

Research on Design and application of Teaching performance assessment in primary schools

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Abstract: With the innovation and reform of educational evaluation, the concept of subject evaluation has gradually changed from knowing its meaning to determining the core quality. The written test in primary school has gradually faded, and the field performance assessment has gradually emerged. How to evaluate students is more conducive to the cultivation and development of their core qualities. Teachers need to explore the evaluation methods that are different from the traditional assessment forms. performance assessment, as a form of concern about the learning process of students, has been widely used in primary school Chinese teaching practice. However, due to the lack of theoretical guidance and empirical support, some teachers cannot accurately grasp the key points of subject evaluation. In many schools, performance assessment presents a simplified and entertaining trend, ignoring the connotation of subject education and core quality evaluation. This paper mainly uses the performance assessment of primary school to set it as design, speaking, drawing and application four links, and combined with the Chinese subject to elaborate the design points.

Key words: Primary school; Chinese teaching; Performance assessment

The traditional evaluation model mostly focuses on the score of written examination as the only quantitative standard for students, which has a strong one-sidedness. Evaluating a person's comprehensive ability and core quality from precise knowledge points and skills is not conducive to the individualized development of students. The modern educational concept holds that only by strengthening the in-depth and multi-angle analysis of students' learning results can the true level of students' learning be demonstrated. In this regard, primary school Chinese teachers need to transform the traditional Chinese ideas and evaluation methods in time. Performance assessment is a comprehensive evaluation method, which can not only show the related ideas of the new curriculum, but also show the learning effect of students, emphasize the integrity and universality of the subject teaching objectives, and promote the all-round and healthy development of students.

I. The connotation and function of performance assessment

1. The connotation of performance assessment

Performance assessment refers to the use of scientific grading rules to evaluate students' progress in completing complex tasks under realistic circumstances. The combination of the set task to induce the corresponding performance of students, this task does not have a single answer, need to be combined with the scoring setting to evaluate the specific performance of students. Although performance assessment mostly focuses on students' personal reality, such as writing, reading, etc., it should not be assumed that just by allowing students to complete the above process, it can be introduced into performance assessment. Since students' writing is mostly used to outline the situation of the novel, reading is only to familiarize themselves with the content of the text, which can simplify the development steps to some extent. If the task does not require students to apply and demonstrate complex learning outcomes such as critical thinking and creativity, it does not constitute a true performance assessment. To determine whether an evaluation is not a performance assessment, we should not only look at the form of the evaluation task, but also the content of the evaluation task. Therefore, a complete performance assessment should include three aspects: First, the goal, that is, what kind of learning results students are expected to achieve, which is usually based on the core of the curriculum and needs to be understood permanently; Second, performance tasks, that is, learning tasks or subject assignments that students need to complete, which are used to trigger students' relevant performance and provide direct evidence for the completion of the goals; Third, scoring rules, which determine and annotate students' mastery of learning objectives, will present different levels according to the actual learning of students, providing reference for students' future learning activities, rather than simply using scores to define.

2. The function of performance assessment

Relevant studies have shown that performance assessment is more suitable for testing higher-level and more complicated thinking ability, promoting the improvement of students' learning ability, supporting more diagnostic teaching practice activities, and promoting the integration of curriculum content and teaching activities. First, performance assessment is a direct evaluation of students' behavior of "what can be done". Different from traditional paper tests, performance assessment pays more attention to what students know and what they can do. By observing students' actions, works, writing process and other links in an all-round and multi-angle way, it demonstrates students' language expression ability, thinking consciousness, dialectical thinking ability, writing skills and practical operation process. As the researchers put forward, the value of written tests such as multiple choice questions mostly lies in its value representation and important factors, while performance assessment is a direct jump as the intermediate link of judgment, which can directly make a correct judgment of students' core literacy and behavior. It is worth noting that performance assessment can link the course content, teaching activities and learning evaluation, and jointly point to higher-order learning goals. Performance assessment in the in-depth classroom can not only evaluate the process of students completing the expected goals of the subject, but also perfectly integrate standardized classroom teaching activities

and student evaluation in the form of precise connection, so as to effectively improve the subject teaching activities and learning mode. Based on the guidance of performance assessment, students can take the initiative to participate in the teaching activities in the real situation of the subject, and obtain more scientific feedback through the scoring definition, which is convenient for teachers to set the correct literacy training goals, innovate and optimize the real level of students at this stage, and finally realize the formation of students' reflective core literacy.

II. Key points of performance assessment design in primary school teaching

1. The design of performance assessment in curriculum

Performance assessment is the evaluation of the process of students completing the tasks set by teachers. It is also a scientific evaluation method, which can present the performance of students in subject learning one by one. It can not only evaluate students' mastery of knowledge and skills, but also complete the evaluation of students' learning operation in a targeted way. Try to analyze students' ability in the direction of innovation spirit, practical operation, unity and cooperation, learning attitude and value concept. In this regard, when evaluating teaching activities, primary school Chinese teachers should show the connotation of performance assessment, set teaching activities scientifically and rationally, and clarify the subject evaluation objectives and learning tasks.

First, design performance assessment objectives. Combined with the characteristics of primary school Chinese talent training, in view of students' interest in learning Chinese, learning attitude, learning habits, learning methods, learning effectiveness and unity and cooperation, delimit different assessment benchmarks for primary school Chinese teaching activities. This index should be sorted around students' learning norms and personal performance, so as to facilitate teachers' observation in the classroom. First of all, on the oral aspect: to let the students dictate the general idea, show their own views; Carry out group discussion; Complete simulation exercise; And appreciation of the works. Secondly, about writing: extract beautiful sentences and paragraphs; Abbreviate or continue reading; Mock paragraphs; Writing after reading. In addition, about the data collection and production: collection of information and pictures related to the reading content; Complete comic book design and bookmark design.

Second, set the performance assessment task. Performance task refers to the concrete embodiment of this evaluation activity, and its existence is to evaluate the actual performance of the evaluated person in the process of completing the learning task. Thus, the teaching tasks that conform to the general rules of primary school and Chinese subject can be set up to deeply demonstrate the important value of performance assessment in subject evaluation. However, under the influence of learning ability, different students show more personalized learning performance due to the influence of age, way of thinking, cognitive degree and knowledge construction. Therefore, teachers should vary from person to person when setting teaching tasks, in order to achieve the effect of discipline education. The following are the learning tasks set according to the students with average Chinese thinking level and good breadth and breadth of knowledge construction in primary school: First of all, for the cultivation of students' oral expression ability, situational dialogue can be set, and students can complete simulation training or role play. Students can combine in pairs and make phone calls through role play, and praise each other with appropriate language; Secondly, for the cultivation of students' creative ability, students can write a poem, an article or draw a picture; In addition, for the cultivation of cooperation ability, the students in the class are divided into different groups, and the groups will correct each other's compositions and select the best learning experts in the group.

2. Pay attention to the performance assessment and evaluation points of "speaking"

The performance assessment of "speaking" is mainly divided into four categories, namely reading, reciting, dialogue and speaking. Reading and reciting are common forms of evaluation, which pay more attention to students' accuracy in pronunciation, accuracy of information and conciseness of language expression. Speaking places more emphasis on personal conversation, such as telling a story to others, explaining one's point of view on an event, talking about one's feelings and giving a speech. Conversation involves the exchange of views between two or more people, which requires a high level of personal language skills. Conversational performance assessment means that participants can be divided into different categories, such as between students and students, between students and teachers, between students and parents, between parents and teachers, etc. According to the number of participants, no less than two people can be divided, and multi-person roundtables can be set. According to the theme of the dialogue, it can be divided into two types, namely thematic dialogue and non-thematic dialogue; It can also be divided into two types according to the organizational form.

There are four types of common speech and dialogue in primary school Chinese subjects: first, it is combined with pictures to speak, look at the text to speak, observe the real thing to speak, look at animals and plants to speak, etc. Students can see a green plant, a flower, a dog, a squirrel, a porcelain, a sofa, a picture, a handicrafts and so on. Second, tell a story, say a group of games, say a person, say a landscape, say a book, say a movie and so on. Third, speak impromptu or propositional rigor; Fourth, interactive communication, sharing their reading experience in the classroom, discussing the content of the article in the group. The evaluation points of speech and dialogue should be orderly and meaningful.

3. Pay attention to the performance assessment and evaluation points of "painting"

Painting tests students' memory, imagination and creativity, and has a more positive impact on them. In this regard, the Chinese subject can evaluate the performance of painting. Chinese subject can evaluate students' imagination ability, problem analysis ability and language generalization ability in combination with drawing. Guide the students to show the scenery, characters and sightseeing process of the text in painting. For example, if students learn the Summer Palace, they can draw a travel map for students who have never been there. Learning

Wang Zhihuan's "Climbing Stork Tower", students can draw the appearance of Stork Tower; Students can learn "Borrow Arrows on a Grass Boat", which can depict the portraits of historical figures and the relationship between the figures.

4. Attach importance to the application of teaching evaluation in subject situations

In the primary school Chinese subject set performance assessment, can not ignore its objective conditions, such as the time to complete the teaching task, place, with the aid of auxiliary tools and so on, which is also an indispensable part of teaching, in a particular situation, to complete the teacher's teaching task learning, and thus assess the student's learning performance. If a certain performance is less likely to be produced in the classroom, the teacher should set up a specific learning situation for the students, aiming to help the students complete the established learning tasks, and make an evaluation of the students' personal performance.

First, the performance assessment is performed in a real situation. The performance assessment involved in primary school Chinese teaching covers a wide range. Simply put, like asking students to copy more than a dozen rare words, performance assessment pays more attention to students' application of a word and language expression of its connotation, to help students understand the meaning of words.

Second, the performance assessment applied in the simulated situation. A certain simulation task set by the teacher is mainly to cooperate with or replace its role in the real situation, select partial or full simulation form, set learning tasks for students, so as to lay a solid foundation for students' future performance. For example, when setting teaching tasks, teachers will use the word "interview", students use the form of role play to simulate the interview scene, teachers evaluate students' performance in this part, guide students how to communicate with others normally, further improve students' language expression ability, learn to show their strengths on important occasions, not only pay attention to the improvement of students' knowledge and skills, They also promote the development of non-intellectual factors. In addition, the more similar the simulated situation is to the real situation, the performance assessment will present the expected outcomes, and ultimately meet the teaching goals that the teacher expects the students to achieve.

Conclusion

The evaluation of Chinese subject in primary school can directly affect students' enthusiasm and enthusiasm for learning subject knowledge, effectively expand the space of students' own knowledge construction, and guide students to change their cognition of Chinese subject concept and classroom performance assessment. In the stage of compulsory education, which attaches more importance to students' individual ability, the use of performance assessment to make up for the shortcomings of traditional evaluation should become a development evaluation method vigorously advocated in the current reform of new curriculum evaluation. Performance assessment is not aimed at the evaluation of students' learning results, but adopts a more real concrete evaluation, which is more acceptable to students and easier to operate and transform. In the routine learning activities, let students try to speak and act independently, and pursue the validity of learning and exercise. At the same time, over time, it is naturally a process of constant revision. Only in this way, performance assessment will be internalized into a learning motivation by an evaluation method.

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