

Exploration and Analysis on the Implementation Path of High School Students' Comprehensive Quality Evaluation under the Background of the New College Entrance Examination

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Abstract: The implementation of student comprehensive quality evaluation is not only a key link in promoting high school education reform, but also an important driving force for promoting students' all-round development. Based on the current situation of the implementation of comprehensive quality evaluation in high schools under the background of the new college entrance examination, the paper deeply explores the existing problems, and analyzes the reasons for the problems from the perspectives of educational philosophy, evaluation standards, and implementation methods. Finally, it explores the correct and effective path to improve the comprehensive quality evaluation system.

1. Introduction

With the continuous deepening of China's new college entrance examination reform, more and more people realize that the assessment standards for higher education cannot be limited to academic performance, but must also focus on students' various abilities and levels, and conduct an overall evaluation of high school students' comprehensive qualities. The old evaluation system is not highly operational and is heavily influenced by subjective factors from teachers, making it unable to meet the new requirements put forward by the education department in the context of the new college entrance examination. Therefore, how to improve the comprehensive quality evaluation system for high school students and ensure the authenticity and effectiveness of the assessment results has become a focus of high attention in the current education industry.

2. Problems in the Implementation of Comprehensive Quality Evaluation in High School

2.1. Some Schools Lack Awareness of the Importance of Comprehensive Quality Evaluation

The cognitive level of the school staff, as the implementation subject of comprehensive quality

evaluation, can directly affect the specific implementation effect of the system. However, influenced by the traditional concept of teaching to the test, some senior high schools have insufficient awareness of the importance of comprehensive quality evaluation. They blindly attach importance to students' cultural achievements, ignoring their performance in moral cultivation, artistic quality, interpersonal communication, social practice and other aspects. They roughly believe that comprehensive quality evaluation is only an additional item, and do not take comprehensive quality evaluation as an effective content to promote students' development. Especially at present, it usually uses data such as college entrance examination scores and undergraduate admission rates to measure the teaching quality level of high schools, and does not include the comprehensive quality evaluation work [1], although the education management department has placed a certain degree of emphasis on the comprehensive quality evaluation of high schools. It indirectly leads to the neglect of schools in this regard. Therefore, the current implementation process of comprehensive quality evaluation is superficial and difficult to implement in place.

2.2. The Evaluation System Needs to be Improved, and Its Operability Needs to be Strengthened

Comprehensive quality evaluation is a highly professional and challenging task. Evaluators not only need to have a comprehensive and profound understanding of various evaluation standards, but also need to comprehensively collect and organize a large amount of student information. However, the existing comprehensive quality evaluation standards are not scientific and comprehensive enough, and the evaluation indicators are relatively vague, prone to deviations, making it difficult to comprehensively and objectively reflect the true level of high school students; Moreover, the educational environment of different regions and universities varies, and the characteristics of students also vary. However, the evaluation system completely follows national regulations and has not been adjusted according to its own actual situation, making the implementation process naturally difficult; In addition, the operability is not strong enough; the entire evaluation process is cumbersome and complex, and the methods are relatively single, lacking flexibility and practicality, and unable to provide effective assistance for student evaluation work. School staff lack effective reference to rules and regulations, often relying on personal experience for coping evaluation operations, and the results obtained have little reference significance [2].

2.3. The Evaluation Results Are Influenced by Subjective Factors, Making it Difficult to Truly Reflect the Students' Level

The authenticity of evaluation results is a prerequisite for implementing comprehensive quality assessment. However, the existing regulatory mechanism is not perfect, and the evaluation criteria are mostly subjective personal descriptions, lacking specific and objective evaluation indicators. It is easy to be influenced by personal preferences, emotional tendencies, and other factors, resulting in biased results. Currently, some schools allocate all comprehensive quality evaluation work to teachers, which not only increases the workload of teachers, but also lacks comprehensive opinions and references. Teachers have been influenced by the traditional education concept of only relying on scores for a long time, and most of them are accustomed to grading and grading based on academic performance. However, they have not actually understood and mastered the overall quality of students, resulting in the loss of objectivity and comprehensiveness in the evaluation results. In addition, teachers are prone to emotional interference during the evaluation process, unconsciously writing comments based on students' recent classroom performance, neglecting the overall and long-term perspective, making it difficult to reflect changes in students' overall quality level, and reducing the accuracy of the evaluation to some extent.

3. The Reasons for the Problems in the Comprehensive Quality Evaluation of High School Students under the Background of the New College Entrance Examination

3.1. Traditional Educational Concepts Constrain the Current Comprehensive Quality Evaluation

The comprehensive quality evaluation should clearly reflect the quality and achievements of quality education, as well as the trajectory of students' personality development, in the context of the new college entrance examination. However, constrained by traditional educational concepts, the idea of prioritizing exam results has not yet been eradicated; Many evaluators can't help but apply the assessment criteria of teaching to the comprehensive quality assessment, focusing only on the level of cultural knowledge learning ability, ignoring the development of students' ideological quality, interests and other aspects. They don't pay enough attention to the all-round improvement of comprehensive ability, so it is difficult to truly and objectively reflect the quality level of students [3]. In addition, influenced by the old evaluation approach, the integration of student data tends to strictly distinguish the differences in ability levels between different students using scores and grades. This evaluation approach actually has a very obvious tendency to prioritize results over processes, which hinders the improvement of the comprehensive quality evaluation system to some extent.

3.2. The Connection between Comprehensive Quality Evaluation Standards and the College Entrance Examination is Not Close Enough

In order to further improve the comprehensive quality evaluation system, the education department has introduced a series of relevant policies. Although it has also proposed to include the comprehensive quality evaluation results as reference materials in the college entrance examination admission standards, there is a lack of specific means to link the evaluation results with the college entrance examination scores. Therefore, currently, universities only select students based on the high and low scores of the college entrance examination. This weak correlation makes it difficult for high school comprehensive quality evaluation to receive attention from the majority of schools, and related work is generally just a formality. Many teaching staff even believe that investing a lot of energy in comprehensive quality evaluation is a waste of students' learning time, which directly leads to many high schools dealing with problems in the specific operation process of comprehensive quality evaluation and difficult to achieve the established results.

3.3. The Evaluation Method is Relatively Single and Still Continues to be Teacher Led

The new regulations on the reform of the college entrance examination stipulate that the comprehensive quality evaluation of high schools should adopt a combination of self-evaluation, peer evaluation, and overall teacher evaluation, breaking the traditional evaluation system where teachers are fully responsible. However, according to the survey, the relevant measures did not achieve the desired effect in the actual implementation process, and the evaluation is still very single, mostly continuing the teacher led system, and the participation of students has not been significantly improved. This is because abandoning inherent educational concepts and implementing a new evaluation system in a comprehensive manner is a highly challenging task for school management and teachers, with insufficient preparation in both campus hardware and office software. Against the backdrop of the relevant departments not yet issuing specific guidance standards, most high school schools tend to maintain their status quo and are hesitant to take any further steps [4]. Many teachers blindly believe that they have sufficient knowledge of the situation

of each student in the managed class and simplify the process without authorization; The limited self-evaluation and peer evaluation process is almost entirely completed under the guidance of the teacher, making it difficult for students to have equal opportunities for dialogue with the teacher, unable to express their true intentions, and ultimately affecting the authenticity of the comprehensive quality evaluation results.

4. The Implementation Path of Improving High School Comprehensive Quality Evaluation under the Background of the New College Entrance Examination

4.1. Schools Should Update Their Educational Concepts and Clarify the Positioning of Comprehensive Quality Evaluation

In the context of the new college entrance examination, the main purpose of implementing comprehensive quality evaluation is to tap into students' potential and promote their comprehensive development. As the organizer and practitioner of comprehensive quality evaluation, schools must first change their own concepts, clarify the positioning of comprehensive quality evaluation, and make comprehensive quality one of the important contents of high school education. In daily teaching, teachers should not only focus on improving their cultural performance, but also on cultivating students' innovation ability, social skills, artistic cultivation, and other aspects. Only in this way can they grasp the direction, prioritize and complete a series of tasks in an orderly manner in the specific work process. Firstly, the school should establish a dedicated comprehensive quality evaluation research group, led by them to regularly hold promotional lectures related to comprehensive quality; At the same time, a variety of interest competition activities are offered to encourage students to actively participate, timely record their excellent performance during the activity process, and record the honors obtained in their personal comprehensive quality evaluation files, encouraging students to actively showcase themselves and promoting the improvement of their comprehensive quality level.

4.2. To Further Improve the Evaluation System and Strengthen the Connection with the New College Entrance Examination System

If the education department wants to deeply implement the comprehensive quality evaluation of high school and maximize its role in the selection of the college entrance examination, it must further improve the evaluation rules, ensure their close connection with the new college entrance examination system, and promote the normalization of comprehensive quality evaluation. Therefore, schools, teachers, parents, and students all realize the importance of conducting comprehensive quality evaluation, gather all forces, and jointly build a good social atmosphere. Firstly, it is necessary to start with the enrollment and admission policies of universities, incorporate comprehensive quality evaluation into the assessment scope of the college entrance examination, and give a certain score ratio to strongly link the evaluation results with the college entrance examination results, truly attracting the attention of high school schools. Secondly, in daily work, regular training is provided to relevant teaching staff on the filling out of comprehensive quality evaluation materials, recording, integration and publicity of process details, so that they can guide students' learning and development with half the effort. Finally, it is necessary to promote comprehensive quality training for parents of students, increase social recognition, form a joint effort from multiple parties, and promote the steady implementation of comprehensive quality evaluation work.

4.3. To Implement Diversified Evaluation Methods to Ensure the Authenticity and Fairness of Data

To ensure the authenticity of the comprehensive quality evaluation results, it is necessary to increase students' participation in the evaluation work, break the original teacher led mode, innovate diversified evaluation methods, and let students occupy a dominant position in this process. With the help of Internet technology, schools can create AI data evaluation tools, regularly record and upload the development of each student, generate intuitive models to observe the ups and downs of learning life, reduce the interference of human factors, improve the accuracy and intelligence of evaluation results, and ensure the reliability of the final results. Education departments at all levels should also establish corresponding supervision and management systems as soon as possible, dispatch specialized reviewers to go deep into the campus, conduct irregular inspections and verifications of the authenticity of evaluation materials, strictly punish fraudulent behavior, and firmly ensure the transparency of the evaluation process and the fairness of evaluation data.

5. Conclusion

In summary, in the context of the new college entrance examination, high schools should timely change their educational philosophy, strengthen the importance of students' comprehensive quality evaluation, continuously improve the evaluation system, establish an inseparable connection with the college entrance examination, innovate diverse evaluation methods, and fully promote the comprehensive quality evaluation work.

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