

A Study on Application of Performance Assessment in English Writing Teaching of Junior High School

Zhao Zixin

*Faculty of Education, Guangxi Normal University, Guilin, China
15728401232@163.com*

Abstract: *Writing is an important way to cultivate students' English comprehensive ability, and is a cultural carrier for students' self-expression and communication with others. However, during the junior high school English class, the traditional writing assessment of students mainly focuses on outcome evaluation, which cannot reflect the true feelings of students in writing process, and lack of attention to students' perceived life, emotional experience and writing process performance, which no longer meet the cultivation needs of students' comprehensive ability. The performance assessment allows students to use the existing knowledge to solve new problems in real situations, and make a comprehensive evaluation of students by observing their learning performance. Therefore, the use of performance assessment in English writing class has a strong adaptability. Based on the new curriculum standards(2022 version)and the understanding of performance evaluation,this paper aims to explore the value of performance evaluation in English writing class of junior high school, analyze the shackles in reality, in order to explore the strategy of performance evaluation in the junior middle school English writing course.*

Keywords: *Performance Assessment, English Writing Teaching, Junior High School*

1. Introduction

English writing is an important way to cultivate students' English comprehensive ability, and also is a cultural carrier for students' self-expression and communication with others. The core quality of the subject is the concentrated embodiment of the curriculum and human value. The core quality of the English subject is reflected in the accumulation, construction and expression of the language in the real language practice activities, and is the comprehensive embodiment of language ability, cultural consciousness, thinking quality and learning ability. Performance evaluation is driven by the performance task of the real situation, based on the process of students' solving problems, and understands the emotion and ability shown by students when thinking, analyzing, processing and solving problems. As a process evaluation method, performance assessment can effectively make up for the disadvantages of traditional evaluation, and highlight the application value of teaching assessment. Embedding performance evaluation in the English writing course of junior high school can better respond to the demands and ideas of the new curriculum standards, so as to implement the cultivation of core literacy and improve the quality of the course evaluation.

2. The Value of the Application of Performance Assessment in English Writing Class of Junior High School

2.1. Implement the Reform of Evaluation Method in New Curriculum Standard and Cultivate the Core Quality

The "performance" in the performance assessment not only focuses on the traditional "paper examination" evaluation method to examine the content of the students' accumulation of humanistic knowledge in the cognitive level, but also pays attention to the internal psychological changes and social development of the students' emotional attitude, communicative ability, creative ability, concentration ability. In the junior high school English writing class, students need to think and analyze materials in many aspects, including content conception, language use, rhetorical devices and other cognitive abilities, critical and creative thinking, as well as non-cognitive expressions involving students' internal values, appreciation ability and emotional attitude. Therefore, adopting performance

evaluation in junior high school English writing class, teachers can understand the students' thinking process and learning style, then provide students with learning opportunities to integrate use of language in specific situation through a series of performance task observation of students learning process, such as communication with peer interaction, classroom participation, and problem solving ability in real situation. At the same time, performance assessment encourages students to express emotional experience, think positively, and focuses on developing their comprehensive abilities, including critical innovation, the accuracy and vividness of language expression, humanistic spirit and so on. It meets the needs of students' multi-level of learning, helps to promote the students' core accomplishment and also improve the quality of classroom evaluation.

2.2. Stimulate Students' Interest and Motivation in Learning and Enhance the Essence of Learning Efficiency

Performance evaluation focuses on scores and grades to the real performance of students' learning, paying attention to behavioral results while taking into account the dynamic quality of learning performance.^[1] Traditional writing evaluation, however, pay attention to the accuracy and standardization of the written expression, lack of comprehensive ability and students' emotional attitude, aesthetic experience. It makes students into rigid writing mode, and mostly in the form of grade judgment or comments feedback, which has greater randomness and subjectivity, and can not really reflect the students' personality characteristics and development potential. Under the fierce competition and intense pressure of the traditional paper test, students' creative thinking is suppressed, and students' confidence and efficiency are strangled in the cradle. Performance evaluation emphasizes students' practical application of knowledge in real task situations. Students can express their knowledge and feelings with the help of different media, and learn to discover beauty, express beauty and create beauty. And performance assessment pays more attention to students' participation. It means that it allows students to express in a variety of ways and show their personal characteristics and creativity. Hence, English writing class becomes more vivid and interesting. For students, they may become more confidence in English writing, and their enthusiasm and interest toward learning may arouse.

3. Practical Problems of Performance Assessment Applied to English Writing Courses in Junior High School

3.1. Subject: the Lack of Teacher Assessment Literacy

First of all, teachers' evaluation concept deviation. In daily teaching, teachers' evaluation concept of "promoting learning by assessment" is often narrowed into "assessment for examination". In addition, writing assessment has no clear purpose, and one-sided focus on students' knowledge literacy which leads to the prevalence of "score evaluation" and "grade evaluation". At the same time, it makes the performance assessment which pay attention to students' comprehensive ability excluded by teachers on the edge of the writing class. Secondly, the teacher evaluation knowledge structure needs to be improved. With the promulgation of the new curriculum standard, the reform of the assessment method advocated by it has gradually entered the discourse system of teachers. However, teachers' grasp of the content of performance evaluation and evaluation skills is relatively simple, which leads to difficulty in applying performance evaluation in the actual classroom. In addition, in terms of teaching reflection, teachers tend to reflect on teaching methods, content and progress. Few teachers reflect on whether the evaluation of students in class is appropriate and effective after class, and which evaluation method is more conducive to promoting the development of students' learning and comprehensive ability.

3.2. Resources: Lack of Teacher Training Support

On the one hand, the quality of pre-service teacher training is the key to the improvement of teacher evaluation quality. In 2020, the CPC Central Committee and The State Council issued the Overall Plan for Deepening the Reform of Education Evaluation in the New Era, and proposed to strengthen the construction of teacher education evaluation capacity. However, courses offered by colleges and universities are often disciplined, ignoring the learning of students' professional knowledge and skills, and very few courses involve the teaching of evaluation theory, methods, skills and other contents. It directly affects the cultivation of pre-service teachers' evaluation quality. Therefore, pre-service junior high school English teachers often lack the ability of comprehensive evaluation of students, and it is

difficult to comprehensively consider students' performance ability and potential. They often can only evaluate the shallow knowledge, depriving students of the opportunity to develop language expression, thinking ability and creativity, and limiting the practical application of performance evaluation.

On the other hand, in-service teacher training does not pay enough attention to teacher assessment quality, and performance evaluation is not included in the training content. The new English curriculum standard clearly points out that teacher training should start from the overall direction and requirements of educational reform in the new era, and performance evaluation is an important direction of the reform of English teaching methods. The lack of evaluation literacy training for in-service teachers directly limits the possibility of applying performance evaluation in junior high school English writing courses.

3.3. System: Imbalanced Guarantee Mechanism

Examination-oriented education has been deeply rooted in China's education system for a long time, which restricts the development direction of education and the orientation of school education. Teachers deeply analyze the writing standards of English test, and teach students how to write "good articles" close to the writing standards, which become the benchmark of writing evaluation. In the promotion and deepening of quality education, comprehensive quality evaluation and developmental evaluation are vigorously advocated, but the actual front-line quality evaluation mode of education and teaching is becomes a formality, which makes the practice space of performance evaluation in junior high school English writing curriculum constantly occupied. The system guarantee mechanism of moral education is an important prerequisite for the ecological transformation of education evaluation, the development of quality evaluation and the development of teacher evaluation quality. However, there is still a big gap between the tendency of one-sided pursuit of graduation rate, the way of students' academic examination and evaluation and the teacher performance appraisal system. The lack of evaluation system also makes the one-sided evaluation behavior of emphasizing intellectual education over moral education and emphasizing scores over quality prevalent, which seriously affects students' physical and mental health and all-round development.

4. Applying Strategies of Performance Evaluation in Junior High School English Writing Course under the Background of New Curriculum Standard

4.1. Interpret the Curriculum Standards and Make Clear the Evaluation Objectives

The new English curriculum standard makes it clear that English is a comprehensive and linguistic subject, whose purpose is to cultivate students' English learning ability and improve their core quality, which is specifically manifested in cultural awareness, language ability, thinking quality and learning ability. However, the goals in the new curriculum standard are generally more general and more generalized, and can not be fully suitable for the goals in classroom teaching. Therefore, the design process of performance assessment activities is the process of continuous decomposition and refinement of the core objectives. First, need to look back to the new curriculum standards to find the key requirements. Teachers should find out the writing requirements of students in the learning section, then according to the requirements integrate the combing and exploration, and clarify the key qualities of cultivating students required in the new curriculum standard, in order to further analyze the teaching content and students' situation, expand the key requirements in the curriculum standard. English classroom objectives make further reification of English curriculum objectives and they are most-easily-operated ones. Hence, the process of the concrete realization of teaching objectives not only depends on teachers' understanding of new curriculum standard combining teachers' own teaching experience and professional quality, but also need to meet the student development needs and psychological characteristics, so as to determine the concise, observable and operational teaching objectives.

4.2. Connect to the Real Life and Design the Evaluation Tasks

Context is the channel for students to connect with society and a platform to experience society. Real and interesting evaluation situations make students' language learning close to real life, highlight the pragmatic function of language, and play a role in stimulating students' learning potential. Teachers can create evaluation tasks by contacting the topics and social hot spots closely related to students' life. Therefore, the design of the evaluation task should be diversified and open, and guide and stimulate

students' desire to explore and seek knowledge in the cognitive field of the high class.

First, analyze evaluation objectives and preset the cognitive process of students. The assessment task is an important means and carrier to achieve the goal, so the evaluation task is designed to achieve the goal. Then the key is to analyze the goals, such as determining the difficulty of the target, designing the appropriate difficulty evaluation task; thinking how to divide the difficult goals into small goals and so on. At the same time, on the basis of the analysis of the learning situation, we should preset the cognitive process for students to complete the tasks. Teachers need to consider how students learn in the process of writing, what stages and links they need to go through, what knowledge and ability that students need to use in each link, and what emotional attitude and values they show. In addition, combined with the teaching content, the number, time and type of evaluation tasks are arranged, such as drawing thinking map or chart, handwritten newspaper, situational pictures, display, project tasks, role playing and others.

Secondly, set up the problem situation of the evaluation task. A good problem situation is the key to designing an effective performance task. Therefore, in order to ensure the effectiveness and accuracy of the evaluation task, a task needs to create an appropriate problem situation. First, the problem situation should be realistic and can provide an accurate assessment of students' abilities in all aspects, and it is not too complex or difficult to implement. Second, the problem situation should be closely related to the task evaluation goal, which should involve the specific skills and abilities of the evaluation, and can accurately reflect the students' level of performance. Third, when choosing a problem situation, try to provide a variety of choices, which is helpful to evaluate students' different skills and abilities, and fully display students' personality characteristics and personality development. Then, in the design problem situation, teachers should combine the teaching content and students' cognitive development level, thinking about the authenticity of the designing task situation, rationality and how to present students writing knowledge literacy and writing thinking and interests, considering the problem situation in line with the students existing daily experience and its innovation and novelty.

Then, write the exercise task instruction. The task instruction is concise and briefly describing the task, that is, to show the student "what the task is" and to convey the thinking process of assessment. Teachers should clearly list the learning skills or strategies of English writing that students may use to complete expressive tasks in the guiding language, so as to play a role of guiding students and assisting thinking.^[2]

Finally, modify and improve. Performance assessment task is a dynamic process. To continuously improve the effectiveness of the task, the task design and evaluation methods need to be constantly evaluated and adjusted. Correct the task according to the data and feedback collected and ensure its effectiveness and accuracy.

4.3. Establish the Scoring Rules

Assessment criteria can reflect the task objectives, provide clear indicators to evaluate students' learning performance ability, and students can use it to self-feedback on learning, make it more clear "where I am now", "how far away from the goal", so as to constantly adjust their learning strategies.

First, the performance dimension is a high generalization of the performance evaluation goal. Language use ability, thinking ability, cultural consciousness and value view are the important embodiment of English core literacy, and also an important reference of scoring dimension. Secondly, the performance level is the level of students' performance, which describes the different grades of students' learning process and results. Therefore, when teachers divide the performance levels, they need to further describe the performance and characteristics of different dimensions in detail closely related to the evaluation objectives, the core literacy and the teaching content of English, and strive to achieve the specificity of the performance levels and the continuity between each level.

After formulating the preliminary scoring rules, teachers should further consider the complete and comprehensive evaluation content; whether it covers the knowledge, ability and emotional attitude of the students and reflects the performance level of the students; the clarity of the practicability of the scoring rules. Teachers can accurately evaluate the level of the students, track the learning situation of each student, and the students can find their own level and corresponding description in the scoring rules, and change the learning methods and strategies.

4.4. Organize Teaching and Research Training to Improve Teachers' Assessment Quality

School is the key battlefield or ways of spreading performance assessment concept. So school should play the role of new concept learning advocate and actively organize training activities related to performance evaluation for teachers. And school teaching leaders should encourage teachers to try to adopt it in English writing class so as to have comprehensive understanding of students' English learning process and cultivate English core literacy.

In addition, teaching and research training should focus on the combination of theory and practice. Teachers not only need to understand the theoretical basis, principles and teaching skills of performance evaluation. Practical cases and practical activities are also needed to improve evaluation literacy and promote collaboration and cooperation among teachers. In the assessment of teaching and research activities, teachers can observe and learn from each other, and share each other's experiences and successful cases. Through interaction and cooperation, teachers can jointly solve the difficult problems in the assessment, and jointly improve the evaluation quality. Secondly, the training should focus on pertinence and differentiation. The evaluation quality of teachers is influenced by many factors such as educational background and experience, so the training content should be personalized according to the needs of different teachers. Finally, the effect of the training should be timely feedback. After the training, the training effect can be evaluated through questionnaire survey, teacher training experience reflection, students' teaching feedback and other ways, and teachers can according to these feedback and guidance to adjust the training program. Performance assessment research activities can also establish a community of learning and teaching community culture, design performance evaluation early need to invest a lot of time and energy. A teacher may be difficult to complete efficiently, so teachers can form the teaching community, through sharing and communication, teaching support and inspiration, constantly improve their teaching level and evaluation quality.

4.5. Give Full Play to the Main Body Position of the Students and Improve the Students' Assessment Quality

The new round of curriculum reform emphasizes that education and teaching should fully highlight the main position of students, improve their comprehensive quality, and lay a solid foundation for their lifelong development. Performance evaluation highlights the subject position of students, promotes students' self-evaluation and reflection, and becomes the master of learning. Paying attention to the cultivation of students' evaluation quality is conducive to guiding students to take the road of independent development, is conducive to creating a multi-subject interactive evaluation atmosphere, highlighting the educational value of comprehensive quality evaluation, and also is to conform to the needs of reform and development of education assessment in China^[3]. Therefore, in the English writing teaching, first of all, we should help students to improve their awareness of self-evaluation. Before the class, teachers should make clear the performance evaluation objectives to students, guide students to understand the performance evaluation, so that students can prepare for self-evaluation before completing the process of performance tasks, monitor their learning dynamics, and improve the quality of task performance. Secondly, students should be encouraged to actively participate in the evaluation activities, internalize the scoring criteria in the evaluation task, and carry out self-evaluation, mutual evaluation and class collective evaluation based on the scoring standards, so as to give play to students' active initiative in the evaluation process, enhance students' successful experience of English learning, so as to cultivate students' core qualities.

5. Conclusions

To sum up, expressive evaluation is an open assessment method that emphasizes the learning process. Every teacher can pay attention to the real situation, knowledge application, problem solving and students' literacy level on the basis of grasping performance assessment.^[4] In using performance evaluation, teachers drive students learning by combining with the scoring rules and leading students understand, participate in the scoring rules and manage their learning.

References

[1] Liu Diyue.(2016).*The connotation, function and design framework of performance assessment. Educational measurement and assessment,(05):44-47.*

- [2] Lin Linan. (2022). *The performance evaluation of primary school Chinese subject pointing to the core literacy*. *Education Science Forum*, (20):13-17.
- [3] Wei Shanchun, Lin Ziyuan. (2023). *Cultivate students' evaluation quality and promote their comprehensive quality evaluation*. *China examination*, (09):51-56.
- [4] Xu Lipeng. (2023). *Based on the new curriculum standard, make the assessment more effective—Performance assessment in junior high school English teaching*. *English Campus*, (31): 130-132.