

A practical exploration of deepening the reform of teaching evaluation in primary and secondary schools in the new era

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Abstract: Evaluation is the basic link of education and teaching, which should reflect the teaching quality comprehensively and accurately. With the change of the educational concept in the new era, the teaching evaluation of primary and secondary schools should conform to the positive reform, and build a teaching evaluation system with multi-dimensional evaluation content, multiple evaluation methods and multiple evaluation subjects, which runs through before, during and after class. Based on this, this paper studies the practice of deepening the reform of primary and secondary school teaching evaluation in the new era. Firstly, it expounds the significance of deepening the reform of primary and secondary school teaching evaluation, analyzes the existing problems in the current evaluation of primary and secondary school teaching, and proposes a series of reform strategies, including optimizing pre-class evaluation, refining in-class evaluation and enriching after-class evaluation, etc. In order to promote the reform of classroom teaching evaluation and improve the quality of teaching in primary and secondary schools.

Key words: New era; Primary and secondary schools; Teaching evaluation reform; Practice exploration

Introduction

In 2020, the General Plan for Deepening the Reform of Educational Evaluation in the New Era issued by the CPC Central Committee and The State Council clearly put forward that information technology should be made full use of to improve the scientific, professional and objective of educational evaluation. As an indispensable part of educational activities, the scientificity and rationality of teaching evaluation are directly related to the improvement of teaching quality, the cultivation of students' comprehensive quality and the realization of educational equity. However, for a long time, the traditional teaching evaluation model tends to focus on the single dimension of knowledge mastery, ignoring the comprehensive evaluation of students' ability, attitude, values and other aspects, resulting in a single evaluation subject, evaluation system rigidity and other problems become increasingly prominent. Therefore, it has become one of the important tasks of the current education reform to deepen the reform of primary and secondary school teaching evaluation and build a diversified, multi-dimensional and multi-subject evaluation system. This paper will start from the significance of deepening the reform of primary and secondary school teaching evaluation in the new era, analyze the existing problems, and explore effective practical strategies, in order to provide useful reference for educational practice.

I. The significance of deepening the reform of primary and secondary school teaching evaluation in the new era

Deepening the reform of teaching evaluation in primary and secondary schools is an important measure to reform teaching evaluation in order to better adapt to social development and students' needs in the new era. First of all, deepening the reform of teaching evaluation is conducive to improving the quality of education. As an important link in the process of education, the scientificity and effectiveness of teaching evaluation are directly related to the realization of teaching objectives. Through the reform, schools can establish a more comprehensive, objective and accurate evaluation system, which not only pays attention to students' knowledge grasp, but also attaches importance to students' ability development, emotional attitude, values and other aspects of performance, so as to reflect the teaching effect more accurately and provide a strong basis for teaching improvement. Secondly, deepening the reform of teaching evaluation is conducive to promoting students' all-round development. The reform of teaching evaluation in the new era emphasizes "people-oriented" and pays attention to the all-round development of students. Through diversified evaluation methods, students' potential and specialty can be found, their learning interest and motivation can be stimulated, and students can be helped to know themselves, improve themselves and realize personalized growth. Finally, deepening the reform of teaching evaluation is conducive to adapting to the requirements of educational development in the new era. With the continuous progress of science and technology and the rapid development of society, the demand for talents in the new era is constantly changing. The traditional teaching evaluation model has been difficult to adapt to the needs of the development of education in the new era. Therefore, primary and secondary schools must deepen the reform of teaching evaluation and innovate the evaluation methods and methods to meet the new requirements of talent training in the new era, and provide strong support for cultivating high-quality talents with innovative spirit and practical ability.

II. The existing problems of deepening the reform of teaching evaluation in primary and secondary schools in the new era

1. There is one-sidedness in the evaluation subject

At present, the main body of teaching evaluation in primary and secondary schools is often relatively simple, mainly concentrated in

the level of teachers and administrators, while the participation of students, parents and other relevant parties in society is low, leading to the limitation of the evaluation perspective and the one-sidedness of the evaluation results. As the main evaluator, teachers' evaluation often focuses on students' academic performance and classroom performance, which is difficult to fully reflect students' comprehensive quality and personality characteristics. At the same time, the lack of students' self-evaluation and mutual evaluation also limits the opportunities for students to self-reflect and learn from each other. In addition, the insufficient participation of parents and society in the evaluation makes it difficult for the evaluation results to obtain widespread recognition and support, which affects the in-depth implementation of the evaluation reform.

2. The evaluation system is not perfect

The evaluation system is an important tool to comprehensively evaluate and feedback students' performance in various aspects. However, the current evaluation system of primary and secondary schools is not perfect, which makes it difficult to carry out the reform of teaching evaluation in primary and secondary schools. First, there is a single evaluation standard. Traditional evaluation pays too much attention to students' academic performance and neglects the evaluation of students' ability, attitude, values and other aspects. Second, the evaluation method is single, the traditional evaluation mainly adopts the way of paper and pencil test, and lacks the effective evaluation of students' practical ability, innovation ability and other comprehensive qualities. Third, the evaluation results are not fully used, the traditional evaluation results are often only used for rewards and punishments and rankings, but can not effectively guide teaching improvement and personalized development of students. The existence of these problems makes it difficult for the evaluation system to reflect students' learning situation and teaching quality comprehensively and accurately, and also limits the positive role of the evaluation reform in promoting students' all-round development and improving teaching quality.

III. The practice strategy of deepening the reform of primary and secondary school teaching evaluation in the new era

1. Optimize pre-class evaluation and promote students' active and effective learning

Pre-class learning is an extension of classroom teaching. Pre-class evaluation can urge students to study independently, help teachers better understand students' knowledge points, and adjust teaching design accordingly. In the reform of pre-class evaluation, teachers should build an evaluation system around the three core elements of "multi-dimensionality", "pluralism" and "multi-subject", and stimulate students' learning motivation and improve their learning quality through scientific and comprehensive evaluation. First of all, multi-dimensional evaluation content should be designed. For the evaluation of teachers' lesson preparation, emphasis should be placed on the multi-dimensional quality of teaching design: the teaching content is rich and varied, which can stimulate students' interest in learning; Comprehensive coverage of teaching links to ensure systematic and coherent knowledge; The teaching courseware is lively and interesting, and multimedia technology is used to enhance the teaching effect. For students' preview evaluation, it should reflect the dual attention to students' autonomous learning ability and inquiry learning ability, evaluate whether students can effectively use the learning materials provided by teachers to complete the preview task, and accurately answer the relevant questions; Test whether students can find difficulties in the preview process and put forward their own thinking and opinions, so as to cultivate students' critical thinking and innovation ability. Secondly, design multiple evaluation methods. Teachers should adopt a combination of verbal and non-verbal evaluation, quantitative and qualitative evaluation, such as checking students' preview through knowledge testing, and evaluating students' understanding through communication and discussion. Finally, multiple subjects should participate in the evaluation. As the leader of teaching, teachers should play their main role in evaluation, comprehensively understand students' learning through classroom observation, homework correction and other ways, and give targeted guidance and suggestions. In addition to teacher evaluation, attention should also be paid to student evaluation. Teachers guide students to understand their own learning status and room for progress through self-evaluation, learn the strengths and weaknesses of others through mutual evaluation, and cultivate students' ability of teamwork and critical thinking.

2. Refine in-class evaluation and introduce online teaching evaluation platforms

As an immediate feedback mechanism in the teaching process, in-class evaluation plays an irreplaceable role in adjusting teaching strategies and promoting students' timely understanding and mastery of knowledge points. Taking the evaluation in the history course of junior middle school as an example, teachers should pay attention to the introduction of online education evaluation platform and further refine the content of teaching evaluation. In the evaluation process of class, teachers should focus on the core knowledge points and teaching objectives of history course, including the detection of basic knowledge and the training of historical thinking ability, and make full use of the online teaching evaluation platform to design diversified evaluation tasks. For example, teachers can design objective questions such as multiple choice questions and fill in the blanks to test students' mastery of historical facts, and also set subjective questions such as case analysis and opinion discussion to test students' ability of historical analysis and critical thinking. Online teaching evaluation platform can generate immediate evaluation results and provide feedback, junior high school history teachers can immediately view students' answers through the platform to understand students' learning difficulties and misunderstandings, so as to quickly adjust teaching strategies, focus on common problems, and provide personalized guidance to individual students' questions, so as to improve the pertinency and effectiveness of classroom teaching. For students' learning evaluation, it can be started from four aspects: learning attitude, learning strategy, goal achievement and communication and cooperation. Among them, learning attitude pays attention to students' learning motivation and self-discipline, and teachers can evaluate by observing students' performance and obtaining data from online platform. Learning strategies

focus on testing students' ability to understand learning content and flexibly adjust learning plans; Goal achievement refers to students' mastery and application of the key points of knowledge, which can be evaluated by designing discussion questions and thinking questions. Communication and cooperation pay attention to students' performance in class speech, dialogue sharing and cooperative learning, and teachers can evaluate by means of online check-in, online voting and other tools on the online platform. The online teaching evaluation platform can collect a large amount of teaching data, including students' answer records, learning progress, learning preferences, etc., which provides effective tools for teachers' teaching evaluation and helps to improve the quality and efficiency of teaching evaluation.

3. Enrich after-class evaluation and attach importance to the development of students' comprehensive ability

Under the background of the new era, with the renewal of educational ideas and the change of teaching mode, teaching evaluation of primary and secondary schools is no longer limited to the imtransfer and mastery of knowledge in the classroom, but pays more attention to the cultivation and development of students' comprehensive ability. As an important part of the teaching evaluation system, after-class evaluation plays an irreplaceable role in promoting students' all-round development with its richness and diversity. In this regard, primary and secondary schools should focus on the needs of students' comprehensive ability development, enrich after-school evaluation, and give full play to the effectiveness of after-school evaluation. First of all, track the growth of students. Primary and secondary schools should pay attention to the tracking and evaluation of students' learning process, focusing not only on the final results, but also on the performance and growth of students in the process of solving problems and exploring new knowledge. By recording students' learning track, enthusiasm to participate in activities, and ability to cooperate and communicate, they can provide rich materials for comprehensive evaluation. Secondly, strengthen the practical evaluation after class. In the course of education reform, most primary and secondary schools have organized a variety of extracurricular activities and social practice projects, including science and technology competitions and cultural experiences, in light of local characteristics and students' interests. Primary and secondary schools should strengthen the evaluation of extracurricular practice activities, provide students with a platform to display their extracurricular practice results, such as work display, report explanation, lecture after class, etc. At the same time, with the help of teacher-student joint evaluation and student mutual evaluation, affirm students' efforts and achievements, point out the direction for improvement, and promote students' continuous growth in practice. In addition, external evaluation bodies should be introduced. In addition to teacher-student evaluation, primary and secondary schools should introduce parental evaluation and social evaluation into the evaluation system. For the home-school collaborative evaluation, schools should establish a home-school cooperation mechanism to give parents regular feedback on students' performance at school, and invite parents to participate in the after-school evaluation process to jointly pay attention to their children's growth and development. Parents can evaluate their children's living habits, moral cultivation and other aspects based on family observation and parent-child interaction, providing important references for comprehensive evaluation. For social evaluation, schools can invite communities, enterprises and other social forces to participate in the evaluation, and collect evaluation information from the society through social practice reports, internship appraisals, volunteer service certificates, etc., so as to comprehensively reflect students' social adaptability and sense of responsibility.

Conclusion

To sum up, under the new era environment, deepening the reform of teaching evaluation in primary and secondary schools plays an important role in promoting the development of students, teachers and schools. In this regard, primary and secondary schools have the courage to innovate, actively explore and practice new evaluation models and methods, effectively stimulate students' learning interest and initiative by optimizing pre-class evaluation, refine in-class evaluation to improve its timeliness and accuracy, enrich after-class evaluation to promote the development of students' comprehensive ability, and lay a solid foundation for their future growth. In the work of teaching reform, primary and secondary schools should constantly adapt to the needs of educational development in the new era, strengthen theoretical research and practical exploration, constantly improve the teaching evaluation system, and ensure the comprehensiveness and fairness of evaluation.

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This paper is the research result of the general teaching project "Practice Exploration of Student process evaluation System based on Academic quality Improvement" (project approval number :NMKYZX14520034) of Inner Mongolia Autonomous Region Teaching Research Office in 2024.