Problems and countermeasures of comprehensive quality evaluation of middle school students

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Abstract. With the deepening of the new college entrance examination reform, the comprehensive quality evaluation has attracted more and more attention, and has become the focus in the eyes of students, parents, educators and related scholars. Making full use of the promotion function of comprehensive quality evaluation can promote the promotion of middle school students' ability and quality development. However, there are also some problems in the comprehensive quality evaluation of middle school students, which need to be solved. Therefore, in this paper, through the literature, the comprehensive quality evaluation, the study found that the comprehensive quality evaluation has certain problems, such as the understanding of comprehensive quality evaluation function orientation, part of the comprehensive quality evaluation index operability is not strong, the comprehensive quality evaluation play inadequate, this paper puts forward the countermeasures of comprehensive quality evaluation.

Keywords: middle school students, comprehensive quality evaluation, understanding, operability.

1. Introduction

The continuous progress of the society has put forward more diversified requirements for the development of people and the cultivation of talents, which provides the direction and goal for the country to vigorously carry out the education reform. The comprehensive quality evaluation system is an evaluation method in accordance with the scientific law, which has a clear role in promoting the comprehensive development of students' ability, and its implementation is the trend of The Times. As an evaluation method of keeping pace with The Times, the comprehensive quality evaluation of middle school students not only creates a way for the development of students' personality, but also provides an important reference for the selection of talents in higher education. However, there are also some problems in the comprehensive quality evaluation of middle school students, which affect the smooth implementation of the evaluation reform, and we need to pay enough attention to this problem.

2. The meaning of students' comprehensive quality evaluation

The evaluation of students' comprehensive quality is the educational function of evaluation to promote the self-consciousness, so as to become a better education and teaching procedure. It is an educational system that takes the embodiment of the evaluation content and the talent selection function of evaluation. On the other hand, the essence of comprehensive quality evaluation is the unity of understanding and practice. Comprehensive quality evaluation guides students to develop the habit of daily realistic recording, integrates the concept and way of self-evaluation into students 'study and life, strengthens students' self-evaluation consciousness, and then helps students to establish the consciousness of career planning, so as to improve themselves and adapt to the pace of social progress. The influence of comprehensive quality evaluation on students lies not only in convey the advanced concept of evaluation reform to students, but also to guide the change or adjustment of learning style.

3. Problems existing in the comprehensive quality evaluation of middle school students

(1) Incorrect understanding of the functional positioning of the comprehensive quality evaluation

In fact, we have repeatedly stressed the importance of implementing comprehensive quality evaluation, the purpose is not only for the examination and enrollment services, but also to help students clear the direction of progress, stimulate potential advantages, strengthen students' learning and career planning guidance, and guide students to achieve all-round development. At present, although schools, teachers, students and parents put the comprehensive quality evaluation in a certain position, the starting point is only because colleges and universities take the comprehensive quality evaluation as a reference for enrollment. For example, the policy document specifies the responsibilities of ordinary high schools, requiring ordinary high schools to set up special leading groups and working agencies. However, some schools still convey the notices and requirements mainly through meetings, and the specific implementation process still depends on each head teacher to organize themselves. Through scientific analysis of the development of students' comprehensive quality, the students to carry forward the advantages, overcome the shortcomings, and achieve comprehensive and individual development, but the focus of the head teacher is mostly to guide the students to carry out the specific operation of comprehensive quality evaluation, write the final comments and graduation comments.

(2) Part of the comprehensive quality evaluation indicators are not strong operational

Some evaluation indicators are not operable, and it is difficult to evaluate them objectively. On the current measurement and evaluation technology, also cannot guarantee to objectively evaluate the comprehensive quality of all components "ideology" is the first, "physical and mental health" psychological quality is also very important aspect, but the ideological and moral character and psychological quality has a strong hidden, accurate evaluation has great difficulty. If some evaluation indicators are unmeasurable, the quality of the whole comprehensive quality evaluation will be affected, and the reliability and validity of the evaluation results will not be guaranteed. The result of comprehensive quality evaluation is related to whether students can enter a higher school and graduate smoothly, and the index should be as operable as possible.

(3) The role of comprehensive quality evaluation is not fully played

The comprehensive quality evaluation results can reflect the real situation of the students, and the timely feedback of the evaluation results can provide an important reference for the teachers to make teaching plans, and provide a scientific basis for helping the students to grow up better. However, for students, parents and teachers, the comprehensive quality evaluation results of students do not play a good role, and the use and feedback are not timely and effective enough. Many students are not in the process of comprehensive quality evaluation form the habit of self reflection, self education, many parents in addition to focus on academic performance and ranking without too much attention to the situation of the students 'comprehensive quality, many teachers are not able to further strengthen and improve the education teaching from the comprehensive quality evaluation, these show that students' comprehensive quality evaluation results only "looks very good", essentially did not get attention and application.

4. The countermeasures of the comprehensive quality evaluation of middle school students

(1) To correctly understand the functional orientation of comprehensive quality evaluation

First of all, comprehensive quality evaluation is an education system that every teacher should clearly understand and put into practice. Schools should organize unified training, focusing on how to evaluate students objectively and effectively in the organization and implementation process of comprehensive quality evaluation. Through learning the work experience of other middle school students 'comprehensive quality evaluation work carried out well, the teachers have intuitive

operation guidance, so that the evaluation of teachers have words, useful, reflect the development of students in the comments, reflect the teachers' affirmation of students' potential. Organize teachers to carry out regular discussion and exchange activities on student evaluation work, encourage teachers to carry out subject research, in-depth research on comprehensive quality evaluation, and fully understand the significance of evaluation. In terms of students, students are guided to explore their own development direction from senior one and form a personal growth record book. The contents of the record book include students 'analysis of their own ability, goal setting, short-term plans and long-term plans, reflection and summary, etc. Teachers should regularly follow up students' records, find problems in time, and provide help to students timely. The significance of forming personal growth record book is to facilitate the collection of students 'realistic record materials, as well as to cultivate students' evaluation and reflection ability gradually, and improve the completion of comprehensive quality evaluation files. In addition, teachers can also organize students to carry out the corresponding research learning through the understanding of students' development and the requirements of ability training, and teachers and students can work together to promote the cultivation of comprehensive quality evaluation quality and ability.

(2) Enhance the operability of the comprehensive quality evaluation indicators

The comprehensive quality evaluation standard should be further set scientifically. Without scientific and reasonable standards, it is impossible to truly achieve quality education. To formulate the comprehensive quality evaluation standards, it is necessary to study the value evaluation, content analysis, cognitive degree, credit rating and other aspects of the evaluation, which can be specifically subdivided into the objects, grades, functions and result records of the evaluation standards. For example, the "implementation measures" in the "social practice" about the number of students to participate in social practice activities, is the object of an evaluation standard, can use a unified standard, reflect the enthusiasm of students to participate in social practice activities. To the student's academic level this quantifiable indicators, with assignment score evaluation, for ideological and moral, learning attitude, psychological quality is difficult to quantify, according to the performance of students at ordinary times, using "good, good, qualified, unqualified" level of evaluation, and through the comprehensive comments such as supplement. The establishment of such an evaluation standard is conducive to making the evaluation results accurately reflect the real performance of students.

(3) Give full play to the role of the comprehensive quality evaluation results

We should always put the development of students in the first place, compare the progress, advantages and disadvantages of students through the evaluation results, find the deficiencies of teaching and constantly improve the teaching methods. Schools should organize teachers to analyze and discuss the results of comprehensive quality evaluation, analyze specific problems and find out the reasons. The head teacher should be good at communicating with students, praise students 'advantages, and encourage persistent efforts; and actively listen to the views of students to enhance students' confidence to correct their deficiencies. What students should do is to reflect on the comprehensive quality evaluation results in time. You can take the initiative to contact the teacher, talk about the evaluation results, and reflect under the guidance of the teacher; You can also reflect with classmates, listen to others' views of yourself, and review yourself from another perspective, so as to better understand and identify with their thoughts and feelings. What parents should do is to take the comprehensive quality evaluation results as an important way to understand the development of students, conduct a comprehensive analysis, and on this basis, strengthen the communication with teachers, exchange views with the head teacher, and form a joint force; pay attention to students' ideas, help students make short-term plans and long-term plans, overcome difficulties together, develop advantages and promote promotion.

5. Epilogue

Comprehensive quality evaluation is an evaluation system produced in response to the requirements of social progress. It is an important reform content in the new round of basic education curriculum reform, and also a response measure to rectify the pain points of education. At present, the comprehensive quality evaluation is an effective way to promote the comprehensive development of students. However, the implementation of comprehensive quality evaluation is a complex process, and there are not many difficulties or problems encountered. Therefore, schools, teachers, students and parents should correctly understand the functional orientation of comprehensive quality evaluation, enhance the operability of comprehensive quality evaluation index, give full play to the role of comprehensive quality evaluation results, and promote the effective implementation of comprehensive quality evaluation of middle school students.

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