

Assessment Report on Chinese Primary School Students' Academic Achievement

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4 Subjects of Grade 6 in Primary School
Taken as Examples

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Preface

Students' academic achievement is the developmental level reached by students in the aspects of knowledge, skills, affect, attitude, etc., through learning activities with teachers' direction, based on prior experience. With the background that the world countries generally stress, explore, and carry out the macroscopic educational quality monitoring and with the premise that "Two-Basis" has been realized, quality education is in thorough implementation, curriculum reform is ongoing, and the problems of school running condition and financial devotion have been basically solved, it has vital theoretical meaning and practical value to do the studies on students' academic achievement. On one hand, it can monitor students' academic achievement at the national macro-level, which is good to thoroughly, objectively, and truly know and master the quality of our country's basic education, to genuinely and effectively implement quality education, to provide feasible and reliable evidence for the policy-making and management of educational administrative departments and to accelerate the realization of the goals of educational fairness and balanced development. On the other hand, it can provide scientific foundation for the modification of curriculum policy, formulation of curriculum standards and curriculum implementation, to make assessment play the function of accelerating students' development and teachers' improvement and improving teaching, to feasibly advance the deepening of basic education reform, and to improve educational quality.

The participants in the present survey are primary school students in Grade 6, and the subjects surveyed include the four subjects of Chinese, Mathematics, Science, and Morality and Society, mainly aiming at knowing students' academic achievement on Chinese reading, Mathematics, Science, and Morality and Society. Student questionnaire and school questionnaire are also employed to explore the factors influencing students' academic achievement.

The present academic achievement survey mainly employs the mode of criterion-referenced assessment, based on Full-time Compulsory Education Curriculum Standards (Experimental version) (Curriculum Standards in abbreviation hereinafter), and develops the basic assessment framework from the two dimensions of subject content and subject competency to form the two-dimensional

table of specifications. The test instrument for each subject is developed according to the classification of learning outcome of SOLO (Structure of the Observed Learning Outcome) taxonomy. The development of test instruments includes the procedures of preparation, construction, modification, pilot test, re-modification, and final draft formation. Strict training, organization, and management system has been built for the holistic test process to ensure the test scientificity.

With the employment of the method of stratified random sampling in the present survey, more than 18,000 primary school students in Grade 6 are selected from 31 districts and counties out of 8 provinces in the east, middle, and west of the country. The situation of students' academic achievement on the four subjects of Chinese reading, Mathematics, Science, and Morality and Society is investigated, in order to know to what extent their academic achievement has reached curriculum standards and to deeply analyze the factors influencing students' academic achievement, with the aim to provide scientific basis for the decision-making of education administrative departments and to provide feedback information for subject teaching and students' learning, and then to improve subject teaching quality and to accelerate students to do self-orientation and self-monitoring learning.

The present research is the fruit of the project team. The project host, research fellow Tian Huisheng, has organized and led the project research from the beginning to the end. The associate team leader and secretary, Sun Zhichang, has assisted the project host to carry out the research. And the core team members are Chen Qin, Liu Fang, Cai Yonghong, Ren Chunrong, Hu Jun, Chen Xiaodong, Yang Lijuan, Zhang Pengju, Ma Xiaoqiang, Ma Yanwei, Yang Baoshan, Jiang Ming, Feng Xinrui, Wang Xiaoxia, and Li Jiajun. The division of the present report writing is as follows: Preface and General Report on Students' Academic Achievement are written by Tian Huisheng and Chen Qin; Assessment Report on Chinese Reading is written by Zhang Pengju and Wang Xiaoxia; Assessment Report on Mathematics is written by Chen Xiaodong; Assessment Report on Science is written by Hu Jun and Yang Baoshan; Assessment Report on Morality and Society is written by Yang Lijuan; Survey Report on Factors Influencing Academic Achievement is written by Ren Chunrong; and Test Instruments are finished based on cooperation between each subject team and the general project team. The final compilation and editing of the holistic report is responded by Tian Huisheng, Sun Zhichang, and Chen Qin. Although many efforts have been made, mistakes and defects are hardly avoided. Comments and criticism are greatly welcome.

The publication of the present report gets the strong support from Educational Science Publishing House. The seriousness and strictness of editing staff makes the report more polished, and we would like to express our appreciation herein together.

Beijing, China

Huisheng Tian
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