

NON-PAPER AND PENCIL EVALUATION MODEL OF PRIMARY SCHOOL LOWER STAGE UNDER THE NEW CURRICULUM STANDARD

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Abstract

The purpose of this study was to on the premise of promoting teaching reform, the establishment of non-paper and pencil evaluation mode in primary school is particularly important. This paper explores the evaluation mode of non-paper test at this stage, in order to promote the improvement of teaching quality, the improvement of students' ability, the enrichment of emotion and the follow-up of socialization.

Keywords: Non-paper and Pencil Evaluation Model, Primary School Lower Stage, New Curriculum Standard

Introduction

Statement of the Problem

Supplementing the traditional paper-and-pencil test can not fully assess the needs of students' learning situation. The 2011 edition of the new curriculum standard points out that we should not only develop students' basic knowledge and skills, but also develop students' basic ideas and basic activity experience, and pay more attention to students' abilities and ideas than before. The Standard clearly points out that the main purpose of evaluation is to fully understand students' mathematics learning process, stimulate students' learning and improve teachers' teaching, and an evaluation system with multiple evaluation objectives and methods should be established. Evaluation should focus on the process of student development, emphasizing the comparison between the past and the present of individual students, so that students can truly experience their own progress through evaluation. The traditional paper-and-pencil test focuses on the evaluation of students' mastery of basic knowledge, but the evaluation effect of students' basic skills, basic activity experience and basic ideas is very limited. Therefore, a new evaluation method is needed to supplement the evaluation of students' basic skills, basic activity experience and basic ideas, and to make up for the shortcomings of paper-and-pencil test. The new evaluation method is bound to be the trend of the times.

The role of teaching evaluation in teaching is self-evident. What kind of evaluation is there, there will be a corresponding teaching mode. After the promotion of quality education, departments at all levels have attached great importance to the research on teaching evaluation. In our traditional primary education evaluation system, the evaluation method has always been based on quantitative methods, that is, standardized paper and pencil tests. Students from elementary school to university graduate school, all revolve around paper and pen, and the score is almost equal to the whole of the student's learning. So how to get rid of the drawbacks of traditional evaluation, to promote development through evaluation, to activate development potential through evaluation, and to play an escort role? These are also the hotspots and difficulties in evaluating reforms at present. Education departments and educators at all levels

are researching the most time-effective, but also motivating evaluation models according to the new situation. According to the current requirements of cultivating children's core literacy, it is very time and urgent to carry out the evaluation reform for the first and second grades of the lower primary school. Based on this understanding, the author believes that it is necessary to reform student learning evaluation, establish a diverse and optional evaluation model that can pay attention to individual differences of students and reflect "student-based education". The traditional evaluation method of the primary education evaluation system based on the written test is reformed.

Provincial and municipal teaching and research offices hold high the banner of reform. The "Guiding Opinions of the Zhejiang Provincial Department of Education on Deepening the Reform of Compulsory Education Curriculum" clearly states that teaching should follow the laws of education and the laws of student growth. To fully mobilize each student's learning enthusiasm, develop and cultivate each student's learning potential and specialties, so that each student can learn happily and grow happily.

The fifth main task of the "Guiding Opinions of the Zhejiang Provincial Department of Education on Deepening the Reform of Compulsory Education Curriculum" is to deepen the evaluation reform.

Research Objectives

Supplementary evaluation of students'basic skills, basic ideas and basic activities experience

As far as the evaluation effect is concerned, in view of the deficiency that the traditional paper-and-pencil test can not comprehensively evaluate the four basic skills of students, the author is bound to design a garden test which can more comprehensively evaluate the basic skills, activity experience and mathematical thinking of students than the traditional paper-and-pencil test.

Therefore, the author germinated the idea of designing a non-paper-and-pencil test garden evaluation activity to supplement the paper-and-pencil test.

Evaluate whether students have the ability to live and the emotional attitude of loving life.

In view of the fact that paper-pencil test can not comprehensively detect the achievement of unit knowledge, the new evaluation form must be able to reflect the practical application ability of students in life, and can evaluate the ability of students to apply the knowledge they have learned to life.

Therefore, in the garden activities, the author designs a series of shopping links to evaluate students'lifeability, and designs a communication meeting to evaluate students' correct understanding of knowledge and whether they have life ability.

The need to enhance students'interest in evaluation

In view of the passive state of students to the traditional paper-and-pencil test, the non-paper-and-pencil garden examination activities designed by the author should take improving students'enthusiasm for evaluation as an important goal. Therefore, the design of evaluation activities should be vivid and interesting, stimulate students'subjective initiative with a variety of examination questions, let students be passive and active, and evaluate in happiness.

In a word, the non-paper and pen garden examination designed by the author should adopt various forms, including shopping activities, communication meetings and commendation meetings, to comprehensively evaluate the four basic situations of students and enhance their interest in evaluation.

Research Methodology

This paper is experiment research of paperless models in Primary School Lower Stage under the New Curriculum Standard

3.1 Basic Types of Evaluation Models

Although each school has its own model for the paperless test in the lower grade of primary school according to the "New Curriculum Standard", various regulations of the superiors, and the school's own educational goals, there are generally the following evaluations under the above principles model.

1. Staged evaluation model

According to the different nature of each discipline, the phased evaluation mode is adopted, the purpose is to play a timely summary and guiding role, so that the "incorrectness" in education and teaching can be curbed in time.

Staged activity evaluation is further divided into single disciplines and comprehensive disciplines.

1.1 A single subject

For example, the evaluation mode that is often carried out in Chinese and mathematics in the first and upper grades is like the activities in kindergarten, which allows students to have a slow adaptation process.

1.2 Comprehensive disciplines

Generally, a comprehensive assessment method is used because it is more efficient and can make the activity design more interesting.

For example, in order to assess students' literacy skills, numeracy skills, and living skills, we adopted the activity of giving students money and letting them go to the supermarket to buy things on their own. This is also to cultivate students' awareness of cherishing RMB and saving money.

Integrated Discipline

Generally, comprehensive evaluation is adopted, because it is more efficient and can make the activity design more interesting.

For example, in order to assess students' literacy, computing ability and life ability, we use the activity of giving students money to buy things in supermarkets by themselves, which is also to cultivate students' awareness of cherishing RMB and saving money.

Situational activity evaluation model

In fact, apart from the company of their parents, today's children are often lonely. They yearn for the group, because there are small partners in the group. Therefore, they all like activities, especially the first grade children, who are very eager for activities. For these reasons, situational activities are used in the design of paperless assessments, allowing children to participate in assessments in a real environment, further cultivating children's ability to live, and understanding the truth that learning is life and life is learning.

For example, the author's school went to the Do Capital City evaluation activity. Everyone is familiar with Do Capital City. It imitates real situations and allows children to experience social work in a real environment. Therefore, the author's school communicated with the staff of Do Capital City, and put the paperless assessment work at the end of the term there. The theme is "Pagoda Children's "Quiet and Harmony" Scenario-style Activities", and the assessment content is about the knowledge points of each subject. . The students were very happy and actively participated in the activities. The results were also very good, and they received a lot of media attention. Below are a few photos of the event.

Because it is a combination of subject knowledge, it is different from the content in the usual venues. Students still feel very interested and cooperate very well. The evaluation results are also relatively good.

This evaluation activity uses group cooperation, which is they are waiting quietly.

Self-assessment evaluation model

After one year of study, the students' abilities in all aspects have been improved. Of course, the academic goals of various subjects are also improved, and the students' ability to self-evaluate has also improved. If they can conduct proper self-evaluation, it will bring great benefits to their future study and life. greater convenience.

Based on this consideration, the self-evaluation mode is generally adopted in the second grade. The author formulated two themes for the second grade of the school: "I am the little master of the school" themed activity, "I am the principal" themed activity. These two activities are to use students to position themselves first, stand in a certain position to carry out activities, and finally analyze themselves, find out their own strengths and weaknesses, and correct directions, so as to promote their own progress, to lay a solid foundation for the third grade study and life.

Result

Schools have been conducting paperless tests for many years, and the effect this brings to children is obvious, because every child has infinite possibilities in the future, and the fundamental value of evaluation is to help each student develop.

Every time this kind of assessment comes down, parents sigh: "I want to take this kind of test too." "This kind of test is the most interesting learning." It greatly stimulates children's learning autonomy, and more importantly The point is, based on the integration of disciplines, to create a real situation of knowledge application; to try project learning to experience the joy of growth in cooperative inquiry; to implement multiple evaluations and experience the joy of growth in cooperative inquiry.

To promote the development of students' autonomous learning ability

Children's potential is maximized when we no longer use assessment as a test to set limits, but as a learning aid. For example, the site of the carnival evaluation activity at the end of the last period:

When entering the activity area, the teachers let go of their hands and let the children do it by themselves. If there is a problem that cannot be solved, they should learn to go to the "gas station" to ask for advice, and then return to continue participating in the activity until it is all completed. The students passed through this series of activities and finally passed the assessment, and the joy was beyond words. After the assessment, teachers and parents will

communicate with the children and let the children talk about their feelings about participating in the activity, so as to further promote the development of their autonomous learning ability.

Enhancing the development of students' communication skills

In this activity, one of the activities requires a temporary combination, which will test the child's communicative ability. On the field, it is not an easy task for children to learn to find out which classmate is also doing this activity like him, and also need to communicate with body language and complete the assessment task. But after observation, students can complete it.

In this activity, the most touching thing was a child who was a very serious autistic child. He usually studied in class and had a full-time accompanying teacher. But during this event, the teacher and the parents agreed that they still wanted to let go of their hands and feet and let him participate in the event independently, and the accompany teacher would not follow, which was also in line with the general rules of the event. But let him follow a more capable child in the class to participate in activities, and he also made a request to the child: take it with him and remind him when he needs it. It's really not easy, all the six levels of activities have participated. The parents watched on the stage, their eyes were wet.

Enhance the development of students' self-confidence

Because evaluation is not the only answer, the emphasis is on the evaluation of students' abilities in all aspects. After the activity, the students were satisfied with their performance, especially the students with weaker learning ability walked out of the activity venue with a smile. Even if they fail during the activity, they can still pass the assessment because of the help of the gas station. Maybe the assessment result is only a star, but it is also a manifestation, so the students go further in confidence.

Reducing the academic burden of students

We always say that the exam is the baton of teaching, although this is a bit exaggerated, but many times the reality is like this. In many cases, the easiest way for teachers to work overtime for the sake of class performance and honor is to impose heavy academic burdens on students, so that students will become tired of learning over time. The use of paperless testing is not because the teaching has no goals, but because the evaluation methods are different. Using a more scientific method to evaluate students in the lower grades of primary school has reduced the pressure on teachers and improved their understanding of the "New Curriculum Standards". Thoroughness, greater enforcement of norms, true love of students, pursuit of high teaching efficiency, and reducing the burden on students as the first element.

Increase the integration between disciplines

Core literacy is centered on cultivating "all-round development of people", and is divided into three aspects: cultural foundation, independent development, and social participation. The comprehensive performance is humanistic heritage, scientific spirit, learning to learn, healthy life, responsibility, and practical innovation. The cultivation of these six elements makes the integration of disciplines easier to produce results. Every time through the activity, teachers of all subjects feel that the integration of subjects is of great significance, so the school will also carry out activities in

this area, such as conducting classroom teaching research on integrated courses, etc. The purpose is to find an easier way for students to learn to learn and master skills, to be a well-rounded person.

Conclusion

Deficiencies in programme design

Such as: everyone to find fault link of the test points is too single, only designed the distinction between yuan and Jiao, coins and paper money, the test points are relatively single, involving too narrow knowledge.

Solutions: A lot of research on various testing methods, there are levels, so that different students can achieve both evaluation, but also interested, no pressure. Then it is required that the activities designed in this link should make the students' psychological needs as far as possible, and will not affect the desire to continue learning later.

Deficiencies in assessment practices

Because of the rich and compact activities, the author does not pay enough attention to the students who do not perform well in the activities.

The design of the topic is still a great challenge for the children who are slow in responding and weak in understanding. Some students lack experience, understanding ability is not strong, do not know what to do in the end, go a lively, the whole activity is purposeless, knowledge participation, but the ability to improve is not enough.

Solutions: The author should pay more attention to these children, give them as many reminders and counseling as possible, help them understand the intention of the activities, and participate in the activities.

Development Direction of Evaluation

1. Establish a more complete evaluation system, with the characteristics of sub-target and sub-level, so that all students can evaluate independently.

For better education and teaching work, it is very important to establish a more complete paperless evaluation system, so that teachers can find their roots, and students can also have reference in their usual study and exercise.

2. The evaluation system has local characteristics, so that different regions and schools can rectify according to their own and find an evaluation system that is more suitable for school development.

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