Analyzing the Optimization Path of Value-added Evaluation Empowering Ideological and Political Courses

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Abstract

Compared with the traditional evaluation, the value-added evaluation is problem-oriented and enables the optimization and development of the core quality with its innovative connotation. Paying attention to the progress of students on the original basis gradually builds their key abilities such as moral cultivation and a sense of responsibility, which is a practice to implement the goal of cultivating people by virtue to everyone. In this paper, the shortcomings of traditional evaluation in reality and the advantages of value-added evaluation are analyzed to optimize its development. The abstract nature of the overall goal of traditional evaluation, the solidification of the concept over many years cause its slow development, and the utilitarian and single nature of the evaluation content and method makes it ignore the significance of the evaluation object. Value-added evaluation makes up for the shortcomings of traditional evaluation by subjectifying the evaluation object, long-term evaluation effect, extended evaluation process, and differentiated evaluation means, and revives the original purpose of promoting education through evaluation.

Keywords
Value-added evaluation, ideological and political courses, promote teaching through evaluation

In the ideological and political curriculum standard of the middle school of compulsory education, the proposal of "strengthening process evaluation and exploring value-added evaluation" is expressed. The new curriculum standard focuses on the cultivation of students' core qualities, the completion of the goal of moral education, and the consistency of the trinity from teaching to learning to evaluation. The aim is to improve the development of students' individual abilities by evaluating the functions that can promote education. To develop students' personalities and abilities, value-added evaluation is interpreted as a new concept, focusing on the initial state of different students, cultivating them by process training, and evaluating students' development with the final result. Besides, it jumps out of the static and horizon evaluation horizon of other evaluations and defines students' growth with longitudinal tracking, which is the definition of value-added in the educational circle.

1. Realistic problems in current ideological and political curriculum evaluation

Apart from a final evaluation like the college entrance examination, in traditional education, the evaluation of ideological
and political courses is mainly based on the unilateral written evaluation of teachers, which may be only formal comments, and it is difficult to give full play to the effectiveness of the evaluation itself. Under the leadership of such formalism, the current ideological and political curriculum evaluation has the following practical problems.

1.1 Evaluation goal: Abstractness

First of all, for the ideological and political curriculum, the fundamental educational goal emphasizes moral education for students, the core of which is to cultivate students' moral quality and values. However, the understanding of moral qualities and values is more abstract. From the perspective of ethics, the study of "good" is morality. However, it is relatively macro for the definition and limitation of the quality and ability of goodness. When it comes to the evaluation subject, different people will have different evaluation criteria. Secondly, the educational process has the characteristics of lag itself. The goal of cultivating people is not to be accomplished in a short period of time, it is a long-term and continuous process. In this developmental education process, the realization of evaluation goals is affected by many factors, including the personal growth of students, the change of teachers' ideas, the change of social environment, etc. The uncertainty of these factors increases the abstractness of evaluation objectives. Finally, in terms of educational results, training students with all-round development of personality is also the educational goal of our country. Each student's personality, interests, and needs are different, and each student's learning level is not the same, the evaluation objectives should take into account these individual differences in practice. This requires educators to constantly adjust and optimize the evaluation methods in the implementation process to meet the needs of different students.

1.2 Evaluation concept: Intransigence

First of all, under the influence of Chinese traditional culture, China's evaluation method is relatively one-sided. It seems that the quality of students is only related to learning, and the goal of well-rounded people is narrow enough to only look at the development of scores rather than the development of abilities, ignoring the individual strengths of students. This static evaluation function allows top students to learn written knowledge and ignores other aspects of development. These students are trapped in ivory towers and unable to escape, and after entering society, they have significant deficiencies in other aspects of their abilities. Secondly, the research theory of educational evaluation in our country is insufficient. For many years in the monorail school education, because of the emphasis on the universal education of the public and the mobility function of education, the evaluation is mostly aimed at the academic performance of students in a certain course. In the years since, we have paid more attention to the content and results of education, while evaluation has been considered after the process of education mechanism, so the theoretical research on evaluation is insufficient. Finally, there is a lack of communication in the current evaluation, which is mostly a one-sided evaluation of students by teachers. The evaluation is put directly into the file as a measure of the student's so-called "qualities." This single-subject evaluation system has no communication mechanism, and the purpose of "promoting education by evaluation" has not been shown. This lack of communication can lead to misunderstandings about the student's development and progress.

1.3 Evaluation content: Utilitarianism

The purpose of evaluation is to draw conclusions on teachers' teaching and students' learning through horizontal and vertical comparison. Pay attention to quantitative evaluation, people generally use scores to measure the level of personal growth. With the utilitarian test-taking goal as the orientation, only the quantified academic performance becomes the label of students, their personality and hobbies are covered under the grades, standardization covers the personalization. Learning machines replace the meaning of being educated. Moreover, paying too much attention to teachers' teaching effects and teachers' evaluations in order to complete their tasks occupies the time of students' self-evaluation, which is the embodiment of formalism. Ignoring the comprehensive and individual needs of education, it is far from the goal of quality education. In order to meet the performance requirements of various sectors, the social responsibility and mission of teachers are ignored. Therefore, the educational evaluation under this kind of utilitarianism is to satisfy the assessment of school effectiveness and teachers' teaching ability rather than the evaluation of students' personal development.

1.4 Evaluation method: Unidimensionality

For many years, the traditional curriculum ideological and political evaluation has been mainly based on the written examination, and the examination content is fixed as the scope of the examination syllabus of exam-oriented education. But back to the cultivation goal of ideological and political curriculum itself, moral quality is not only the ability of thought, but also the practical ability of action. Only limited to the performance of students in school, ignoring the
performance and growth of students in social practice. Ideological and political education objects themselves have subjective deception in the answering environment and may answer questions in order to get high scores, but in the social situation, they cannot translate the learned moral thoughts into actions.

2. Value purpose of the current value-added evaluation of ideological and political courses

Value-added evaluation refers to a comprehensive evaluation with ideological and political courses as the core, curriculum content, teaching process, and teaching effect as the main evaluation content, and students' ideological and political quality, professional knowledge and skills, innovative spirit, and practical ability as the main evaluation indicators. Compared with traditional evaluation, value-added evaluation not only focuses on knowledge development but also takes into account the overall improvement of its ability and consciousness, which has the following characteristics.

2.1 Subjectization of evaluation objects

Value-added evaluation can better play the effectiveness of evaluation itself, on the basis of paying attention to each student's own original level, explore their progress, and pay attention to their final effect, so as to achieve sustainable development of students (Boon Sasa, 2022). Individualized teaching is no longer just a slogan, but a direction that can be approached from the aspect of evaluation to meet the development of each student, which is the "value" of value-added evaluation. Unlike traditional evaluation methods, which focus only on quantitative results, value-added evaluation recognizes that educational evaluation does not only measure quantifiable results but also recognizes the subjectivity of educational experience and the multifaceted nature of promoting educational value. According to constructivist learning theory, students are active learners who build knowledge through participation and interaction. Similarly, to enable students to develop their learning and thinking abilities through evaluation and evaluation, in order to achieve the educational goal of cultivating virtue and nurturing people, the subject of evaluation should be placed back on the students, and students should evaluate themselves. Students in the class actually have a better understanding of each other, and they can unconsciously appreciate where their peers add value. The abstraction of the overall goal is resolved through self-evaluation and mutual evaluation of students.

2.2 Long-term effects of evaluation

Recognizing that evaluation is not a one-time event, but an ongoing process, it emphasizes the importance of continuous monitoring, feedback, and adjustments to ensure continued increase in value. Value-added assessments will not just focus on students' test scores in one school year, but track their progress over several years. This approach allows for a more complete understanding of the impact of educational programs on students' long-term development and success. As a green and developmental evaluation model, the biggest feature of value-added evaluation is to skip the solidified part of the overall environment, track the continuous growth of students with a dynamic vision, and add new momentum on the basis of the original ability to continue the evaluation effect. Finally, we return to the essence of education: it is not that students adapt to education, but that education ADAPTS to students (Song Jiayi, 2023).

2.3 Extension of evaluation process

Value-added assessment refers to the method of determining the growth of students in learning by analyzing the test data of students and comparing the current learning level of students with their own learning level in the past (Aubery F, 2021). Paying attention to students' progress avoids relying solely on paper-and-pencil tests to evaluate students, which is conducive to meeting students' need for respect and further stimulating students' learning motivation. Value-added evaluation from "measurement", and "description" to "judgment", and then to "value-added" function evaluation is layer-by-layer, step-by-step development. It allows teachers and other evaluators to identify the progress of individual students. This type of curriculum assessment attempts to measure how well students grow from entering an educational program to completing it. This extends the content of the assessment process, so that the assessment is no longer confined to the utilitarian score, but can have a record of the growth of students in all aspects. When evaluating a curriculum, value-added assessment can involve regular feedback loops with teachers, students, and parents to gather insights into the effectiveness of the curriculum, increase communication mechanisms in the evaluation, and improve the effectiveness of the curriculum. By analyzing the added value of educational interventions, value-added assessments help determine the effectiveness of different educational programs and policies in promoting equity. In this way, all students can get quality education fairly.

2.4 Diversification of evaluation methods

We believe that in order to promote the sustainable development of each student, we need to choose different evaluation
methods according to each student's family background, acceptance degree, interests, and hobbies, and integrate the light of individualized teaching into the evaluation. The top students should strive for excellence, the middle students should strive for progress, the poor students should change their learning attitude, and the different "starting points" should use differentiated means to lead them to different results. That is, it coincides with Vygotsky's theory of the area of proximal development so that every student works hard in the area where he can maximize his progress. While distinguishing the means of evaluation, value-added evaluation can use a series of quantitative and qualitative means to evaluate the impact and value of education. Standardized tests or assessments can be used to measure students' academic progress and achievement. Qualitative methods such as focus groups or interviews can be used to gather insights into students' experiences, participation, and perceptions of the curriculum. Strengthen dialogue and advocate consultative evaluation to promote interaction and cooperation between teachers and students, and establish a positive learning atmosphere. So, make the evaluation process more comprehensive. This way of evaluation can better meet students' learning needs and promote their all-round development.

3. The Path: Value-added evaluation improves the effectiveness of ideological and political courses

Value-added evaluation is not only an evaluation method, but also an evaluation idea (Cui Yunrong, 2023). It can not only judge the growth of teachers and students in a sustainable way, but also serve as a support for other evaluation methods, as a supplement to comprehensive evaluation, process evaluation, and performance evaluation. In view of the unique advantages of value-added evaluation, in order to make value-added evaluation better improve the effectiveness of ideological and political courses, the following optimization angles are proposed:

3.1 Strengthen top-level design and improve evaluation efficiency

First of all, focus on the evaluation objective. The goal is the foundation of everything, which should highlight the evaluation of ideological and political quality, as well as the evaluation of professional knowledge and skills. According to the connotation of educational psychology shaping, we should determine the improvement of students' core quality in ideological and political courses, break down the overall goal into specific and implementable small goals, get timely feedback through small steps to achieve the goal, and then proceed to the next step in order. Secondly, develop evaluation procedures. Develop a clear assessment framework that outlines criteria and indicators for assessing student progress and achievement across multiple dimensions. This provides a comprehensive view of student learning outcomes and facilitates comparison and analysis across different disciplines. According to the evaluation results and feedback, the teaching quality of ideological and political courses should be continuously improved and enhanced to promote the all-round development of students. Finally, improve the feedback mechanism. One of the reasons why value-added evaluation has not been popularized is that the basic theory of value-added evaluation in China is weak and the application of emerging evaluation methods is insufficient. At the same time, it is lacking in peer review, so its objectivity and impartiality remain to be examined. Through the feedback mechanism, the education research department can enhance the monitoring of the evaluation, constantly improve and optimize the evaluation program, and improve the accuracy and effectiveness of the evaluation of ideological and political courses.

3.2 Based on practice, establish student profile

On the one hand, teachers should develop different scales to measure students' progress through the practice of discussing learning in class and out of class. The main body is not only teachers but also students' self-assessment. It can be compiled from different aspects such as knowledge and literacy, and different expressions are used for different objects. In the scale design, we should set up a variety of evaluation indicators. Quantitative indicators can be used to evaluate students' knowledge levels and skills by digital means, while qualitative indicators can be used to evaluate students' attitudes and values by descriptive means. This kind of qualitative index is not to get a result on a certain problem, but to provide evidence for the results of the evaluation subject's thinking on a certain problem, which is more in line with the process of ideological and political curriculum education (Newhart D W, 2015).

On the other hand, reviews are retained by creating a profile for continuous tracking. Profile evaluation can observe students' behavior in time and analyze the underlying ideological dynamics compared with the past. According to the actual situation, it should be correctly guided and the process of evaluation should be highlighted. In addition to traditional paper archives, electronic software can be mined to keep files. Using the power of big data through data analysis and visualization technology, the evaluation data will be presented in order to better understand the learning situation of

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students and the teaching situation of ideological and political courses. At the same time, through data mining technology, students' learning characteristics and rules can be found to provide more targeted suggestions and guidance for teaching.

3.3 Link multiple subjects, build joint mechanism

In order to increase the ability of educational subjects to use value-added evaluation, in the form of educational crowdfunding, new human resources and new industrial chain support can be allocated, and professional company teams can provide teacher training services to promote value-added evaluation to sink into first-line teaching (Yang Kaicheng, 2022). The evaluation ability of teachers in various subjects can also be improved through seminars and other means. And develop peer review for value-added evaluation (Amrein-Beardsley A, 2008). Under the premise of ensuring the use of self-mastery value-added evaluation, peer review is required to assess the methodological rigor and clarity of the results of the evaluation, and to provide constructive suggestions to improve the evaluation.

Cooperate with parents and third-party evaluation agencies to discuss student progress (Liu Chunyan, 2023). We can collect opinions and suggestions from all sides and adjust teaching strategies to enhance the effectiveness of evaluation by means of questionnaire surveys, symposiums, and class evaluation activities. Establish an information sharing platform, including the information system and network platform within the school, so that each subject can obtain the relevant information and evaluation data of ideological and political courses in a timely manner, so as to promote the communication and cooperation between multiple subjects. In order for more subjects to understand the value-added evaluation, a communication strategy can be designed to provide sufficient resources to the public, such as explanatory guidelines, to make the evaluation easier to understand, but to distinguish the value-added evaluation results are not a new ranking form of evaluation.

4. Conclusion

At present, based on China's new curriculum reform policy, value-added evaluation combines multiple means and utilizes emerging technologies such as databases in continuous development. In terms of the integration path of value-added evaluation and ideological and political disciplines, scholars mostly discuss the rationality and problems of the integration based on the discussion of its integration principle, which indicates that the integration of value-added evaluation with ideological and political disciplines is feasible and needs further exploration. However, the value-added evaluation certainly has many advantages, but under the inherent model of the evaluation of academic performance based on the college entrance examination, the value-added evaluation should be used as an auxiliary rather than a leading evaluation method. While efforts to measure student learning and growth are important, value-added models also rely heavily on the standardized tests they are meant to supplement, and they are based on a limited sample of student behavior. Therefore, the value-added evaluation model cannot be used alone or in isolation in an educator or program evaluation system. It can provide various pieces of evidence in comprehensive assessment to help evaluate students' comprehensive literacy.

References

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