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Innovative Construction of a Growth-Oriented Academic Assessment System in the Context of Value-Added Evaluation

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Abstract

In the context of educational evaluation reform, the traditional academic evaluation system hinders the sound development of education due to its "select-oriented", "score-only" and utilitarian tendencies. Based on the theory of value-added evaluation, this paper constructs a new growth-oriented academic evaluation system, which takes the all-round development of students as the core and integrates three characteristics: verticality and development, diversity and comprehensiveness, incentive and orientation. The implementation path covers dimensions such as clarifying stratified goals, optimizing multiple indicators, strengthening data management, collaborating evaluation subjects, and deepening the application of results. By establishing an individual longitudinal development coordinate system, integrating multi-source evaluation information, and driving two-way teaching improvement, the transformation from "horizontal comparison" to "vertical growth" is achieved, providing scientific solutions for solving the evaluation dilemma, implementing educational equity, and improving educational quality, and facilitating students' individualized development and educational ecosystem innovation.

Keywords

Value-added evaluation, Growth-oriented, Academic evaluation system, Education reform

1. Introduction

At present, basic education in our country has entered a new stage of high-quality development and formed a new pattern of The Times. As an important component of the high-quality development of basic education - educational evaluation, its reform is an important means to promote the deep transformation of basic education teaching and an important factor to develop students' core literacy. It is of great theoretical significance and practical value to advance the deep reform of education evaluation and build a new evaluation system that is characteristic of The Times, reflects the demands

of The Times and nurtures new people of The Times. On March 25, 2022, the Ministry of Education issued the Compulsory Education Curriculum Plan (2022 Edition), which pointed out in improving education evaluation: Innovate evaluation methods and approaches. Emphasis on observation, documentation and analysis of the learning process, and advocacy of evidence-based evaluation. Focus on the real progress that students make and explore value-added evaluation. In the "Compulsory Education Mathematics Curriculum Standards (2022 Edition)" issued by the Ministry of Education, it is noted in the diversity of evaluation subjects that the evaluation subjects should include teachers, students, parents, etc. Teacher evaluation, student self-evaluation, student mutual evaluation, and parent evaluation should be used to conduct a comprehensive examination of students' learning situations. The spirit of the above-mentioned document provides a fundamental guideline for deepening the reform of student evaluation in education evaluation in the new era and points out the direction of efforts. In the teaching process, it is particularly urgent and necessary to build a new student growth-oriented academic evaluation system and actively play the role of evaluation in motivating learning and improving teaching.

2. The Necessity of Building a Growth-oriented Academic Evaluation System

2.1 The Inevitable Choice to Break through the Practical Predicament of the Traditional Academic Evaluation System

The deep-seated contradictions of the traditional academic evaluation system in terms of goals, indicators and functions seriously restrict the sound development of education. In terms of the goal dimension, the orientation of "selection" deviates from the essence of education promoting the all-round development of individuals, ignores the individualized needs of students, and contradicts the concept of individualized development advocated by the theory of multiple intelligences; At the indicator level, the single evaluation method that overly relies on scores neither reflects Bloom's mastery of learning theory 'focusing on the process and promoting the internalization of knowledge' nor reflects the thinking advancement and comprehensive quality of students in the learning process; At the functional level, the evaluation results show a significant utilitarian tendency, being distorted into a tool for school rankings, teacher evaluations and student admissions, intensifying educational anxiety and resource competition, forming a vicious cycle of "score-only" and hindering the healthy development of the educational ecosystem. Building a growth-oriented academic evaluation system is the inevitable way to break the deadlock and return to the essence of education.

2.2 Key Measures to Adapt to the Demands of The Times in the Context of Educational Reform

Under the wave of educational reform, The Times have put forward new requirements for the academic evaluation system. Policy-driven and student development needs are jointly promoting the construction of the growth-oriented academic evaluation system. The Overall Plan for Deepening the Reform of Education Evaluation in the New Era explicitly proposes to break the "score-only" theory. The growth-oriented academic evaluation system integrates multiple evaluation dimensions, incorporates

students' knowledge construction process, thinking development level, practical innovation ability, etc. into the evaluation scope, makes the evaluation more in line with the real situation of education and teaching, and implements the policy requirements for the reform of education evaluation. From the perspective of students' development needs, the growth-oriented academic evaluation system, with its dynamic tracking mechanism, can accurately capture students' growth changes, provide them with appropriate educational support, stimulate their inner potential, meet the needs of students' differentiated growth, and make education truly a practical activity that promotes students' all-round and individualized development.

2.3 The Core Path to Achieving Educational Quality Improvement and Educational Equity

The improvement of educational quality and the advancement of educational equity require a scientific academic evaluation system as support, and the growth-oriented academic evaluation system provides an effective solution for this. Based on the theory of value-added evaluation, longitudinal evaluation based on the individual starting point of students can objectively reflect the progress of students in the learning process, provide precise basis for teachers to adjust teaching strategies, achieve teaching according to students' aptitude, and optimize the teaching process. The growth-oriented academic evaluation system, by continuously focusing on the learning process of students, can identify the development needs of students in different regions and at different levels, provide scientific references for the rational allocation of educational resources, guarantee equal development opportunities for students in the educational process, and promote the transformation of education from "selective" to "developmental" Ultimately, the overall improvement of educational quality and the in-depth advancement of educational equity are achieved.

3. Analysis of the Connotation of Value-added Evaluation and Growth-oriented Academic Evaluation System

3.1 The Meaning of Value-added Evaluation

Value-added evaluation in the field of education focuses on students' starting point and growth process. Through vertical comparison of students' development, it tracks the changes in students' comprehensive qualities over a period of time and separates the objectively existing influencing factors to examine the net value-added of students' comprehensive cultivation and development. This study suggests that value-added evaluation is a dynamic evaluation model that tracks and assesses the progress of students in terms of knowledge acquisition, ability development, and quality improvement within a specific period based on the individual student's starting point, and transforms from "horizontal comparison" to "vertical growth". By focusing on students' own development and improvement, it helps teachers accurately grasp students' learning progress. Tapping into students' potential, providing targeted teaching feedback, and promoting personalized education development.

3.2 The Meaning of Growth-oriented Academic Evaluation System

The growth-oriented academic evaluation system is centered on the all-round development of students.

It integrates multiple evaluation dimensions such as academic performance, learning attitude, innovation ability, and cooperation ability, and uses dynamic tracking mechanisms to continuously monitor students' learning situations. It captures students' development changes at different stages in a timely manner, aiming to build an educational ecosystem that promotes students' growth and stimulates students' motivation to challenge themselves. An innovative model to lay a solid foundation for students' future development.

4. Basic Characteristics of a New growth-oriented academic Evaluation System from the Perspective of Value-added Evaluation

4.1 Longitudinal and Developmental

The integration of verticality and development is a foundational feature of the new system. Traditional academic evaluations often refer to the average level of the group and ignore individual differences among students, resulting in evaluation results that do not truly reflect the development trajectory of students. The new system, based on the theory of value-added evaluation, establishes a longitudinal development coordinate system centered on individual students. Starting from the initial state of students' enrollment or learning, through continuous data collection and analysis, the growth curve of students in terms of knowledge, ability, quality, etc. is dynamically depicted. This longitudinal evaluation not only focuses on the extent of progress students make at specific stages, but also on the prediction and guidance of development trends. For example, by tracking the changes in students' mathematical thinking abilities throughout a school year, educators can clearly see the progress of students' abilities from basic operations to complex problem-solving, thus providing precise basis for personalized teaching. This combination of process assessment and outcome assessment truly achieves "growth with a developmental perspective", ensuring that the assessment can comprehensively and objectively reflect the development potential of students.

4.2 Diversity and Comprehensiveness

The emphasis on diversity and comprehensiveness is the key for the new system to break through the limitations of traditional evaluation. For a long time, the "score-oriented" evaluation model has led to the neglect of students' overall quality development. The new system has made a major breakthrough in evaluation dimensions, retaining quantitative indicators such as mastery of subject knowledge while incorporating qualitative evaluation contents such as learning attitude, innovative thinking, and teamwork. In terms of evaluation subjects, it integrates multiple perspectives such as teachers, students, peers, parents and society to build a three-dimensional evaluation network. In the case of project-based learning evaluation, students not only need to present the project results but also reflect on the learning process through self-evaluation and peer evaluation, while teachers and parents provide feedback from different perspectives. Through the deep integration of multi-dimensional and multi-subject evaluation information, the new system can present a comprehensive picture of students' development and avoid the one-sidedness of a single evaluation. This multi-dimensional and comprehensive evaluation

approach not only helps to assess students' academic performance more accurately, but also provides multi-faceted support for students' all-round development.

4.3 Incentives and Guidance

The unity of motivation and orientation is the core manifestation of the educational function of the new system. Traditional evaluation often focuses on screening and selection, neglecting its role in promoting students' development. The new system aims to stimulate students' intrinsic motivation and incorporates incentives throughout the evaluation process. By giving positive feedback, affirming every bit of progress students make, helping them build confidence and develop a growth mindset. For example, giving full recognition of a student's unique perspective in creative writing can effectively stimulate their creative enthusiasm. At the same time, the evaluation results are not the end point but translate into specific development directions. Teachers can adjust their teaching strategies based on the results, and students can identify their strengths and weaknesses and develop personalized learning plans. This approach of closely integrating evaluation with teaching and learning makes evaluation a powerful tool for promoting students' continuous growth and optimizing educational and teaching practices.

5. The Implementation Path of a New Growth-oriented Academic Evaluation System from the Perspective of Value-added Evaluation

5.1 Define Development Goals and Build a Stratified Orientation System

The new growth-oriented academic evaluation system transforms the concept of "student development-oriented" into an actionable goal system. At the macro level, align with the national education policy and integrate the cultivation of core competencies into the evaluation goals; At the meso level, in line with subject curriculum standards, refine requirements in dimensions such as knowledge, ability, and emotion; At the micro level, individualized growth goals are set based on individual differences among students. For example, in the teaching of mathematics in the lower grades of primary school, the basic goal of "mastering addition and subtraction within 20" is set for students with weaker calculation ability, and the extended goal of "designing simple addition and subtraction problems" is proposed for students with stronger ability; For the upper grades of primary school, stratified tasks such as "planning a family shopping budget with mathematical knowledge" and "completing a statistical chart of the number of plants in the campus" can be set for different students, which is in line with the curriculum standards and meets the individualized development needs of students.

5.2 Optimize Evaluation Indicators to Achieve Multi-faceted Comprehensive Assessment

Building a "three-in-one" evaluation index system is key. In the dimension of academic development, in addition to academic performance, add process indicators such as knowledge application and problem-solving; In the literacy development dimension, incorporate core competencies such as innovative thinking and teamwork; In the growth process dimension, focus on the dynamic changes in

learning attitude and self-management ability. For example, in primary school Chinese teaching, students' imagination and language expression are evaluated through "class story creation meetings", collaborative ability is examined through "group cooperation in making solar term hand-written newspapers", and learning habit formation is tracked through "daily reading check-in records" and "Classroom speaking enthusiasm observation forms", covering students' listening, speaking, reading, writing and comprehensive practical abilities.

5.3 Strengthen Data Management and Promote Dynamic and Precise Evaluation

Relying on big data and artificial intelligence technologies, a full-cycle data management platform is constructed. Through smart terminals, learning platforms and other tools, real-time collection of multi-source data such as classroom performance, homework completion, exam results, etc. is carried out. Using the value-added evaluation model, longitudinal comparisons of individual student data are conducted to analyze the extent of value-added in knowledge acquisition and ability improvement, and common problems are identified in combination with group data. For example, by analyzing students' English listening data over three consecutive semesters, the weak points are precisely identified, providing a basis for teachers to adjust their teaching strategies. At the same time, transform the data into visual growth graphs to provide intuitive feedback for both students and teachers.

5.4 Collaborate Multiple Subjects to Build a Symbiotic Evaluation Ecosystem

Break the limitations of a single evaluation subject and build an evaluation community that is "teacher-led, student-centered, and multi-party collaborative." Teachers, as the core of evaluation design and implementation, need to enhance their professional competence in value-added evaluation; Guide students to conduct self-assessment and peer assessment, and develop the ability of self-reflection; Establish a home-school-community interaction mechanism and invite parents and community members to participate in the evaluation. For example, in the "Campus Tour Guide" project-based learning in the third grade of primary school, teachers score from professional perspectives such as language expression and knowledge accuracy; Students reflect on the "Highlights and Shortcomings of My Presentation" self-assessment form and evaluate communication skills and teamwork performance within groups; Parents upload videos of their children's mock presentation at home on the home-school communication platform to show their enthusiasm during the preparation process; Community workers participated in the final presentation, offering suggestions on etiquette norms, public expression, etc. After integrating multi-party evaluation data, a three-dimensional assessment of students' comprehensive abilities is formed to help them make targeted improvements.

6. Conclusion

The effective application of evaluation results is key to the functioning of the system. For students, develop personalized growth plans based on evaluation results, provide stratified assignments, specialized tutoring and other support; For teachers, diagnose teaching problems and optimize teaching strategies by analyzing evaluation data; For schools, use the evaluation results to identify deficiencies

in curriculum design and teaching management and promote an overall improvement in educational quality. For example, a primary school found through a semester of value-added evaluation that second-grade students were making slow progress in the dimension of "mathematical problem-solving", and there was a significant shortcoming in the ability to solve "graphic and text application problems". Based on this, the school set up after-school tutoring classes called "Math Scenario Challenge" for weak students and designed life-oriented application problem exercises; Teachers added "problem decomposition and drawing analysis" in the classroom and adjusted the difficulty level of homework; At the same time, incorporate mathematical practice activities into the curriculum system, such as organizing "supermarket shopping simulation calculation" activities, and through multi-dimensional improvements, effectively enhance students' mathematical application ability and learning interest.

The new growth-oriented academic evaluation system from the perspective of value-added evaluation provides a practical framework for educational evaluation reform, but it still faces challenges in application such as insufficient standardization of data collection, weak multi-subject collaboration mechanism, and shallow integration of evaluation and teaching. Looking to the future, it is necessary to further rely on artificial intelligence and big data technologies to build intelligent and standardized evaluation tools and enhance the scientific nature of data collection and analysis; Enhance the value-added evaluation capabilities of teachers through systematic training to make them precise "navigators" for students' growth; At the same time, deepen the home-school-community collaborative education model, break down the barriers of the educational field, and move the evaluation system from theory to regular practice. With the dynamic optimization of the evaluation system, it will surely reshape the learning ecosystem of students, stimulate individual potential, promote the innovation of school teaching and education models, and become the core driving force for the high-quality development of education and the modernization of education.

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