

High School History Academic Assessment Pointing to Students' Core Literacy in the Discipline of History

Qian Chen

School of History and Culture, China West Normal University, Nanchong 637000, China.

Abstract: The proposal of core literacy in history discipline is the new requirement of the state in the new era for history education to improve the quality of national quality and talent cultivation. The academic evaluation of history subject should follow the requirements of the times, overcome the deficiencies of the original evaluation, and explore the evaluation system to develop students' core literacy in history subject. Therefore, this paper focuses on academic quality standards, student-centered developmental evaluation, multi-dimensional evaluation, and emphasis on evaluation feedback, combines specific evaluation cases, and tries to put forward the relevant evaluation suggestions and measures for developing students' core literacy in the discipline of history, so as to make the development of students' core literacy in the discipline as the outline of the history curriculum be effectively implemented.

Keywords: Core Literacy in History; Academic Assessment; High School History

The general high school history curriculum standard (2017 edition revised in 2020) states, "The evaluation of history learning in high school should be based on the curriculum objectives, focusing on the overall development of students' core literacy in the discipline of history, and carrying the evaluation through the whole process of history learning. The evaluation mainly focuses on the disciplinary core literacy embodied in students' application of the historical knowledge and skills they have learned to solve specific problems." It can be seen that the objectives of the history curriculum have a very important guiding significance for the academic evaluation of the discipline of history, and the goal of the evaluation is to promote the overall development of the core literacy of students in the discipline of history, and to apply their literacy skills to realistic problem solving, in order to promote the sustainable development of students, so that the cultivation of the core literacy of the students, the improvement of their practical ability, and the cultivation of the spirit of innovation can really be realized. Cultivate modern citizens with comprehensive quality.

Constructing academic evaluation centered on the development of students' core literacy in the discipline of history should not only take into account the evaluation content, mode, model and role, etc., but more importantly, in the concept of evaluation, we should adhere to the student's learning and development as the origin and focus of academic evaluation, not only for the evaluation of student's learning, but also for the evaluation of student's learning. Change the evaluation too much focus on the role of selection and screening, to play out the evaluation of students' learning history of enthusiasm, initiative and creativity to stimulate the role of the discovery and development of students' multifaceted potential. Therefore, the goal, content and method of academic evaluation should be closely focused on the achievement of students' core literacy, and explore scientific and reasonable evaluation measures.

1. Comprehensive assessment based on academic quality requirements

The new high school history curriculum standard defines academic quality as the performance of students' academic achievement after completing the curriculum of the discipline. It can be understood as the academic level that students should achieve after a certain stage of course learning. Then how to determine whether students have met the learning requirements of the history subject? The curriculum standard also gives the answer, to take the core literacy of history subject and its performance level as the main dimension, combined with the specific course content, to make a comprehensive evaluation of students' academic achievement performance. Thus, according to different level characteristics, academic quality is categorized into four different level levels. Therefore, in the actual academic evaluation, it is necessary to deeply understand and grasp the characteristics and requirements described by the levels of academic quality, to plan and design the evaluation objectives as a whole, to carry out a comprehensive evaluation of the five major aspects of core literacy, to adhere to the consistency between the teaching objectives and the evaluation objectives, and to work together for the implementation of the development of the students'

core literacy in the discipline of history.

2. Student-centered developmental evaluation

Students are the main body of teaching and learning, and their development is the core concern of teaching and learning and an important focus of academic evaluation. Improvement of evaluation focuses too much on the role of identification and selection, emphasizing its important function of motivation and promotion of student development. The fundamental purpose of developmental evaluation is to promote the development of students and adhere to the concept of all for the development of students, so the development of students' core literacy in the discipline of history as the outline of the high school history academic evaluation can be used in the form of developmental evaluation, centered on students, focusing on the cultivation of students' core literacy in the discipline of history, to help students to acquire knowledge of history, the development of historical skills, and the formation of historical think.

The core of developmental evaluation is students, to change the passive position of students in the evaluation process in the past, play an active role in the evaluation of students, create a relaxed and open classroom atmosphere, give enough students to learn a sense of security, so that students participate in teaching evaluation, self-evaluation, making the process of self-evaluation of students to promote student reflection, motivate students to grow.

3. Multi-dimensional evaluation taking into account both process and result

The development of students is a process, the evaluation should pay attention to both the results and the process, and the promotion of the development of students' core literacy in the discipline of history also requires a gradual process. In the evaluation, it is necessary to pay attention to both the level of students' achievement of core literacy in the discipline of history after a certain stage of learning, as well as the process and performance of the formation of students' literacy, and the evaluation can be done in a way that combines the evaluation of classroom learning and the evaluation of practical activities or a combination of quantitative and qualitative evaluation, focusing not only on the performance of the core literacy acquired by students in the history classroom, but also on the performance of the core literacy acquired by students in the real life. The use of acquired literacy to solve real-life problems; not only focus on the accumulation of the amount of core literacy, but also pay attention to the degree of students in the development of core literacy and breakthroughs, multi-faceted, multi-level, multi-angle show students' core literacy development level and degree of history subjects.

4. Evaluation feedback-oriented evaluation regulation

Some scholars suggest that "the most important intention of evaluation is not to prove, but to improve." Evaluation should not be done for the sake of evaluation, but should play a positive role in evaluation regulation, motivation, and reflection for improvement. In the academic evaluation of history, teachers should systematically collect the gap between the existing performance of students' core literacy in history and the target requirements, adjust the teaching strategies for students' specific situations, and communicate with students in time to jointly analyze the results of the evaluation, guide students to improve their learning methods, and motivate students to work toward the goal of improving their own literacy; At the same time, teachers should constantly reflect on their own teaching behavior, find their own teaching strengths and weaknesses, and think about it to explore and improve their teaching effect, so that teachers in self-reflection to obtain professional growth and sustainable development. The design of lesson plans is a useful measure to obtain evaluation feedback, guide students' independent learning, and then regulate students' learning and teachers' teaching. The lesson plans should integrate the elements of problems, scenarios, learning methods and resources, and through effective problem design, interesting scenarios, efficient learning methods and quality resources, students can obtain the direction and resources to regulate and improve their own learning styles.

5. Conclusion

After the new curriculum reform, history teaching is not only to transmit historical knowledge, but more importantly to develop students' historical thinking, because students reach learning thinking today may become living thinking tomorrow, and the disciplinary literacy formed today may become working literacy tomorrow. Therefore, history teaching should enable students to fully develop their core literacy in the discipline of history, prepare them for social life and future careers, promote their sustainable development, lay the foundation for their

lifelong development, and cultivate modern citizens who can adapt to the development and needs of society. Academic evaluation should also respect this value orientation, take the development of students' core literacy in the discipline of history as the main theme, adopt diversified evaluation methods, give full play to the students' subjective position, improve the effectiveness of evaluation, and realize the talent cultivation goal of the discipline of history. Based on this, this paper provides some evaluation suggestions, which need to be improved and perfected in the implementation, hoping to discover more efficient evaluation measures for developing students' core literacy in history discipline in the future practice of academic evaluation.

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