



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

by

LIJUN TONG

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION
IN EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)
SOUTHEAST ASIA UNIVERSITY

ACADEMIC YEAR 2022

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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 test, evaluation model, students' emotion, socialization, core literacy

Acknowledgement

After more than a year of study, let me realize how important the major of education management is to the staff of our education management posts. As a manager, you still need professional ability, which is totally different from the position of a teacher. Each post has its own professional knowledge. Through learning, I believe it will be of great help to my next work.

I would like to thank all the teachers I have met during my postgraduate studies, whose knowledge and style have subtly influenced me. I would also like to thank every student in my class for their uncompromising and tireless attitude toward learning. I would like to thank all the teachers and students who have helped me to grow and improve because of their love and selflessness.

Finally, I would like to thank my parents, who are my strongest inner support, for supporting me in every choice I make, understanding every thought I have, and being there for every important moment.

Lijun Tong

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Chapter 1

Introduction

1.1 Statement of the Research Problem

I. Exploring the Background

1. Supplementing the traditional paper-and-pencil test cannot 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.

2. Actual situation

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.

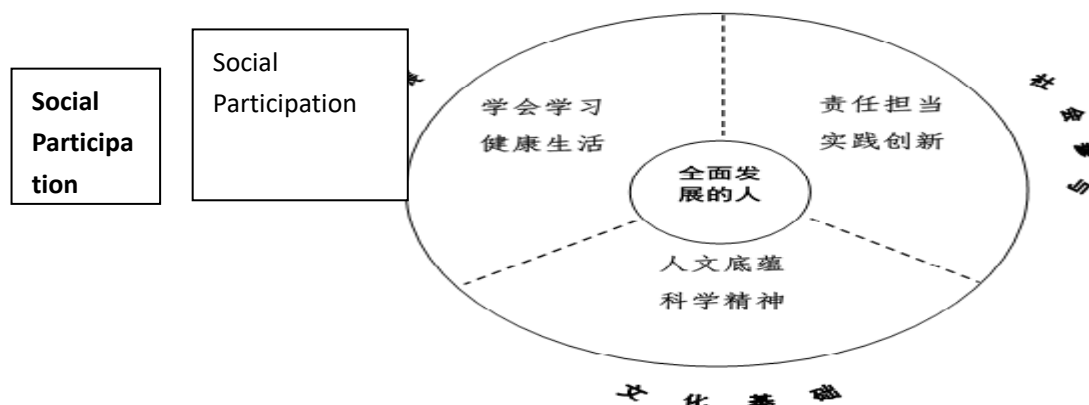
So how to get rid of the drawbacks of traditional evaluation, to promote development through evaluation, to activate development potential through evaluation, and to play an escort role? These are also the hotspots and difficulties in evaluating reforms at present. Education departments and educators 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.

3. 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.



1.2 Research Objectives

1. 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 cannot 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.

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

Since paper-pencil test cannot 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' life ability and designs a communication meeting to evaluate students' correct understanding of knowledge and whether they have life ability.

3. 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.

1.3. Research Framework



1.4. Scope and limitations of the study

Final Evaluation of Lower Grade Students in Primary School, Pencil and paper mode, Diversified evaluation methods.

1.5. Benefits of research

I. Effectiveness of evaluation

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. .

1.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.

II. 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.

III. 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.

IV. 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.

5. 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.

1.6. Evaluation of the Evaluation Effect of the Non-paper-and-pen

Garden Examination

1. Deficiency

1) 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 evaluations, 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.

2. 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.

Chapter 2

Theory and Literature Reviews

2.1 Concept and theory

I. Design Principles of Evaluation Model

1. The principle of taking care of the age characteristics of students

When carrying out the evaluation model reform, the purpose is to better take care of the development of children. Therefore, the author believes that the age characteristics of the children should be considered first when the evaluation design is carried out, and the main body participating in the evaluation can be taken into consideration. Only in this way can the reform really play a role. , otherwise there is no difference with a test paper.

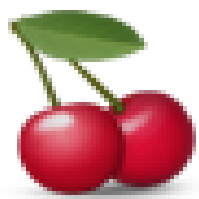
The "Guiding Opinions of the Zhejiang Provincial Department of Education on Deepening the Reform of Compulsory Education Curriculum" pointed out that the first and second grades adopt a non-paper-pencil test mode, which is completely considering the characteristics of this age. From the perspective of psychological development of children of this age, although they have a certain degree of autonomy, the initiative in conscious learning and the stability of attention when analyzing problems are still far from enough. Although there are individual differences, some children are slightly better, but most children still have a playful attitude towards learning.

(1) The time for each evaluation activity should not be too long, generally one to three minutes is better.

For example, in the first semester of the first grade, when designing and evaluating students' writing, a card is drawn. The new words on the card are the oracle bone inscriptions learned in this book, and then they are written in the grid. This activity lasts for about half a minute. The students' literacy ability is tested, and the students' writing ability is also tested. The task is not heavy, and there should be a 90% excellent rate.

(2) Diversity of forms, considering children's actual learning ability

For example, when examining the students' mastery of Pinyin in the first grade, when the author's school adopts Chinese characters to explain the rules and other aspects of the activities, they will mark the new words that they have not learned with Pinyin. This makes it easier for children to learn to read the rules, but also uses pinyin, such as:



níngméng miàn
我在 柠 檬 的 下 面 。

2.The principle of interest in the evaluation model

The way of evaluation is interesting, so that children can eliminate the tension of exams, reduce the restraint and pressure brought to students by paper-and-pencil tests, and use the word "happy" as the main emotional tone of academic evaluation,

allowing students to experience reading, speaking, singing and drawing happily. , dynamic activities, really show their learning ability and ability and literacy in happiness, improve their interest in learning in happiness, and lay a foundation for continued learning.

In this examination of the concept of student orientation, we have adopted the method of pasting a sticker according to the requirements. I will post --. 1. Choose (xuǎn) choose (zé) three kinds of (zhǒng) fruits that you like (xǐhuan) and (huān); 2. Read (mò) the sentence of (dú) the reverse side of the fruit (miàn), and paste (tiē) according to (àn); 3. If you post one star to one, you can get up to three stars.

In this way, students do not feel that this is an exam, but a game, and completing the evaluation task in the game is interesting and effective.

3.The principle of integration of content disciplines

When designing the evaluation content, courses such as Chinese, mathematics, music, physical education, art, ethics and the rule of law, and comprehensive practice should be considered, and the evaluation activities should be comprehensive, the knowledge and activities are ingeniously integrated, and the ability inspection should be effectively implemented.

This activity is divided into six sections: I can do, I can write, I can wear, I can post, I can exercise, and I can guess. If you only look at these six sections alone, you think it is very simple. In fact, the content includes the examination of each subject. For example: "I know how to do" this section includes 1. Please turn to page (), read

Pinyin silently, and do the action. 2. Please categorize the pictures. Topic type:

- ① Students read the instructions on the card carefully and make corresponding actions. ② Classification; shape, vegetables, meat dishes.



Phonics is a Chinese subject, action is a physical education subject, classification is a mathematics subject, and pictures are an art subject, and so on, all subjects are tightly integrated.

4.The principle of full participation in evaluation activities

The object of evaluation is all students, and the principle of full participation must be pursued. Therefore, the content selection of academic evaluation should focus on students' experience and full participation of students, emphasizing that the difficulty and familiarity of the content should be in line with the progress of the teaching plan and students' learning situation, and pay attention to the attitude of

students participating in academic evaluation and the participation of students. Whether they are active and active, and at the same time attach importance to students' self-evaluation and self-reflection.

There are 598 students in this grade. Except for 3 sick leave, other students participated in the activities. After the activity, let the students go home to communicate with their parents about their feelings about the activity, summarize the feelings of parents and students, and analyze the activity sheet (in short, the transcript) to find out the deficiencies in teaching. Corrections and repairs are made during the semester teaching.

A total of 508 pieces of parental feedback information were received, and some parental feedbacks were intercepted:

0161219 1st Grade Orientation Carnival SMS Reply Summary and Thinking

Send a simple opinion consultation after the event and reflect: it would be better to use a questionnaire!

19:30 - Good evening! Today's first-year carnival has ended successfully with your support and concern. Here, on behalf of the school, I would like to express my gratitude! At the same time, I would like to hear your opinion: Do you agree with such an evaluation method? What did you learn from this process? Your suggestion or opinion for the next assessment? Reply directly to this text message, hope to hear more voices! Your opinion matters!

1. Zhang Xinyi

User reply:

[202016-12-19 22:41: It's a little regretful that I couldn't see it with my own eyes. I think it's pretty good, and the children are also having a good time. Much more fun than the usual classroom exams, kids should enjoy this type more

2. Sun Xiran

User reply:

[202016-12-19 22:19: great

3. Chen Zhixuan

User reply:

[202016-12-19 21:30: This kind of activity is very good, it is entertaining and educational, and it can comprehensively detect the children's learning situation, but the children are too far away and can't see clearly. I hope that there will be a live broadcast software involved, not present Parents can also see the situation - it is recommended that the props be enlarged when the grade group is designed, and the live broadcast link should be added. (Over 200 replies omitted)

From this information, our teachers can obtain a lot of useful value and promote the development of education and teaching. Compared with a simple test paper, parents can put forward reasonable opinions and suggestions, and really play a role in teaching each other.

5.The principle of autonomy in evaluation activities

In paper-based tests, student participation is passive and can only be accepted on the only test provided. For children with weak study notes, it is a great blow to enthusiasm. Many children talk about the exam, and their palms will sweat, because they also want to show their good grades to everyone to prove that they are also great. . But it is often disappointed. This is very detrimental to the enthusiasm for continuous learning of students in the first and second grades.

In non-paper-and-pencil tests, a variety of options are generally designed for students to choose from. In each assessment link, students can arrange the order according to their own advantages and characteristics, and also cultivate children's ability to learn self-selection. If this activity has six themes, students can make judgments based on the flow of people before each theme activity and their own situation, and then arrange the order of participating in the activity. This is really a good way to cultivate children with core literacy as a social person. Activities are not only evaluations, but also educational.

6. The evaluation activities must have the principle of development

Students learn today for better learning tomorrow. The learning of the first and second grades is the foundation of the whole study, the most critical moment to cultivate students' study habits, and the critical moment to cultivate students' interest in learning. But the "baton" of evaluation is related to the generation of these two problems. Therefore, we must be developmental when designing evaluation activities,

so that students not only understand their learning at this stage, but also let them have a clear direction for future learning, can guide students to continue learning, and point out the way for continued learning. direction.

For example, according to the "Guiding Opinions of the Zhejiang Provincial Department of Education on Deepening the Reform of Compulsory Education Curriculum" and the school's guiding opinions, the author designed four semester-end assessment activities for the first and second grades in the first grade. See table below.

() 学校一、二年级无纸化测试评价活动计划

项目 学期	活动地点	形式	主题	备注
一上	学校体育馆	活动	规则当其道，能力静中长	
一下	青少年宫 Do 都城	活动	百果孩子“静、合”闯关情景式活动	
二上	学校整个校区	活动	“我是学校小主人”主题式活动	
二下	杭州动物园	活动	“我是园长”主题式活动	

This activity plan is progressive, so that students are not bored, there are surprises, and new breakthroughs are made every time, not only in the form of content, but also in the choice of activity venues, gradually laying the foundation for students' follow-up learning.

7. There must be matching active transcripts for evaluation activities

The theme of each activity is different, and in order to keep children's interest, the author's school designs different transcripts according to different activities. As in the first grade, in order to highlight the child's thriving growth like a small tree, and in line with the school motto, our art teacher designed this tree as a report card.



Students like this kind of report card very much. After many children take it home, parents make a plastic seal, add a frame, and put it on the child's desk to record the child's growth process. A transcript has become a resource for education, really "education is everywhere"! In fact, it also stimulates children's interest in painting and

other activities. The following three activities are for students to design themselves first, and then the art teacher selects and integrates according to the students' works, and strives to cultivate students' autonomous social personality.

2.2 Literature Review

1. Zhejiang Education Foundation [2015] No. 36 ZJSP04-2015-0002 Guiding Opinions of Zhejiang Provincial Department of Education on Deepening the Reform of Compulsory Education Curriculum March 31, 2015
2. Baidu: The overall framework of "China's students' development of core literacy" and the training of teaching materials for people's education
3. Full-time Compulsory Education Mathematics Curriculum Standard of the Ministry of Education of the People's Republic of China (experimental draft) [S]. Beijing: Beijing Normal University Press, 2001: 1-2.
4. Fan Xiaoling, On Teaching Evaluation [M]. Changsha: Hunan Education Press, 2000: 177-182.
5. Li Zhihong, Wang Xiaowen. Developmental Evaluation of Students in New Courses [M]. Beijing: Xinhua Press, 200: 3427-429

Chapter 3

Research Methodology

3.1. Population/sampling method/variable

There are 598 students in this grade. Except for 3 sick leave, other students participated in the activities. After the activity, let the students go home to communicate with their parents about their feelings about the activity, summarize the feelings of parents and students, and analyze the activity sheet (in short, the transcript) to find out the deficiencies in teaching. Corrections and repairs are made during the semester teaching.

A total of 508 pieces of parental feedback information were received.

3.2 Research Design

1. The principle of taking care of the age characteristics of students.
- 2.The principle of interest in the evaluation model.
- 3.The principle of integration of content disciplines.
- 4.The principle of full participation in evaluation activities.
- 5.The principle of autonomy in evaluation activities.
6. The evaluation activities must have the principle of development.
7. There must be matching active transcripts for evaluation activities.

3.3 Statistics and Data Analysis

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.

a. 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.

curriculum Column	Language	maths	Remark
Midterm	Carry out the activities of breaking through the barrier of Pinyin	Basketball shooting and learning mental arithmetic	Combined with the teachers of various subjects, the plan is made in advance, and each activity has a theme.
New Year's Day	Literacy competition activities	Bounce the ball, calculate in the mind, apply the activity	

Another example: the "Student Growth Portfolio" activity organized by the

school, each time an evaluation activity is carried out, it can also be regarded as a staged evaluation.

b. 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.

Another example: the school organization of the Student Growth Portfolio activities, each evaluation activities, but also a phased evaluation.

(2). 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.





2. 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.

3. 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.

IV. Effectiveness of evaluation

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. .

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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.

2.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.

3.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.

4.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.

5. 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.

Chapter 4

Data Analysis Result

4.1. Evaluation of the Evaluation Effect of the Non-paper-and-pen

Garden Examination

1. Deficiency

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 evaluations, 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.

2. 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.

Chapter 5

Conclusions and Discussion

5.1 Conclusion and discussion

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.

5.2. Discussion

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.

Although the overall goal remains the same, due to differences in regions, schools and students, it is still necessary to establish a more targeted paperless evaluation plan to prepare for the sustainable development of students.

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