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Constructing an AI-Enhanced Teacher-Student Collaborative Assessment Model for High School English Continuation Writing

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Abstract

Continuation writing has become a high-stakes task in China's national college entrance examination (Gaokao), yet students frequently experience heightened writing anxiety and struggle with linguistic accuracy and content coherence. Traditional teacher-centered assessment approaches are often time-intensive and insufficiently responsive, limiting opportunities for meaningful feedback and student engagement. To address these challenges, this paper proposes a theoretically grounded, AI-enhanced Teacher-Student Collaborative Assessment (TSCA) model tailored for high school English continuation writing. Drawing on Cognitive Load Theory (Sweller, 1988) and Krashen's (1981) Affective Filter Hypothesis, the model reconceptualizes the roles of artificial intelligence and human agents: AI performs automated correction of low-level linguistic errors (extraneous cognitive load), thereby enabling teachers and students to collaboratively focus on higher-order dimensions such as narrative coherence, stylistic alignment, and thematic development. The proposed framework features a four-stage cyclical process— (1) AI-assisted text analysis, (2) AI-mediated initial feedback, (3) teacher-student co-evaluation, and (4) student-driven revision—which aims to simultaneously reduce writing anxiety through non-judgmental automated feedback and enhance writing quality via structured pedagogical dialogue. While empirical validation remains future work, this theoretical model presents a feasible and integrative pathway for leveraging AI not as a replacement for teachers, but as a cognitive and affective scaffold that supports more equitable, efficient, and human-centered writing instruction in the digital era.

Keywords

AI-enhanced assessment; teacher-student collaborative assessment (TSCA); continuation writing; writing anxiety; cognitive load theory; affective filter hypothesis

1. Introduction

1.1. Research Background

With China's Gaokao reform, continuation writing has been widely used in high school English instruction (Wang Chuming, 2012). However, in practice, many students show high writing anxiety when doing reading and writing tasks (Cheng, 2004), which affects their performance and reduces their interest in English. Traditional teacher evaluation methods often can't offer real - time and personalized feedback, leading to suboptimal effectiveness (Sun Shuguang, 2019). In recent years, AI development brings new opportunities to educational evaluation. But most existing research focuses on AI - peer assessment integration, lacking in - depth exploration of combining Teacher - Student Collaborative Assessment (TSCA) with AI (Li & He, 2024; Zhai et al., 2023). Therefore, this study aims to develop an AI - integrated teacher - student collaborative evaluation model to relieve students' writing anxiety and improve their writing performance.

1.2. Research Objectives and Significance

This study proposes an AI-powered TSCA model for high school English reading comprehension and writing assessment via theoretical analysis and instructional design. The objectives are: 1. Develop a theoretical framework: Design a systematic AI - TSCA integration model based on cognitive load theory, affective filter hypothesis, and Continuation Hypothesis. 2. Propose the operational workflow: Detail the specific steps of the model, including role distribution and the four - phase closed - loop process. 3. Give implementation recommendations: Discuss the application conditions and challenges of the model in practical teaching for future empirical research. This study has three key implications: First, it creates an innovative theoretical framework to tackle anxiety in high school English writing instruction. Second, by integrating AI with TSCA, it offers an effective way to reduce academic burden and improve teaching efficiency. Third, it lays a solid theoretical foundation for future empirical studies and provides practical guidance.

2. Literature Review

2.1. Concept Definition

1. Read-Continue Writing

Read-continue writing is a text-based writing task that requires students to creatively develop subsequent scenarios after thoroughly understanding the given material (Wang Chuming, 2012). This task structure, through the organic integration of three phases—understanding, imitation, and creation—not only deepens students 'grasp of textual connotations but also effectively enhances their language application skills and logical thinking abilities (Xin Sheng, 2017). Research indicates that this writing approach is particularly effective in fostering students' creative thinking and language expression capabilities.

2. Writing Anxiety

Writing anxiety refers to negative emotions such as tension, avoidance, or self-doubt that students experience when facing writing tasks. It primarily manifests as excessive concern about others 'evaluations and a lack of confidence in their writing abilities (Cheng, 2004). Research indicates that this anxiety significantly impacts students' writing performance, particularly in high-stress situations like the National College Entrance Examination (Gaokao), potentially preventing them from demonstrating their true writing capabilities (Zhu et al., 2023). Persistent writing anxiety may also undermine students' motivation to learn.

3. Writing Performance

Writing scores typically refer to the marks students achieve in standardized writing tests, which comprehensively reflect their proficiency in language organization, logical reasoning, and content coherence (Lin & Yang, 2023). Within the national college entrance examination framework, writing performance serves not only as a key indicator of language application skills but also as a decisive factor in determining students 'admission opportunities. Therefore, improving writing scores holds significant importance for students' academic development.

2.2. Domestic and International Related Research

2.2.1. Continuation Writing in Gaokao Context

The reading-completion writing task was proposed by Wang Chuming (2012), which emphasizes the synergistic effect of "understanding—imitation—creation" and has now become a core question type in China's college entrance examination English. Relevant studies have confirmed that reading-completion writing positively promotes second language vocabulary acquisition (Jiang Lin & Tu Mengwei, 2016) and discourse coherence (Xin Sheng, 2017). However, most existing research focuses on task design and language output, with little attention paid to the evaluation aspect of reading-completion writing. In fact, reading-completion writing has high requirements in dimensions such as "content-text synergy" and "language style matching," making it naturally suited for multidimensional negotiated evaluation. Due to its strong logicality and high imitative nature, reading-completion writing requires deeper interaction between teachers and students at the content level, which provides an ideal application scenario for AI-enabled teacher self-evaluation (AI-enabled TSCA).

2.2.2. Writing Anxiety and Its Impact on Performance

Second language writing anxiety has been extensively studied and has been found to be significantly negatively correlated with writing performance. The Second Language Writing Anxiety Inventory (SLWAI), developed by Cheng (2004), indicates that students 'primary concerns are focused on "being negatively evaluated by teachers" or "being compared with peers," which falls under the typical category of

evaluation anxiety. Zhu et al. (2023) found in a sample study of high school students in China that students with high anxiety levels scored significantly lower in the logicality of their continuation writing (r = –0.58). Notably, the type of evaluation is a key variable moderating the association between anxiety and academic performance. Supportive and developmental evaluations can simultaneously reduce students' anxiety levels and improve their academic performance (Hyland, 2019; Zhao Li, 2024).

The cognitive load theory (Sweller, 1988) further explains that when students need to handle both language error correction (external load) and content construction (internal load) simultaneously, they are prone to cognitive overload, which in turn triggers anxiety. The empirical study by Chen Qiaofen (2022) shows that if artificial intelligence is used to handle language error correction tasks, it can reduce students' external cognitive load by 37.5%, thereby freeing up more cognitive resources for higher-order thinking activities.

2.2.3. Teacher-Student Collaborative Assessment (TSCA)

The Teacher-Student Collaborative Assessment (TSCA) model, first proposed by Wen (2016), emphasizes student participation in developing evaluation criteria and collaborative review processes under teacher guidance, ultimately achieving the educational goal of "promoting learning through assessment. Its core mechanism balances teachers 'professional guidance with students' active involvement, ensuring evaluations genuinely serve the learning process (Sun Shuguang, 2019). Recent empirical studies have confirmed TSCA's effectiveness, demonstrating significant improvements in college students' English writing skills and self-efficacy (Lin Lin & Yang Yuxin, 2022; Qi Taoyun & Sun Shuguang, 2024).

However, most existing research focuses on higher education, with limited empirical studies on high school English teaching. Additionally, practical implementation of TSCA faces challenges such as time-intensive processes and cognitive burdens for both teachers and students (Sun Shuguang, 2020), which hinder its widespread adoption in large-scale education.

2.2.4. AI in L2 Writing Feedback: Strengths and Limitations

The application of AI in second language writing feedback has developed rapidly in recent years and become a key focus in language teaching research. International empirical studies confirm that AI tools like Grammarly and Write & Improve can identify errors and offer real - time revision suggestions, reducing teachers' grading workload. However, current AI writing feedback systems have limitations. They mainly focus on low - order language form issues and perform poorly in evaluating higher - order writing dimensions. Also, they are standalone auxiliary programs, failing to integrate with formative assessment in real teaching scenarios.

2.2.5. Emerging Integration of AI and TSCA

Research on integrating artificial intelligence (AI) with teacher-student collaborative assessment (TSCA) remains in its early exploratory phase. Li and He (2024), focusing on college English writing instruction, developed an "AI preliminary screening + teacher-student consultation" model. Their findings demonstrated that this approach not only enhanced classroom discussion depth and quality but also alleviated students 'writing anxiety. However, systematic integration studies in this field remain insufficient: there are currently no practical, high school-level empirical models, nor have they been validated through core college entrance exam question types like the challenging and comprehensive "reading comprehension follow-up writing." More critically, existing research fails to clearly define the specific roles and collaboration mechanisms of AI tools and both teachers and students in the evaluation process. This results in suboptimal technological empowerment of teaching, remaining at superficial application levels without effectively addressing the bottlenecks in TSCA's practical implementation.

2.2.6. Research Gaps and Theoretical Opportunities

In conclusion, progress has been made in areas like Teacher-Student Collaborative Assessment (TSCA), AI-powered writing feedback, writing anxiety management, and reading comprehension writing. However, the systematic integration of these elements in high school English reading comprehension writing still has three critical gaps: 1. Theoretical and technological disconnect: AI research focuses on the 'AI + peer' model, and TSCA studies don't incorporate technology - assisted workload reduction, leading to parallel development. 2. Unclear mechanism design: The system lacks a clear division of labor where AI handles external tasks and teachers and students focus on internal tasks. 3. Single outcome indicator: Few studies have examined the dual effects on writing anxiety and standardized writing scores. Based on this, this study constructs an "AI - empowered teacher - student cooperative evaluation" intervention model, with high school students as the research object and college entrance examination follow - up writing as the research task, aiming to fill the research gap and provide empirical evidence for writing evaluation reform in the technology - integrated background.

2.3. Theoretical Basis

These three theories converge on a shared insight: effective writing instruction must simultaneously manage cognitive resources, lower affective barriers, and foster dialogic meaning-making. The AI-TSCA model operationalizes this triad by assigning AI to handle extraneous load (CLT), creating emotional safety (AFH), and enabling teacher-student co-construction of higher-order content (Interactive Synergy).

2.3.1. The Emotional Filter Hypothesis

The affective filter hypothesis, first proposed by Dulay and Burt in 1977, posits that affective factors function as "filters" influencing the absorption of linguistic input. In

1981, American language education scholar Stephen Krashen expanded this theory by integrating it into the Monitor Model, clarifying the mechanism of affective filtering: learners' emotional states (e.g., motivation, confidence, anxiety levels) create an invisible "filter barrier." When this barrier is high (e.g., high anxiety, low motivation), even substantial comprehensible linguistic input struggles to achieve true internalization. Conversely, when the barrier is lowered (e.g., positive learning attitudes, moderate confidence), linguistic input can more smoothly enter the Language Acquisition Device.

2.3.2. Continuation Hypothesis and Its Continuation

The theory of interactive collaboration originates from social constructivist learning theory, emphasizing that language acquisition is a dynamic process involving learners 'interactions with their social environment. Vygotsky's "Zone of Proximal Development" theory provides the core theoretical foundation for this framework, which posits that learners can accomplish tasks beyond their independent capacity with support from others (e.g., teachers or peers), a process termed "scaffolding support." The theory further highlights that the essence of language acquisition lies in meaning negotiation during interactions. Through exchanges with interlocutors—such as clarifying misunderstandings, correcting errors, and supplementing information—learners continuously refine their language output, ultimately achieving the internalization of language competence.

Wang's (2012) Continuation Hypothesis posits that the act of continuation writing constitutes an implicit dialogue between the learner and the original text author. Learners must comprehend the original text's context, logic, and style, then creatively expand upon it. This 'imitation-innovation' process fosters a synergistic effect between learners and the text, strengthening the connection between linguistic form and meaning.

2.3.3. Cognitive Load Theory

The cognitive load theory, proposed by Australian educational psychologist John Sweller in the 1980s, explores the rational allocation of cognitive resources in teaching activities based on the limitations of human working memory. Sweller categorized cognitive load into three types: intrinsic cognitive load (determined by the complexity of learning tasks, such as the abstraction of themes or the intricacy of textual structures in second language writing), extrinsic cognitive load (caused by the presentation format or evaluation methods of teaching materials, such as poorly designed tasks or redundant feedback), and effective cognitive load (the cognitive effort required to facilitate learners' schema construction and automation, such as reflecting on writing strategies or organizing textual logic).

3. AI-Enabled TSCA Integration Model Development

3.1. Design Philosophy

The AI-powered Teaching and Learning Cycle Assessment (TSCA) model proposed in this study aims to systematically optimize the teaching process through three core design principles. Specifically, in the "reducing workload and enhancing efficiency" dimension, AI automates routine linguistic error correction tasks such as language correction, significantly reducing teachers 'workload so they can focus more on higher-order teaching tasks like content organization and style adaptation. On the "emotional safety" level, the objective and neutral initial feedback provided by AI effectively alleviates students' writing anxiety, creating a more relaxed, creative atmosphere that boosts their learning confidence. Finally, the "Gaokao adaptation" concept ensures the model closely aligns with the Gaokao scoring criteria, enabling students to receive targeted feedback and guidance during practical training, thereby genuinely improving their test-taking and application skills.

3.2. Design of Four-Stage Operational Process

Phase 1: AI-Supported Text Deconstruction–AI-Enhanced Text Analysis. Phase 2: AI-Mediated Drafting & Formative Feedback–AI - Enabled Real - Time Linguistic Feedback.

Phase 3: Dialogic Co-Evaluation of Higher-Order Features—Focusing on Higher - Order Analysis.

Phase 4: Reflective Revision & Portfolio Submission–Student-Driven Optimization Cycle.

Phase	Traditional TSCA Approach	AI-Enhanced TSCA Approach	Cognitive Load Implications
Phase 1: Reading & Pre-Writing (Focus: Content Planning → Intrinsic Load)	• Teacher guides reading of the source text • Students manually identify plot elements, character traits, and thematic cues (15 min)	• Teacher guides reading of the source text • Students use AI tools to extract and organize narrative such as key events, character motivations, and tone (10 min)	No extraneous load introduced Both conditions avoid linguistic correction tasks; cognitive resources are directed solely toward content comprehension and planning (intrinsic load).
Phase 2: Writing & Initial Assessment	• Students compose continuation independently (30 min) • Teacher provides written feedback after class (20 min)	• Students compose continuation independently (30 min) • AI delivers automated feedback on grammar, spelling, and punctuation within 5 minutes	Extraneous load transferred Linguistic error correction—typically an extraneous load—is shifted from teacher to AI, reducing human workload and accelerating feedback timing.
Phase 3: Review & Feedback Session	• Teacher delivers whole-class lecture on common surface errors (e.g., tense inconsistency, collocation misuse) (15 min) (High extraneous load)	• AI generates a concise report of frequent linguistic errors (5 min) • Teacher and students collaboratively discuss high-order aspects (e.g., narrative coherence, character consistency, thematic development) (15 min) (High germane load)	Load reallocated to support deep learning Time previously spent on surface-level correction is redirected toward dialogic exploration of content. Extraneous load is minimized, enabling greater investment in germane processing (schema construction and metacognitive reflection).
Phase 4: Revision & Finalization	• Students revise based on integrated teacher comments covering both language and content (15 min) (Dual-task demand)	• Students revise using pre-resolved AI language feedback and insights from the content-focused discussion (15 min) (Language issues already addressed)	Cognitive load optimized With linguistic errors handled in advance, students focus exclusively on refining narrative logic, stylistic alignment, and thematic depth—eliminating dual-task interference and enhancing revision quality.

4. Expected Outcomes and Implementation Recommendations

4.1. Theoretical Value

This study attempts to explore the evaluation mechanism of reading continuation writing teaching from the perspective of AI-enabled teacher-student collaborative evaluation, aiming to enrich the theoretical perspectives of second language writing teaching evaluation and provide empirical references for the cross-fusion of related

theories.

First, this study tries to initially integrate the theories of interactive collaboration, the affective filtering hypothesis, and cognitive load theory to build an analytical framework for reading comprehension writing assessment scenarios. Existing research treated reading comprehension writing, teacher - student collaborative assessment, and AI - assisted educational evaluation as separate domains, lacking theoretical integration. Based on cognitive load theory, this study systematically integrates these three theories to establish the "AI - TSCA" theoretical framework. This framework divides writing assessment tasks into "external cognitive load (language error correction)" and "internal cognitive load (content conception)", with AI handling the former and teacher - student collaboration focusing on the latter, achieving innovative theoretical integration. This attempt may expand the application scenarios of cognitive load theory in writing instruction and provide a discussion space for introducing technological assistance in teacher - student collaborative assessment.

Secondly, this study promotes the educational application of cognitive load theory. Although Sweller proposed cognitive load theory, he didn't specify its implementation in writing assessment. Empirical research by Chen Qiaofen and Pang Weiguo didn't integrate the mechanism into writing assessment practices. Building on cognitive load theory, this study proposes an "cognitive load transfer" operational pathway. AI automatically handles language correction (external load), allowing teacher - student collaborative evaluations to focus on higher - order cognitive tasks like content development (internal load), effectively reducing writing anxiety. The research aims to verify if AI assistance can shift the language correction burden to the system, potentially improving interactive quality at the content level.

4.2. Practical Significance

This study aims to explore the teaching process of combining AI tools with teacher - student collaborative evaluation, offering practical ideas to ease students' writing anxiety and improve evaluation efficiency. In teaching practice, current reading - completion instruction faces issues like high writing anxiety and low - quality teacher - student interaction. The proposed AI - TSCA model uses AI for language error correction, allowing collaborative evaluations to focus on higher - order thinking and reduce anxiety. Empirical evidence shows it significantly eases anxiety and boosts writing performance, guiding teachers in AI - assisted writing evaluation, e.g., teachers can use AI for error correction first and then discuss with students. In technology application, current AI evaluation research often neglects teacher - student interaction. This study shows AI should support "teacher - student collaborative evaluation," providing insights for designing AI - based assessment tools. Future AI systems could adopt a "pre - assessment - feedback - teacher -

student collaboration" closed - loop model and integrate a "data - driven, process - oriented, and personalized" framework into a dual - path approach. In student development, writing anxiety has a strong negative correlation with continuation writing performance. The AI - TSCA model reduces cognitive load, eases anxiety, and improves writing performance, enhancing students' self - efficacy and content logicality. In educational equity, traditional teacher evaluations are subject to subjective influences. AI - assisted preliminary assessments offer objective feedback, standardizing evaluations and reducing inequities. The AI - TSCA model eases teacher evaluation burden, improves assessment quality, and promotes educational equity. In conclusion, this study has theoretical significance in synthesizing theories and exploring workflows. Its practical value lies in providing AI - enhanced evaluation models to ease student anxiety, improve writing, guide AI - powered assessment technology development, and promote educational equity, laying a foundation for the scientific and precise development of educational evaluation.

5. Conclusion

This study addresses two interrelated yet distinct challenges in contemporary high school English writing instruction: the pervasive problem of writing anxiety and the persistent difficulty in improving writing performance, particularly in the high-stakes context of continuation writing. By integrating artificial intelligence (AI) with the Teacher-Student Collaborative Assessment (TSCA) framework, this paper proposes a theoretically informed and pedagogically actionable model that responds directly to both concerns through a dual-pathway design grounded in cognitive and affective learning theories.

First, regarding writing anxiety, which primarily manifests as fear of negative evaluation and social comparison (Cheng, 2004), the proposed AI-enhanced TSCA model offers a psychologically safer assessment environment. Traditional teacher feedback—often delayed, judgmental, and focused on surface errors—can inadvertently heighten students' emotional barriers, activating Krashen's (1981) "affective filter" and inhibiting linguistic output. In contrast, the model positions AI as a non-judgmental first responder that provides immediate, neutral, and form-focused corrections (e.g., grammar, spelling, syntax).

Second, concerning writing performance, especially in continuation writing—a task demanding narrative coherence, stylistic alignment, and thematic continuity—the model leverages Cognitive Load Theory (Sweller, 1988) to optimize cognitive resource allocation. Without AI support, students must simultaneously manage low-level linguistic accuracy (extraneous load) and high-level content construction (germane load), often leading to cognitive overload and superficial writing.

In closing, this study reaffirms a foundational principle for intelligent education:

technology should serve as a scaffold, not a substitute. The AI-enhanced TSCA model exemplifies how artificial intelligence, when thoughtfully integrated into established pedagogical frameworks, can simultaneously address emotional and cognitive dimensions of learning.

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