

# The Practical Application of Performance-based Assessment in Primary School Chinese Teaching

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**Abstract:** Performance assessment, as a way to pay attention to students' learning process, provides a new idea and perspective for Chinese teaching evaluation in primary school. In order to guide the evaluation of primary school Chinese teaching to a new step, this article on the performance assessment of the composition of the elements, performance assessment in primary school Chinese teaching application status and existing problems, performance assessment in primary school Chinese teaching application strategy launched an in-depth exploration, to effectively avoid the drawbacks of traditional teaching evaluation, promote the overall primary school Chinese to achieve high-quality development.

**Keywords:** Performance assessment; Primary school Chinese; Application status; Strategy

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## 1. Introduction

Educational evaluation plays a vital role in guiding the teaching process and guiding students' learning. Among them, performance assessment, as one of the emerging educational evaluation methods aiming at the comprehensive development of students, is the concrete embodiment of the reform and development trend of educational evaluation under the background of the new curriculum standard. Nowadays, performance assessment has been widely used in the teaching process of many subjects, including Chinese in primary school, and its role and advantages are becoming more prominent. The research shows that the application of performance assessment in the process of primary school Chinese teaching is not only conducive to fully stimulating students' interest in learning, but also can significantly improve the efficiency of learning and teaching, and play an irreplaceable positive role in promoting the all-round development of students<sup>[1]</sup>.

## 2. The constituent elements of performance assessment

### 2.1. Objectives are at the core of the curriculum

Evaluation objectives can be regarded as the direction and destination of evaluation, specifically referring to

the final results of students' learning. The core of performance assessment lies in guiding students to show their abilities in all aspects, rather than simply recalling and learning knowledge. The goal of performance assessment is to guide students to use the knowledge comprehensively and flexibly, urge them to go through their thinking processing and judgment, and then launch a variety of exploration activities to fully display students' talents, and finally cultivate their creative thinking and improve their creative problem-solving ability. From this point of view, the goal of performance assessment must be in the core position of the curriculum, only in this way, can we achieve similar high-level goals of cultivating students' core qualities, such as aesthetic creativity, observation, reasoning and generalization ability <sup>[2,3]</sup>.

## **2.2. Performance tasks in real situations**

Performance tasks based on real situations are designed to test students' achievement of learning goals. Teachers can create a real situation and collect a series of students' performance behaviors triggered by the situation to predict their corresponding development of various abilities and take the final result as an important basis for evaluating students <sup>[4]</sup>. As far as Chinese is concerned, the traditional evaluation methods focus on paper-and-pencil tests, including reading, writing, selection, fill-in-the-blank and other similar written questions. Although the traditional assessment method can also test the students' Chinese knowledge and related skills, it is insufficient to truly and comprehensively test the student's ability to communicate and exchange with the common Chinese language. In contrast, performance assessment is more focused on evaluating students' ability to comprehensively use subject knowledge <sup>[5]</sup>. The performance task should be more in line with the real task and the reality of life to promote the significant improvement of students' life ability.

## **2.3. Scoring rules for collecting evidence of performance**

Compared to traditional pen-and-paper tests, performance assessments require students to construct responses, complete tasks, and demonstrate ability. Teachers, on the other hand, need to give targeted evaluations according to the performance process of students. Inevitably, this evaluation process is bound to have the subjective color of the evaluation subject <sup>[6]</sup>. In order to ensure that the evaluation is fair, just, scientific and reasonable, evaluators should formulate learning objectives and refine evaluation criteria, namely scoring rules, in advance. In this way, students can continue to work towards the goal, and the evaluator can record and measure the student's performance indicators accordingly.

# **3. The application strategy of performance assessment in primary school Chinese teaching**

## **3.1. Determine evaluation objectives**

Performance assessment objectives refer specifically to the purpose of evaluation implementation, which should be distinguished from traditional evaluation objectives. The evaluation objective of the traditional paper-and-pencil test is to understand the students' Chinese knowledge and skills, while the formulation of the performance assessment objective should integrate many factors such as students' language knowledge, ability and emotional attitude to promote the comprehensive development of students. In essence, performance assessment not only evaluates students' learning results, but also pays attention to the evaluation of students' understanding, problem-solving ability, thinking logic and other aspects <sup>[7]</sup>. In the author's opinion, teachers should pay attention to the following three points in determining the evaluation objectives:

- (1) Based on the curriculum standard requirements, around the actual teaching content, to ensure that the target landing. As a programmatic document guiding Chinese teaching, the Chinese curriculum standard is an important reference for Chinese teachers to implement teaching. The design and implementation of performance assessment should match the requirements of the new Chinese curriculum standard. Only in this way can performance assessment be closely linked with the process of Chinese teaching and help the overall quality of Chinese teaching in primary schools<sup>[8]</sup>. In addition, the formulation of performance assessment objectives should highlight the specific characteristics. Teachers should determine the evaluation objectives based on the actual teaching content, and define the macro objectives as promoting the all-round development of students, which can be further subdivided into small goals and carefully designed a series of feasible performance tasks to ensure the landing of the goals and improve the probability of achieving the goals<sup>[9]</sup>.
- (2) Teachers should clearly and accurately convey the evaluation objectives to students. Only in this way can students clearly identify short-term and long-term learning objectives and actively cooperate with teachers to complete the teaching work to promote the orderly development of performance assessment. In this process, students can refer to the evaluation standards to strictly demand themselves, in the invisible direction of the goal and work hard to greatly improve the quality of learning.
- (3) Set advanced goals. Taking the “interesting animal” teaching of oral communication in the second grade of Primary school Chinese as an example, in the actual teaching process, the author carefully designed the “animal story sharing meeting” interesting activity for students. According to the requirements of the “expression and communication” module in the first learning section of the new Chinese curriculum standard, the study claims that the evaluation can start from the two aspects of oral communication and writing. Among them, the emphasis of oral communication evaluation is to test the students’ use of Mandarin communication, whether they have enough confidence, which is the basic requirement of students’ oral skills; Whether students can carefully listen to the expressions of classmates and teachers and accurately capture the gist; Be able to retell the general idea of the story according to personal understanding or introduce the most interesting fragments to teachers and students, so as to exercise students’ ability to summarize; When communicating with others, whether they have a correct attitude and are polite and natural is related to the outcome of character education; Whether they can actively participate in class discussions and bravely express their personal opinions is conducive to cultivating students’ thinking ability and creativity in a subtle way<sup>[10]</sup>. In addition, for the evaluation of speech writing, on the one hand, teachers should carefully observe students’ interest in speech writing; on the other hand, they should test whether students can flexibly apply what they have learned to the process of speech writing, such as words and sentences.

### **3.2. Designing the evaluation task**

After determining the performance assessment goal, teachers should then design the performance assessment task carefully according to the actual content of the primary school Chinese curriculum. Under normal circumstances, the specific form of performance assessment tasks is mainly question-and-answer or specific activities. On the one hand, it should be closely related to real life. Teachers can create real-life problem situations to observe students’ specific performance and evaluate their ability to analyze and solve problems. On the other hand, it should pay attention to the process of students actively constructing answers through independent exploration<sup>[11]</sup>. From this point of view, the answers to questions based on performance assessment are not fixed, but diversified and open.

Only in this way can we achieve the teaching goal of teaching students according to their aptitude and applying what they learn. It needs special attention that the design of performance assessment tasks should highlight the characteristics of diversification, and take the promotion of students' all comprehensive development as the starting point and landing point of the design tasks. In this way, the overall situation of students can be examined in multiple dimensions and three-dimensional. For example, teachers can design reading comprehension tasks to test students' comprehensive comprehension ability. Role-playing or topic discussion tasks test students' oral expression and communication skills and tasks such as essay writing and story creation are designed to test students' verbal expression and creative thinking <sup>[12]</sup>.

For students in the first and second grades of primary school, literacy is the foundation for them to learn Chinese. In the actual teaching process, teachers can carefully design the task activity of "traveling the kingdom of Chinese characters," guide students' performance with the task, and then evaluate their ability improvement according to the specific performance and task results of students, and finally achieve the goal of performance assessment.

- (1) The eye of fire: Teachers need to integrate the Chinese characters that have been learned in a certain stage, so that students can carefully observe and quickly find out the wrong characters, and at the same time, write out the correct ones, in order to examine the students' mastery of Chinese characters;
- (2) Dig the ground three feet: The teacher introduces the new Chinese characters to the students, guides them to read the pronunciation, understand the meaning and read it out in a loud voice with the help of Xinhua Dictionary, and tests the students' independent learning ability and new knowledge acceptance ability in a similar way;
- (3) Story fragments: The teacher presents a simple story to the students and asks them to study in a group, including recognizing new characters, understanding words, understanding the main idea, etc. Through careful observation, the student's communication ability, independent learning ability, teamwork ability and so on are evaluated <sup>[13]</sup>.

### 3.3. Develop evaluation criteria

Developing evaluation criteria is a crucial step in performance assessment. To ensure the fairness and justice of the evaluation, the formulation of the evaluation standards should follow specific, clear and operable principles to help teachers adjust and optimize the teaching plan, make students' learning goals more clear, urge students to conduct self-assessment in time, find out the deficiencies and make up for them as soon as possible. This plays a positive role in significantly improving the learning efficiency. To be specific, to formulate evaluation standards, on the one hand, it is necessary to fully consider the learning characteristics and teaching objectives of primary school students. Teachers should first make clear the core indicators of evaluation. For example, the evaluation criteria of Chinese writing can be set as font structure and writing cleanness. For oral expression evaluation, teachers need to consider whether the language is smooth and accurate and whether the expression of students matches the body language. For the evaluation of writing ability, the evaluation criteria can include the originality of the content, whether the organization is clear, and whether the grammar is correct. It should be emphasized that the performance assessment criteria should be as quantitative as possible to make it easier for teachers to evaluate, and at the same time, to communicate the evaluation content and expected results more clearly to students and even parents, to help students learn the language in a high quality and achieve comprehensive development <sup>[14]</sup>. On the other hand, in view of the strong desire of primary school students to perform, teachers can invite primary school students to participate in the process of developing performance assessment standards

and let them discuss the evaluation standards in small groups. In this way, not only can students have a clearer and more specific understanding of each evaluation standard and improve their performance to a higher level and level, but also helps students further identify and clarify their possible achievements after completing the performance task, to effectively stimulate students' desire for learning and progress and give full play to the unique role of performance assessment in the whole process of primary school Chinese teaching.

Take the lesson “Little Gecko Borrowings the Tail” as an example. Since the unit of this lesson belongs to the comic book text, one of the goals of performance assessment is to cultivate students' ability to read the picture and understand the text. At the same time, students are required to accurately grasp the tone of the imperative sentence. In the actual teaching process, teachers can divide students into several groups, and let the members of the group freely assign roles and play them. In this process, the teacher needs to focus on observing the student's grasp of the tone of different roles, such as whether the tone is in place and whether the inner thoughts of the roles are displayed. The above two points can be used as specific criteria for performance assessment. According to the results, teachers can judge whether students' oral expression ability such as reading aloud has made progress and improvement <sup>[15]</sup>.

## 4. Conclusion

To sum up, performance assessment, as a comprehensive evaluation method, aims to measure the degree and quality of students' achievement of predetermined educational goals. The application of performance assessment in the process of primary school Chinese teaching is not only conducive to timely feedback on students' learning effect, but also can urge teachers to optimize and adjust the teaching mode, build a platform for students to fully display themselves, and help promote the implementation of core quality in the process of Chinese teaching.

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## Disclosure statement

The authors declare no conflict of interest.

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