

The Function Orientation and Mode Diversity of Classroom Teaching Evaluation in Primary and Secondary Schools

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ABSTRACT. *The purpose of the classroom teaching evaluation in primary and secondary school lies in the development of the serving students and the optimization of the teaching. However, due to the single form of evaluation and the wrong evaluation view of teachers, the current evaluation function has been distorted, mainly manifested in the alienation of evaluation function and the neglect of development function. Therefore, it is necessary to explore the diversity of the evaluation method to play forward function of the evaluation, detection, excitation and development. By expanding the evaluation ideas, emphasizing the performance evaluation, realizing the immediate evaluation and carrying out the special evaluation, the repositioning of the evaluation function can be realized.*

KEYWORDS: *Primary and secondary schools; Classroom teaching; Evaluation function; Evaluation mode*

1. Introduction

As one of the effective means to optimize students' learning and teachers' teaching, classroom teaching evaluation in primary and secondary schools should ultimately point to the diversification and individualized development of students. However, at a time when educational resources, especially high-quality educational resources, are extremely uneven, and examination has become the only way to get ahead and enter the upper class. The examination of students at every stage may determine the trend of students' study and life in the future. Therefore, under the promotion of social "only examination", the evaluation method of classroom teaching in primary and secondary schools is mainly based on paper and pen test, and gradually appears the alienation and dislocation of Noumenon function, which makes students become a tool under the education of "examination-oriented" and seriously destroy the physical and mental health of students. Therefore, it is helpful to re-position the function of teaching evaluation, to find a variety of classroom evaluation forms, and to play an active role in classroom teaching evaluation.

2. Dislocation And Alienation of Classroom Teaching Evaluation Function in Primary and Secondary Schools

2.1. Alienation of Noumenon function

The Noumenon function of evaluation should be the detection function of "what to learn and what to test" [1]. Its purpose is to detect the degree of mastery of students' knowledge and the development level of their ability at the present stage, to find out the problems and obstacles existing in students' learning, and to provide the basis for optimizing education and teaching and promoting students' reflection, summary and further development. However, looking at the current, there is a serious alienation of the evaluation function of classroom teaching in primary and secondary schools, which is mainly manifested in:

2.1.1. Regarding evaluation as the purpose

As a means and tool, the basic function of evaluation is to investigate teachers' teaching and students' mastery of knowledge, and to take the evaluation results as the basis for understanding and solving problems in order to further optimize teaching. However, by investigating the present situation of classroom teaching evaluation in primary and secondary schools, it is found that there is a phenomenon of regarding evaluation as the purpose" and "determining students according to the results". Evaluation, as a way of testing teaching effect, should serve education and serve the development of students, but under the influence of examination-oriented education system and under the influence of secondary school and college entrance examination, evaluation has gradually become the purpose and core of education. With the "baton" of the examination, teachers "teach what they teach", and students "learn what they take", and students' examination results are the only criteria for evaluating students. All the activities of the school revolve around the examination, and examination has become the core of school education and teaching, so education and examination put the cart before the horse.

2.1.2. Turning assessment into phase-out

Evaluation has the function of identifying whether students meet the prescribed levels and standards in terms of knowledge and ability. Therefore, we can understand the teaching effect of the current stage through the evaluation results, and detect whether the teaching objectives are achieved. The purpose of classroom teaching evaluation in primary and secondary schools is not to select elites, but to check whether education meets the basic learning needs of students. However, in reality, schools pay too much attention to the screening and selection function of evaluation in educational practice, and the phenomenon of stratification is serious. Therefore, under the guidance of the distorted values of "score determines everything", basic education struggles in the whirlpool of suffocating elitism. Under the package of quality education, people ignore the process of education and

enthusiastically pursue the result of symbolization, which is used as the only criterion to evaluate students. This premature competitive examination has caused great psychological pressure to the students so as to lead the students to the wrong way of the "should be tried", etc.

2.2. Neglect of development functions

Evaluation, as a measure to measure the teaching effect, "can not only reflect the basic tasks of teaching, but also urge both sides to complete the teaching tasks and test the degree of realization of the teaching objectives." Therefore, proper evaluation can not only promote students' learning, but also optimize teachers' teaching in order to achieve the common development of both sides [2].

First, from the teacher's point of view, on the one hand, the teacher should know what problems the teacher and the student's study exist through the evaluation result and self-reflection on the problem, so as to make the problem to the road, and solve the symptom and optimize the teaching. On the other hand, the teacher should evaluate the diversity and difference of the students' learning, analyze the factors of the success or failure of the students, and help the students to choose the better learning methods and to re-plan the study.

Second, from the perspective of students, the evaluation results should be both stressed and motivated. On the one hand, students should understand their usual problems through the evaluation results. At the same time, it is difficult to understand. So, in the process of solving the problem to choose their own learning methods, we should promote the real occurrence of learning. On the other hand, students should enjoy the fun of learning through the evaluation process, cultivate their self-esteem and self-confidence. Moreover, they can also develop innovative spirit on the basis of mastering knowledge and practice ability, so as to perfect and perfect personality and improve comprehensive quality, thus forming a positive heart for learning. From the perspective of long-term evaluation, its orientation should test the characteristics of each student and develop each student's personality, so as to let students feel the joy of learning students in the long-term progress and to enhance their sense of self-efficacy.

However, at present, the evaluation method based on paper and pen test makes students do not like exams or even fear them, and exams become the opposite of quality education. Students with different personalities are suppressed in the evaluation of "unified standard", and the characteristics and differences of students can not be fully displayed. Although the paper and pen examination can test the students' accumulation of knowledge, ranking the students in the form of scores, the examination not only can not stimulate the progress of the students, but also can bring serious physical and mental harm to the students. The basic education stage, which should be directed to meet the basic learning needs, is gradually reduced to an early "competition field" for the entrance examination. Therefore, in such a situation, students' personality cannot be diversified development, and students feel only heavy academic pressure, thus learning will become a painful thing.

3. The Reasons For The Distortion of Classroom Teaching Evaluation Function in Primary And Secondary Schools

3.1. Single evaluation method

3.1.1. Dislocation of knowledge concept

The dislocation of knowledge concept is one of the important reasons for the single form of examination at present, which is mainly manifested in two aspects.

First, from the point of view of the degree of knowledge mastery, the key to grasp the classroom knowledge is to judge whether the students have mastered the classroom knowledge in the form of knowledge reproduction, and to ignore the understanding and application of the students. Many assessments measure only thematic (factual) knowledge, never considering whether students know when, where, and why they use it. Abused paper and pen tests can only detect extremely narrow areas related to memory, but ignore the more important learning goals: understanding and application. Its fatal weakness is that it can not promote students' understanding and reflection, so it misleads students: for most questions, there is only one correct answer. Therefore, under the constraint of such standard answers, students' thinking is limited, and students are trained to answer questions. Although they can cope with exams well, they lack the ability to use them in practice.

Second, from the point of view of the form of knowledge mastery, it is not realized that the mastery of knowledge is not in the form of slicing, but in a situational and holistic way. Paper and pen test usually takes the form of reproducing test questions to investigate the mastery of a certain knowledge point of students. Such an evaluation method often makes students master knowledge in isolation, discretization and passivity. Although students acquire countless fragments of knowledge in their study, they can not master the internal relationship between knowledge and construct a clear knowledge network. Therefore, with the increasing of the defragmentation knowledge, the students' learning often follows the following phenomena: the class is not clear in class, and the class will not be used; the wrong question is wrong again; in ordinary times, the examination is wrong; for a long time, the defragmentation knowledge is harmful to the master of knowledge. Instead of blocking the path of thinking, it leads to confusion of thinking, and the students become difficult to think about, thus losing the pleasure of learning.

3.1.2. The limitation of habit

Since the reform and opening-up, China's teaching test system and the evaluation system have been developing continuously. In the evaluation of the standard, we begin to pay attention to the various possibilities of the development of the students, and to advocate a variety of value choices, so that the students become the people with a multi-degree development [4]. However, in the course of practice, many changes in the content, way, value and so on do not have a strong impact on the

form of a single evaluation. Why is there such a great difference between the ideal and the reality? One of the important reasons is the path dependence, that is, the limitation of the habit. So, what causes people to stick to the old system and resist the new system? Its root causes may be driven by interests. People rely on the path, even if they are aware of the shortcomings of the existing system, but still support its attempt to continue to implement and refuse to reform. Therefore, although the evaluation method implemented at this stage highlights the serious thought of survival of the fittest and shows the neglect of the comprehensive quality of students, and because of the dependence on the existing evaluation system, people will still choose to continue to implement the original system, which is one of the important reasons for the loud slogan of "quality education". However, it is difficult to really implement it.

3.1.3. Influence of unified thought

For a long time, the traditional Chinese education system, syllabus and educational management have been unified throughout the country, forming the principle of universality and supremacy. The unified thought has a great influence on the education of our country, which is mainly reflected in two aspects: first, it is the unified evaluation standard, that is, the school is used to taking "a ruler to measure everyone". "High examination score equals to good academic performance, which also equals to excellence". Such a one-way evaluation based on standard answer is favored by many schools because it is conducive to ranking, etc. The second is the unified development model, that is, the current evaluation model training students into a "examination machine" that can only read books to a certain extent. The paper and pen test, which is mainly based on the reproducing test questions, forces the students to learn a large number of piecewise knowledge in a way that emphasizes memory. Thus, this seriously obliterates the students' personality and hinders the students' multi-directional development. At the same time, this kind of education mode, as a form of alienation and dislocation of examination function, fundamentally ignores the unique needs and differences of students' development, which is not conducive to the comprehensive development of students.

3.2. Erroneous evaluation view of teachers

First, in the aspect of evaluation object, it is one-sided to think that the object of evaluation is only students. At present, whether the classroom teaching evaluation is self-evaluation, other evaluation and whether the students are the main body of the evaluation or not, its essence is aimed at the students' learning situation. However, as a unified activity of teaching and learning, teaching includes not only the teaching of lectures, but also the learning of students. Therefore, to test the teaching situation, the evaluation of the teaching effect of the teacher should be included, and the evaluation of the learning effect of the students should be included as well. In this respect, the object of classroom teaching evaluation should not only be limited to the

students, but also include the teachers themselves. Second, according to the evaluation results, the reason for students' learning failure is students' lack of efforts. Having completely explained the knowledge points in class, many teachers think they know the reason why students do not master it, which is because they have their own understanding and lack of seriousness, and have never reflected on whether they are teaching or not. Therefore, for the mistakes made by students, teachers often adopt the tactics of asking questions, let them do more, practice more, ignore the causes of students' real mistakes, and have the one-sided evaluation to students.

4. Exploring Open and Three-dimensional Classroom Teaching Evaluation Method

4.1. Transform the main body and expanding the thought of evaluation

Most of the examinations in China are a one-way mode led by teachers and top-down. In the whole process of examination, students, as the object of examination, have been in the position of passive testing. In the long run, after students are used to it, their own subjectivity will slowly disappear. Therefore, in order to truly achieve "student-oriented", we must change the single subject of the question, form a variety of organic coordination in the examination, such as self-examination, mutual examination, teacher examination, and so on, so as to construct a pluralistic and complex examination system. The students can take the exam themselves according to their own study situation, and can also carry out inter-group mutual examination and mutual examination among the students. Moreover, teachers can comprehensively evaluate the students on the basis of the self-examination and the examination and the actual situation of the students. Through the self-examination, students can not only improve the self-consciousness, but also reflect on the problems in their study, so as to adjust the learning objectives, change the learning strategies, and make progress; through his examination, the students can find out the missing problems in the study, which can also be used to study the self-reflection and to promote the two-way progress of learning. In addition to taking students as the object of examination, teachers should also be the object of examination. Students can put forward subject questions to the corresponding teachers about this subject. These problems can not only include knowledge points that students do not know and do not understand, but also involve teachers' teaching attitude, teaching methods, and problems existing in teaching, so as to help teachers optimize teaching on the basis of mastering the learning situation. Only by doing multi-faceted, multi-level and multi-subject examination, can we stimulate students' subjectivity, study enthusiasm and promote the development of students' thinking.

4.2. Attaching importance to the process and emphasizing the performance evaluation

Performance evaluation is based on the observation of the process of displaying skills, or on the evaluation of the created results [6]. It not only emphasizes the evaluation of students' memory and cognitive ability, but also pays more attention to non-cognitive factors, such as the ability to cooperate with people, the ability to participate in social activities, and the evaluation of students' ability to implement and express their existing knowledge comprehensively [7]. Although the traditional paper and pen test can measure the student's "What do you know", the real "What can I do" of the student can not be evaluated; for example, the ability of the student's spoken and written language can be measured by recognizing the correct spelling, the generation of the word, the silent writing, the reading comprehension and the like. However, in fact, the student's ability to express and communicate with language in real life is unknown. Therefore, compared with the paper and pen test which pays attention to knowledge, the expressive test pays more attention to the application and practice of students in the real life situation, and concentrates more on the cultivation of students' cooperative ability, practical ability and problem-solving ability.

At present, the examination of the basic education stage is mainly based on the test of the factual knowledge of the paper and pen, and the way of the students' comprehensive ability is really investigated. Therefore, it is urgent to change the traditional examination mode in order to truly realize the student-based. According to the nature of the subject and the learning style and characteristics of the students, the teacher can select a variety of performance tests, such as the whole demonstration test. Through experiments, drawing, making models and so on, we can know the students' creative ability, practical ability and hands-on ability. Students can collect data extensively, complete the corresponding research reports and display them through group cooperation; for example, they can pay attention to the expressive examination of the learning process and present them in the form of spoken language or skills. Students can freely play according to the theme and form, or freely choose the form of creation according to the theme.

Performance test is not only the evaluation of students' ability in a certain aspect, but also the evaluation of students' comprehensive ability. Therefore, the expressive test is not a group of "nerds" who can only deal with books and questions, or the flexible use of what they have learned, thinking and exploring personality students.

4.3. Relying on the network to achieve immediate evaluation

The existing evaluation methods place too much emphasis on the results of the evaluation, so that the evaluation can only give full play to its screening and selection function, and can not fully tap the inherent potential of the students and arouse their enthusiasm for learning. Therefore, relying on network technology to realize the interactive evaluation with the participation of teachers and students is

helpful to change the traditional appraisal mode with teachers as the main body of evaluation, and to realize the diversity of evaluation.

According to the students' learning situation, the network instant evaluation can combine the student self-evaluation, the group mutual evaluation and the teacher evaluation organically. Students regularly refer to the evaluation scale for self-evaluation, which is helpful for students to form self-awareness of learning and strengthen self-monitoring. When a task is completed, the team members exchange and evaluate each other according to the completion of the task and the participation of the team members, which is conducive to strengthening the unity of the group and achieving common promotion. According to the evaluation index, the teacher makes an objective and impartial evaluation of the students' learning situation every month, so as to help the students understand the learning difficulties, problems and improve the learning methods.

According to the teaching situation of teachers, network instant evaluation can realize students' evaluation of teachers and teachers' self-evaluation. In addition to evaluating the learning situation of students, students can also evaluate teachers' teaching attitude, teaching behavior and teaching methods. These evaluations are helpful for teachers to recognize the gap between teaching and learning, to understand the problems existing in their own teaching, and to further improve them. At the same time, network evaluation is also conducive to teachers' self-reflection and self-evaluation, which is conducive to the growth of teachers' professional ability.

4.4. Respecting for differences and making idiosyncratic evaluation

Each student is an independent individual. In learning activities, due to the differences in students' learning interest, cognitive style, learning strategy and so on, as well as the different needs of students in learning goals, learning content, learning speed and learning style, teachers should provide each student with various ways of learning and development to a great extent. In the aspect of examination, teachers can prepare difficult questions for students of different learning levels, and students can choose suitable questions on the basis of investigating their own learning level. In this regard, for some students with learning difficulties or poor foundation, choosing some basic questions with general difficulty can avoid the frustration caused by the examination. For those excellent students, it is more difficult to challenge, and innovative questions can easily arouse their desire for knowledge, and develop thinking and their potential. In addition, in order to evaluate the students comprehensively, we can not only use the test results to measure the comprehensive quality of the students, but also apply the of the students. The evaluation of specialty and strength is a kind of affirmation of students' personality difference, and it is of great significance to promote the development of students' individuality and potential.

5. Conclusions

On the basis of finding out the dislocation and dissimilation of classroom teaching evaluation function in primary and secondary schools, this paper finds that the reasons for its distortion are mainly manifested in two aspects. The first reason is the singleness of evaluation method, which is embodied in the dislocation of traditional knowledge view, the limitation of habit and the fetter of unified thought. It is the crux of the dislocation of evaluation function. The second reason is the wrong evaluation view of teachers. This is an important reason for the distortion of evaluation function. On the basis of in-depth analysis of the reasons, this paper points out that we should explore open and three-dimensional classroom teaching evaluation methods from three aspects, including transforming the main body and expanding the thought of evaluation, attaching importance to the process and emphasizing the performance evaluation and respecting for differences and making idiosyncratic evaluation. Only in this way can we give consideration to group and individual, commonness and individuality in the process of evaluation, and make every student's learning be seen.

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