environment for students, stimulate their writing motivation, and provide necessary methodological guidance (Ebadi, 2019). In the writing process, teachers need to predict the difficulties that students may encounter, provide necessary intervention support, and accurately judge students' writing needs by carefully observing their reactions to teaching intervention activities, and then design the next step of intervention support. For example, in the pre writing stage, in order to enable students to have an understanding of the writing genre or theme, teachers need to provide relevant writing materials and writing techniques; In the evaluation process, teachers should develop incentive measures to guide students to participate in interactive communication, and establish evaluation criteria and revision methods for essays to support students in peer evaluation; In the modification process, teachers should provide reference resources and modification strategies, etc.

Forthly, tools. In the process of dynamic evaluation, it is necessary to timely and accurately grasp the effectiveness of intervention activities and students' learning feedback. Therefore, precise observation, recording, and evaluation are essential, and different evaluation contents require different evaluation tools and standards to support the generation of evaluation results. For example, to grasp the effectiveness of students' online learning before class, data collection and analysis tools on online teaching platforms can be used; A classroom

participation measurement scale and an interactive observation scale need to be designed for recording students' classroom performance; When guiding students to reflect on the entire learning process, reflective scaffolds should be provided.

Fifthly, subject. The traditional subject of English writing teaching evaluation is often the teacher. Although the teacher's evaluation results are more objective and reliable, this time-consuming and labor-intensive approach is inadequate in the blended learning mode that emphasizes efficient allocation of various teaching resources. Peer peer evaluation is beneficial for improving participation and fairness in evaluation. The network automatic evaluation system has the advantages of improving the efficiency of intervention and feedback, facilitating data analysis and processing, and achieving personalized feedback. Self-evaluation is available. It is conducive to students' self-reflection and adjustment, and the formation of learning motivation. In practical operation, one or several evaluation subjects should be selected according to the goals and content of different evaluation stages.

4. Framework Construction of Dynamic Assessment Mechanism for Blended English Writing Teaching

To construct a dynamic evaluation mechanism for English writing in a blended learning mode, it is necessary to fully leverage the supportive role of information technology in writing teaching, and effectively integrate online and offline teaching into the entire process of English writing, including writing preparation, initial draft, teacher-student collaborative evaluation, peer evaluation, second draft, final draft, and self-evaluation. Design corresponding teaching intervention methods based on the actual needs of students in each stage, in order to construct the overall framework of the dynamic evaluation mode, as shown in Figure 1.

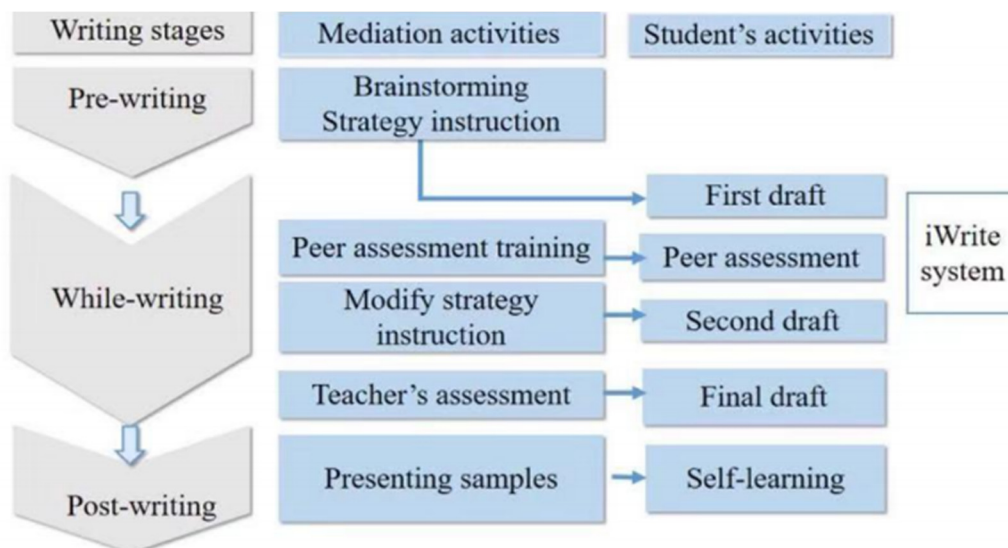


Figure 1. model of dynamic assessment teaching procedures

4.1. Pre-writing: Online Guidance and Exploration Stage

This stage is the pre-class preparation stage, which focuses on teacher guidance and student exploration to carry out a series of online activities, including pre writing preparation and initial draft writing. The basic process is as follows: firstly, based on the preliminary survey of students' writing level, the teacher assigns inspiring essay topics, and uses online teaching platforms to provide students with relevant materials such as texts, videos, courseware, as well as pre-writing strategies and skills guidance.

Secondly, learn through online independent exploration, students have gained a basic understanding of writing themes or scenarios. They collect and organize writing materials based on writing strategies, use mind mapping tools to draft writing outlines, and submit them to the teaching platform. Once again, teachers provide online guidance on students' writing outlines and answer any questions they may have. Finally, students further refine their writing outline, submit their initial draft on the intelligent writing platform, and improve the draft based on the scores and sub item evaluations provided by the online review system. Based on the above two aspects, teachers have a clear grasp of the effectiveness of teaching intervention and the typical problems and weak points exposed in students' writing. Based on this, they can improve lesson preparation, determine teaching difficulties, and prepare for the "scaffolding" intervention activities in face-to-face classroom collaboration and discussion. An important teaching preparation task for teachers is to select "typical samples" from the initial drafts submitted by students for detailed grading. Faced with a large scale of English writing classes, it is difficult for teachers to cater to the personalized needs of each student and implement personalized dynamic assessments and intervention activities for each student in the classroom. Vygotsky proposed that intervention activities can be carried out around the zone of proximal development of a group. He believes that there are overlapping and repetitive zones of proximal development within a group, where each learner can progress along different paths at different rates, forming the overall zone of proximal development; The intervention support for the entire group can enhance the overall zone of proximal development and promote individual development. The "typical sample" can focus on revealing the overlapping and repetitive zone of proximal development within a student group, and the typical problems are the common problems in the class students' compositions. Solving these typical problems will help improve the overall zone of proximal development of the student group and promote the development of individual writing abilities.

4.2. While-writing: Offline Collaboration and Discussion Stage

This stage is a face-to-face classroom teaching stage, where students' writing quality is improved and their cognitive abilities are further developed through collaborative interaction between teachers, students, and students. The writing stages involved in this stage include teacher-student collaborative evaluation based on typical writing problems, peer evaluation based on essay evaluation criteria, and second draft revision based on problem discovery. Relevant evaluation intervention activities need to be designed for each stage.

4.2.1. Evaluation of Teacher-Student Cooperation

Teacher student cooperative evaluation refers to the collaborative evaluation of "typical samples" selected by teachers under their guidance. In this stage, teachers need to provide three types of intervention: first, provide clear and explicit evaluation objectives and standards, so that students can actively participate in evaluation activities under clear guidance; The second is to guide students to discover and solve problems, and master modification strategies and methods through heuristic teaching; The third is to summarize and generalize writing skills and strategies, so that students can improve their understanding of "how to write" and "why to write like this". In order to motivate students to actively participate in evaluation and reform activities, teachers can design a student classroom participation measurement scale and give extra points to students who are serious and interactive. In order to provide students with specific and timely feedback, drawing on the evaluation gauge developed by Brown, this study developed an English essay evaluation standard that covers three dimensions of evaluation: ideological content, language expression, and discourse structure, as shown in Table 1. When summarizing writing strategies, teachers can focus on the three levels of content, language, and discourse in the evaluation criteria. For example, in terms of content, they can summarize the opening point strategy and mainline linking strategy,

in terms of language, they can summarize the synonym replacement strategy, and in terms of discourse, they can summarize the transition strategy

4.2.2. Peer Evaluation

Through collaborative evaluation between teachers and students, students have gained a clear understanding of the evaluation criteria and revision strategies for essays, laying a certain foundation for peer evaluation. The main task of peer evaluation is for students to form peer feedback through interactive dialogue within the group based on essay evaluation criteria, and to build a framework for each other to promote language development. Teachers should provide two intermediary activities at this stage: firstly, based on students' learning performance on the front line of class, they should be divided into several groups of four according to the principle of heterogeneity within the group and homogeneity between groups. Each group should have 1-2 students with good language foundation as intermediary providers, providing personalized assistance to peers when they encounter learning difficulties. Previous studies have found that scaffolds provided by peers with higher proficiency levels can effectively promote second language development in peers with lower proficiency levels. Secondly, develop incentive measures to encourage active discussion and communication within the group, record student performance in an interactive observation scale, and give bonus points to students who perform well in peer evaluation and have good improvement effects.

4.2.3. Second Draft Revision

Students revise their essays for the second time based on the suggestions provided during the peer evaluation process. At this point, teachers can publish reference templates and related resources through online teaching platforms that can help students complete revisions, and mark the "highlights" available for learning in these resources, promoting students to further optimize their knowledge structure. After completing the second draft, students submit it to the intelligent writing platform.

4.3. Post-writing: Online Consolidation and Improvement Stage

This stage is the post class improvement stage, where students are guided by the teacher's "framework" to complete the final composition and reflect on the entire learning process. Firstly, the teacher compares the differences between the student's first and second drafts, recognizes the student's progress in certain aspects, and points out the shortcomings that still exist, providing personalized revision strategies and specific guidance; Secondly, students obtain revision suggestions through online interaction with teachers and continue to improve their compositions to complete the final draft online; Once again, teachers select excellent compositions and place them in the online teaching platform sample library for all students to learn and appreciate; Finally, the teacher provides students with a reflective framework template. Through reflective activities, students summarize the key points of writing knowledge, skills, strategies, etc. they have learned and the changes in cognitive structure throughout the entire learning process. Reflection activities can help improve students' metacognitive abilities, such as transferring the results of reflection to other similar writing activities, which can gradually achieve the transition from "novice" to "expert".

At this point, the complete teaching evaluation and intervention cycle for a writing task has been completed. Teachers will use this as a reference to design a new round of writing tasks, and the difficulty of the tasks will gradually increase with the development of students' writing abilities. As for the evaluation design of the entire course, it is divided into two parts: process evaluation and summative evaluation. Process evaluation includes preclass learning evaluation, in class activity evaluation, and post class learning evaluation. Students' performance in each writing task is included in the process evaluation, while the final evaluation consists of two parts: final assessment and team summary report.

5. The Implication of Dynamic Assessment Models for English Writing Teaching

5.1. Teachers Should Constantly Update Their Teaching Philosophy and Improve Their Teaching Methods

Writing is crucial in English teaching at all times, and it is also the weakest part of students' English learning process. For decades, teachers have formed a fixed mode of teaching writing, which has led to students' difficulty in writing. The general enthusiasm is not high, and teachers also feel it is very difficult. But with the development of the times, our writing teaching methods should also keep up with the times, be more in line with the cognitive characteristics and learning level of students nowadays, pay more attention to the process and interaction of writing teaching, fully play the role of peer evaluation and teacher intervention, in order to better improve students' writing ability.

5.2. Teachers Should Conduct "Scaffolding Teaching"

In the process of teaching writing, more emphasis is placed on the role of the teacher as a support. Students can only engage in activities under the guidance of the teacher's general framework, such as pre writing guidance, brainstorming, group discussions, peer revision, and other processes. At the same time, teachers should help students develop clear writing plans in their daily teaching activities, regularly check their writing methods and strategies, correct their existing problems in a timely manner, and solve them. At the same time, it is necessary to cultivate the habit of mutual communication among classmates, discuss and explore their writing skills and experiences with each other, and share their mistakes, which will improve each other's writing ability. Teachers should also encourage students to focus on accumulating good words and sentences in their daily lives, so that they can apply them in writing and add luster to their compositions.

5.3. Make Teacher Intervention an Effective Intervention

In the dynamic evaluation mode, teacher intervention should run through the entire process, and once there is a stage interruption, it will cause students to become lazy. Although this model may appear to reduce the workload of teachers on the surface, the responsibility of teachers is actually heavier. Teachers need to prepare adequately for each stage of activities and make timely adjustments according to changes in students, because different students have different levels of knowledge. Teachers also need to explore the potential abilities of different students to reach their zone of proximal development. Therefore, teachers need to have a profound understanding of the meaning of "intervention", which should be coherent and timely. They should control the amount and timing of intervention, as too much or too little can have a hindering effect.

5.4. Teachers Should Continuously Improve Their Professional Knowledge and Abilities

In the daily teaching process, teachers should constantly enrich their theoretical knowledge and literacy, be able to provide diverse materials for students' writing, be able to anticipate potential problems that students may encounter in the classroom in a timely manner during lesson preparation, and provide timely help and guidance. At present, the dynamic evaluation model is not widely used in English writing teaching in China, but research has shown that it can enhance students' interest in writing, improve teaching and learning efficiency, and have a certain degree of reference significance for writing teaching in middle schools.

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