

# Self-Evaluation Mechanism of Primary and Secondary School Based on Education Quality Improvement

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## Abstract

Under the requirement of the reform of national education supervision system and mechanism, school self-assessment is an important part that cannot be ignored, and it is an important means to implement the reform of education evaluation and solve the chronic disease of “five only”. Self-assessment of primary and secondary schools diagnoses the status quo of school quality, corrects the direction of school development, stimulates the in-depth reform of schools, and further promotes the improvement of school education quality to provide value guidance. According to the four elements of assessment subject, content, method and result, the self-assessment mechanism of primary and secondary education quality is established, which includes multi-subject participation, comprehensive quality assessment, comprehensive method application and focusing on quality improvement.

**Keywords:** self-assessment, quality of education, operation mechanism, quality standard

## 1. Introduction

At the beginning of 2020, the “Opinions on Deepening the Reform of the Educational Supervision System and Mechanism in the New Era” was released, aiming to establish and improve a socialist educational supervision system with Chinese characteristics that integrates “administration supervision, school supervision, evaluation and monitoring.” “Guiding schools to establish a self-supervision system and optimizing the internal governance of schools” proposed in the “Opinions” defines the requirements for schools to establish a self-assessment system.

However, self-assessment of primary and secondary schools faces four practical problems at present. First, most primary and secondary schools have not established the self-assessment organization and management system; Second, the self-assessment of primary and secondary schools only serves as the prelude or basis for the implementation of external assessment, and is the reference for external assessment to understand the basic situation of school running; Third, the self-assessment of primary and secondary schools is carried out in the unstructured form of school year-end work summary, which is simply a summary of the school work experience of the year, and lacks objectivity, systematization and scientific nature. Fourth, primary and secondary schools lack self-assessment professional teams, such as data collection and analysis personnel.

In this context, this research makes an in-depth study of the values of self-assessment in primary and secondary schools, and on the basis of analyzing its internal elements, an attempt is made to construct the operating mechanism of self-assessment in primary and secondary schools guided by improving the quality of education. It is of great theoretical and practical significance to further improve the evaluation system of educational supervision in our country.

## 2. The Value of Self-Assessment in Primary and Secondary Schools

The government gives schools more autonomy in running schools, which not only means the right, but also means the responsibility and obligation of running schools. The self-assessment of schools is not for the

accountability of the government for school running responsibilities and obligations, but for the realization of the school's own development goals and the improvement of education quality. School self-assessment has the value of diagnosing school quality status, correcting school development direction and stimulating deep reform of school.

### *2.1 Diagnose the Current Situation of School Quality*

Self-assessment of primary and secondary schools is an important link of school management and a diagnostic process for its overall quality. First, the evaluation of the quality of primary and secondary school results, namely the development quality evaluation of students' morality, academic quality, physical and mental health, aesthetic quality, labor practice and other aspects, to understand the degree of achievement of students' training goals. The second is the evaluation of the process quality of primary and secondary schools, namely the evaluation of school organization and management, moral education, curriculum construction, classroom teaching and other aspects, to judge whether the process of ensuring the quality of results is at a high level. The third is the evaluation of the quality of the structure of primary and secondary schools, namely the evaluation of the school teachers, facilities and equipment, to understand the role of school supporting conditions.

### *2.2 Correcting the Development Direction of the Schools*

Self-assessment in primary and secondary schools has a strong guiding function and "baton" function, which can guide schools to adjust the development direction and promote the generation and development of individuality. First, the guidance of standards. Standards can guide primary and secondary schools to establish a scientific concept of educational quality, and can be used as a clear school-running philosophy, standardize school-running behavior, rid of the "five only" chronic disease guide. The second is the influence of process. The implementation of self-assessment will strengthen the primary and secondary schools in the process of running schools to pay attention to their own development priorities and pain points, and timely adjust and correct the school development plan. The third is the expansion of vision. Self-assessment helps the school to look at all kinds of work from the perspective of development, find out the individual growth points of future development, and then take improvement measures to develop characteristic advantages, so as to drive the overall development of the school.

### *2.3 To Stimulate the In-Depth Reform of Schools*

Self-assessment can promote the personalized and high-quality development of school education to the maximum extent, and its basic connotation is "the return of independent school running", which plays an incentive role in the development of schools. First, self-assessment finds the problems existing in the development process of the school, carefully analyzes the reasons limiting the development of the school, and encourages the school owner to actively seek solutions. Scientific planning of the development path from the school's concept system, development planning, work deployment and other aspects, to provide decisions for deepening the reform of the school. Second, through the effective use of school self-assessment means to promote the school and teachers' self-cognition, as well as the value added of educational activities and the realization of goals. Third, by establishing the goal view of "evaluation is for development", schools and teachers and students are encouraged to pay attention to the educational process, face the future, and finally achieve win-win results.

## **3. Effective Operating Mechanism of School Self-Assessment**

School self-assessment cannot be separated from "who, what, how and how to use" (Chu Hongqi, 2009). Therefore, the operation mechanism of school self-assessment cannot be separated from the analysis of the four elements of assessment subject, assessment content, assessment method and assessment results and the relationship between them.

### *3.1 Multi-Subject Participation: The Establishment of a School Self-Assessment Organization*

Multi-subject participation is the main feature of modern education system and an important way for different subjects to express their interest demands. Multi-subject participation in self-assessment is a process for relevant subjects to know whether the school education has reached the educational goal and met their own educational needs.

School self-assessment organization, including school self-assessment leading group and thematic group. The leading group is mainly headed by the principal or secretary of the school, and consists of members of the school affairs committee, academic committee and other decision-making groups. According to the evaluation indicators, the thematic group is divided into several groups, mainly composed of department heads, representatives of teachers and students, parents and community representatives, which is representative and extensive.

The assessment task of the leading group is comprehensive and systematic. It is mainly responsible for the

formulation of the school self-assessment plan, the development of standards, the organization of publicity and learning, the summary of evaluation results, the formation of evaluation reports, and the proposal of the school improvement plan. The assessment task of the thematic group is partial. It is mainly responsible for developing the assessment plan of the group, collecting data and materials, organizing and analyzing data, forming the self-assessment report of the group and reporting it to the leading group (Zhang Lan et al, 2012).

### *3.2 Focus on Overall Quality: Develop School Self-Evaluation Standards*

The school develops school-based standards according to national or regional quality standards for primary and secondary schools. The development of school-based standards, one is to conform to the unified requirements and personality development. The training objectives and the implementation of national curriculum are based on unified requirements, and the concept and culture, organizational management, and condition guarantee can have characteristics. Second, both process quality and result quality should be taken into account. Process quality focuses on team construction, site equipment, curriculum and teaching process, and result quality focuses on the overall development of students' moral, intellectual, physical, American and labor. Third, we should pay attention to the scientific and operational, quantitative and qualitative indicators combined, comprehensive and key combination. The combination of quantitative indicators and qualitative indicators has been widely recognized in social science research. Quantitative indicators can objectively and truly describe the real situation of schools, while qualitative indicators cannot be replaced by quantitative indicators in some special indicators. Similarly, the construction of evaluation criteria needs to be repeatedly discussed and considered to avoid incomprehensiveness, but at the same time, it should give prominence to the current focus of school development projects.

### *3.3 Adopt Comprehensive Evaluation: Design the School Self-Evaluation Method*

The task force makes a comprehensive assessment of the school development area by means of process evaluation, focus evaluation, outcome evaluation and value-added evaluation. The process evaluation is based on observation method, supplemented by interview and discussion method. It evaluates the implementation status of organization and management, moral education, curriculum and teaching, and condition guarantee. The purpose is to collect educational feedback information in time and improve the educational process effectively.

Key assessment adopts questionnaire survey, interview, discussion, test, observation and other methods to focus on the field or project that the school hopes to focus on at this stage and completes the evaluation of the project by monitoring the implementation process of the project.

Result evaluation is based on process evaluation and key evaluation, with test as the main, interview and observation as the supplement, to evaluate the achievements and influence of school development.

Value-added evaluation collects students' academic performance, educational background, learning ability, educational environment and other information through questionnaires, analyzes the progress of school development level and judges the efforts of schools and teachers through grade growth model, covariate correction model, hierarchical model, cross-classification model, continuous effect model, multi-layer linear model, etc. (Xin Tao, Zhang Wenjing & Li Xueyan, 2009).

### *3.4 Focus on Quality Improvement: Effective Use of Self-Evaluation Results*

The self-evaluation of the thematic group forms the comprehensive evaluation results, proposes improvement measures for the problems found, and forms a number of self-evaluation reports. The self-assessment leading group will summarize the assessment results according to the itemized report and make decisions for the next improvement of the school.

Provide feedback to faculty, students, parents and the community. The purpose is to further clarify the advantages and characteristics of the development of the school and discuss the plan to continue to create new results. At the same time, it makes clear the bottlenecks and problems of the school's forward development, carefully listens to the needs and suggestions of relevant subjects and introduces the improvement measures and adjustments for the development of all aspects of the school, so that the improvement plan of the school's development becomes the common behavior of all the school staff.

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