

# Analysis of Effective Countermeasures of Value-Added Evaluation in Primary School Chinese

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**Abstract:** As the enlightenment stage of students' Chinese learning, primary school Chinese education plays a key role in cultivating students' language ability, thinking development, and humanistic literacy. Value-added evaluation, as an evaluation method that focuses on the changes in students' individual development and attaches importance to the learning process, has gradually attracted attention in the application of primary school Chinese education. This paper first analyzes the problems existing in the current implementation of value-added evaluation in primary school Chinese, and then explores the countermeasures to improve the effectiveness of value-added evaluation in primary school Chinese from the aspects of evaluation concept, evaluation content, evaluation method, evaluation subject, and application of evaluation results. The purpose is to provide strong support for the improvement of primary school Chinese teaching quality and the all-round development of students.

**Keywords:** Primary school Chinese; Value-added evaluation; Effectiveness; Countermeasure research

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## 1. Introduction

Value-added evaluation focuses on the development and progress of students' academic performance and the development and changes of their comprehensive quality within a certain period of time. It pays attention to the difference between students' initial state and final state, measures and evaluates the "value-added" effect of education and teaching on students' development. The evaluation results can more objectively and fairly reflect the status of students' learning and development, evaluate the impact of students' development on themselves, and better reflect the concept of quality-oriented education and promote the all-round development of students<sup>[1]</sup>. However, at present, in the actual operation process of value-added evaluation in primary school Chinese, due to the influence of traditional evaluation concepts, the imperfection of the evaluation system, and the monotony of evaluation methods, its due role and value have not been fully realized and exerted. Therefore, it is of important practical value and educational significance to explore the specific measures for the effectiveness of value-added evaluation in primary school Chinese in a broad sense.

## **2. Main problems in the implementation of value-added evaluation in primary school Chinese**

Although value-added evaluation is advancing rapidly in primary school Chinese teaching at present, there are still various problems that affect the exertion of its effectiveness to a certain extent.

First, in terms of evaluation concepts, some teachers have a biased understanding of value-added evaluation. They still adhere to the traditional idea of summative evaluation, where test scores become the top priority or even the only criterion for evaluating students. They do not have a clear grasp of the core essence of value-added evaluation—which focuses on students’ development process and emphasizes individual differences—and they believe that implementing value-added evaluation will increase their workload, leading to low enthusiasm in carrying out such evaluation. In addition, some school leaders do not attach sufficient importance to value-added evaluation and fail to provide active support in terms of system construction and financial resources for its implementation at the school level<sup>[2]</sup>.

Second, the evaluation content is one-sided. The existing content of value-added evaluation in primary school Chinese is relatively limited; it mainly focuses on assessing students’ accumulation of Chinese knowledge and application of basic Chinese skills, such as reading quantity and writing scores. Little attention is paid to students’ attitude towards Chinese learning, the development of their Chinese learning thinking, and the improvement of their humanistic literacy. This one-sided evaluation content cannot reflect the development of students’ comprehensive Chinese literacy, nor can it well demonstrate the characteristics of the primary school Chinese subject that integrates instrumentality and humanism<sup>[3]</sup>.

Third, the single evaluation method undermines the effectiveness of value-added evaluation in primary school Chinese. Currently, many schools only limit their understanding of value-added evaluation methods to traditional single forms like written tests and in-class questions. Comprehensive and in-depth evaluation methods—such as observation, interviews, work analysis, and portfolio evaluation—that focus on students’ learning process and development changes are rarely used. A single evaluation method cannot assess various activities of students in the learning process, nor can it provide appropriate evaluation for students with different personalities and learning styles, resulting in insufficient objectivity and comprehensiveness of evaluation results<sup>[4]</sup>.

Finally, the evaluation subject is singular: value-added evaluation in primary school Chinese mainly relies on teachers’ evaluation, while the participation of students, parents, and other subjects is very low. As the main body of learning, students have the most in-depth understanding of their own learning process, learning attitude, and learning progress, but they play a passive role in the evaluation and lack opportunities for self-reflection and self-evaluation. Parents are important participants in students’ education; they are more familiar with students’ Chinese learning situation outside school than teachers, but they often fail to play a corresponding role in school evaluation. Peer evaluation can also reflect students’ performance in cooperative learning to a certain extent, but this method has not been fully utilized. A single evaluation subject leads to a narrow evaluation perspective, causing the evaluation results to tend to be one-sided<sup>[5]</sup>.

## **3. Countermeasures to improve the effectiveness of value-added evaluation in primary school Chinese**

### **3.1. Updating evaluation concepts and strengthening awareness of value-added evaluation**

Updating teachers’ evaluation concepts is the premise and foundation for improving the effectiveness of value-

added evaluation in primary school Chinese. Schools should carry out relevant training through special lectures, case studies, and exchanges of typical experiences to comprehensively interpret the significance, connotation, and implementation methods of value-added evaluation. This helps teachers and managers break away from the influence of traditional summative evaluation concepts, deeply understand the important role of value-added evaluation in assessing students' process development and academic performance, and establish a "student development-centered" evaluation concept. At the same time, school managers should attach greater importance to value-added evaluation, incorporate it into the overall educational and teaching reform plan of the school, set clear goals for evaluation implementation, define methods and paths to ensure implementation, and provide support in terms of time, funds, and resources. This creates favorable conditions for teachers to carry out value-added evaluation. In addition, schools can also promote the concept and advantages of value-added evaluation to parents through campus publicity and parent meetings, to gain parents' understanding and support. This helps build an environment where schools, teachers, and parents jointly pay attention to and support value-added evaluation.

### **3.2. Enriching evaluation content to fully cover comprehensive Chinese literacy**

The content of value-added evaluation in primary school Chinese should go beyond the limitations of knowledge and skills. It should align with the primary school Chinese curriculum standards and assess the development of students' comprehensive Chinese literacy from multiple dimensions. In terms of knowledge and skills, besides evaluating the development of students' basic Chinese knowledge and skills—such as character recognition and writing, reading and comprehension, writing and expression, and oral communication—the evaluation should also focus on students' ability to apply basic Chinese knowledge to practice. For example, it includes evaluating students' accumulation and application of vocabulary, imitation and creation of sentences, and analysis and mastery of text structure. In terms of students' thinking ability development, the evaluation should cover not only their scientific logical thinking ability but also their critical thinking and creative thinking. For instance, in reading classes, it evaluates students' ability to question reading content and analyze and interpret reading materials; in writing classes, it assesses the innovation of students' essay themes, writing ideas, and expression methods. In terms of students' humanistic literacy development, the evaluation mainly focuses on the formation of students' emotions, attitudes, values, and awareness of cultural inheritance during Chinese learning. For example, it involves observing students' emotional experience of literary works, their understanding and recognition of traditional culture, so as to evaluate the development of their humanistic literacy. In terms of students' learning habits, the evaluation covers students' autonomous learning ability, cooperative learning ability, and learning habits. This makes the evaluation content more comprehensive and diversified.

### **3.3. Innovating evaluation methods to achieve diversification of evaluation approaches**

The diversity of evaluation methods is a basic requirement for ensuring the objectivity and comprehensiveness of value-added evaluation in primary school Chinese. We should start from the objective situation of primary school Chinese subject education and students' age characteristics, innovate and enrich evaluation methods, and combine traditional evaluation methods with modern ones. Traditional written tests remain a commonly used evaluation method to assess students' mastery of basic Chinese knowledge and skills. However, it is necessary to optimize the form of test questions, increase the proportion of open-ended and inquiry-based questions, and focus on testing students' thinking level and application ability rather than simple knowledge

memorization<sup>[6]</sup>. The classroom observation method can help understand students' performance during the learning process. Teachers can purposefully observe students' classroom performance in daily teaching—such as their enthusiasm for participating in discussions, the accuracy of answering questions, and their cooperation in group discussions—keep detailed records, and take students' learning progress as the basis for evaluating their development and changes. The interview method can help understand students' learning motivation, difficulties in learning, and emotional attitudes. Teachers can conduct regular one-on-one or group interviews with students, listen to their opinions, and obtain more comprehensive evaluation information. The work analysis method enables us to understand students' mastery of knowledge, application of skills, cultivation of thinking, and demonstration of creativity by analyzing their Chinese works, which can intuitively reflect the changes in students' learning results. The portfolio evaluation method is also one of the value-added evaluation methods. Teachers can guide students to collect materials such as Chinese learning works, study plans, study diaries, exam papers, and award certificates at different stages of their school years to establish their own growth portfolios. By comparing and analyzing the materials in the portfolios, students can understand their growth and progress over a period of time, and a comprehensive evaluation of their all-round development can be made. Alternatively, modern information technology tools—such as online learning platforms and educational apps—can be used for online evaluation. This makes evaluation easy to implement, enables real-time feedback, and improves efficiency<sup>[7]</sup>.

### **3.4. Expanding evaluation subjects and establishing a diversified evaluation system**

First, ensure effective student self-evaluation. Teachers should guide students to master the ability of self-evaluation and let them become the main body of evaluation. In teaching, teachers should instruct students to conduct self-evaluation against standards by setting learning goals and defining evaluation criteria. For example, students can be asked to reflect on their learning performance after each class, and evaluate their mastery of subject knowledge and improvement of abilities at the end of each unit. Through self-evaluation, students can develop self-learning awareness and self-management skills, which help them continuously improve themselves, make positive changes, and achieve growth. Second, attach importance to teachers' professional evaluation. As direct participants, organizers, and guides of teaching activities, teachers have professional educational and teaching experience and a comprehensive understanding of students. Therefore, teachers should collect information through multiple channels—such as classroom observation, homework correction, tests and assessments, and interviews—to fully grasp students' overall learning status, changes in knowledge, skills, and abilities. Based on this information, teachers can provide students with all-round, multi-angle, and personalized evaluation feedback and learning guidance. Third, implement effective peer evaluation. Students spend a lot of time with each other in daily life and have a good understanding of each other's performance in teaching activities. Therefore, group peer evaluation can be organized. For instance, students can be asked to evaluate their group members' learning attitude, cooperation ability, homework quality, and specific performance in group development according to evaluation standards. Peer evaluation enables students to learn from each other and supervise each other, cultivates their sense of cooperation and evaluation ability, and helps them identify their own strengths and weaknesses through mutual evaluation to learn from each other's advantages<sup>[8]</sup>.

### **3.5. Applying evaluation results scientifically to promote joint development of students and teaching**

The scientific and rational use of evaluation results is a key link in promoting the effective operation of value-



added evaluation in primary school Chinese. Evaluation results should not only serve as the basis for assessing students' development and teachers' teaching performance, but also act as the foundation for improving teaching practices and advancing students' personalized development<sup>[9]</sup>. For students, teachers should make full use of the results of value-added evaluation to comprehensively analyze each student's strengths and weaknesses in the process of Chinese learning, and formulate targeted learning guidance plans for different students. For students who make rapid progress, teachers should give timely praise and encouragement to stimulate their learning interest and self-confidence; for students who progress slowly, teachers should analyze the difficulties they face in learning, provide specific learning guidance, and help them overcome difficulties to achieve development. In addition, school teachers and subject teachers can provide feedback on the evaluation results to students in a positive and gentle manner. They should pay attention to protecting students' self-esteem and learning enthusiasm, and avoid using negative evaluations to dampen their motivation. Teachers can also show students their growth portfolios and excellent works, allowing students to fully perceive their own progress, enhance their self-identity, and thereby further improve their enthusiasm for independent learning. For teachers' teaching, schools and teachers can take the results of value-added evaluation as an important basis for improving teaching methods, adjusting teaching strategies, and enhancing teaching quality. By analyzing the value-added evaluation results, teachers can identify problems in their teaching process and make targeted teaching adjustments. Schools can organize teaching research activities for teachers based on evaluation results, enabling teachers to explore ways to improve teaching quality through mutual communication, learning, and sharing of experiences and insights<sup>[10]</sup>.

## 4. Conclusion

As one of the evaluation methods that align with the concept of quality-oriented education and the needs of students' all-round development, value-added evaluation of Chinese in primary schools plays a crucial role in improving the quality of primary school Chinese teaching and promoting the development of students' comprehensive Chinese abilities. At present, in the process of implementing value-added evaluation in primary school Chinese, there are still problems such as outdated evaluation concepts, narrow evaluation content, simple evaluation methods, a single evaluation subject, and unreasonable application of evaluation results. These problems hinder the exertion of its evaluation effectiveness. By adopting targeted countermeasures—such as reforming evaluation concepts, enriching evaluation content, innovating evaluation methods, expanding evaluation subjects, and rationally applying evaluation results—we can fully address the current problems in value-added evaluation of primary school Chinese and enhance its evaluation effectiveness. In future educational activities, frontline educators in primary school teaching should continuously improve and explore effective countermeasures for value-added evaluation of primary school Chinese. They should give full play to the guiding, diagnostic, incentive, and improvement functions of value-added evaluation, so that evaluation can truly serve the all-round development of students and the professional growth of teachers, and lay a solid foundation for the high-quality development of Chinese education in primary schools.

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