

All-round Development of Students: Value Pursuit of Value-added Evaluation of Academic Development

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Abstract: Promoting the all-round development of students is the essential connotation of education. As an important part of modern education, the value pursuit of students' all-round development has become increasingly prominent. Educational evaluation has the role of a baton, which is directly related to the development of students and the quality of the whole basic education. Value-added evaluation is a kind of developmental and formative evaluation, which requires teachers to pay attention to the starting point, process, change and result of students' development at the same time, so as to promote students' improvement and progress. This study first describes the connotation of value-added evaluation of students' academic development: paying attention to students' vertical development and progress, and paying attention to the improvement of students' comprehensive quality. It puts forward the important value of value-added evaluation to promote the all-round development of students.

Keywords: All-round Development of students; Academic Development; Value-Added Evaluation; Value Pursuit

1. Introduction

On October 13, 2020[1], the General Plan for Deepening the Reform of Educational Evaluation in the New Era (hereinafter referred to as the General Plan) put forward that "Educational evaluation is related to the direction of educational development, and what kind of evaluation baton is, what kind of school-running orientation is". The new curriculum plan in 2022 clearly points out that "improving the evaluation of results and exploring value-added evaluation". The core demand of the reform of educational

evaluation in the new era means that exploring and perfecting the value-added evaluation of students will become the key task and basic orientation of the development of educational evaluation in the future.

Value-added evaluation of students' academic development regards the improvement of students' academic level as a value-added process caused by multiple factors[2], and pays attention to the diversified development and progress of students, which can effectively correct and crack the improper evaluation orientation of score-only. It combines vertical comparison with horizontal comparison to realize collaborative evaluation and participatory governance of multiple subjects, which is conducive to the formation of evaluation resultant force; it combines qualitative evaluation with quantitative evaluation, pays more attention to evidence-based management logic and data support, which is conducive to improving the objectivity and scientificity of academic evaluation.

Educational evaluation is like an invisible "baton", which is related to the development trend of education. The problems in traditional education evaluation have been criticized by people, and how to measure the effect of education development has been a difficult problem for all countries in the world. Value-added evaluation makes up for the shortcomings of traditional education evaluation by teaching students in accordance with their aptitude according to their different starting points and foundations. We should promote the development of students on the basis of respecting the differences and imbalances in their development.

2. The Connotation and Advantages of Value-Added Evaluation of Students

2.1 Connotation of Value-Added Evaluation of Students

The connotation of student value-added evaluation refers to the evaluation of the "value-added" that students get in the process of education. Value-added evaluation focuses on evaluating the progress and growth of students in the learning process, rather than just focusing on students' achievements[2]. This evaluation method pays more attention to the individual differences of students, encourages students to develop their potential, helps students to give full play to their advantages, and promotes the all-round development of students.

In the value-added evaluation of students, the focus of evaluation is not only the knowledge level and academic performance of students, but also the development of students' thinking ability, innovation ability, learning ability, practical application ability and self-management ability[2]. At the same time, the value-added evaluation of students also includes the development of students' moral character, cultural accomplishment, teamwork and so on.

The goal of student value-added evaluation is to help students give full play to their potential and improve their comprehensive quality and ability level[3]. By evaluating the development of students in all aspects, we can better guide students' learning and growth, stimulate students' initiative and creativity in learning, and cultivate students' comprehensive ability and innovative spirit. Value-added evaluation of students can make students more active in learning and participate in various learning activities more actively, so as to improve the learning effect and quality of students.

The core of students' value-added evaluation is to pay attention to students' individual differences and development potential[2,3]. When evaluating the value-added of students, we should fully consider the different backgrounds, different needs and different stages of development of students, pay attention to cultivating students' personality and specialty, explore students' advantages and potentials, stimulate students' interest and motivation in learning, and promote students' individualized development.

The core of value-added evaluation lies in "value-added". Value-added evaluation focuses on the extent of students' progress, aiming at

stimulating students' development potential and promoting students' sustainable development[4]. The connotation of students' value-added evaluation is to evaluate the development and progress of students in the process of education, pay attention to the cultivation of students' personality and specialty, pay attention to the development of students' comprehensive quality and ability, and promote the all-round development of students. Value-added evaluation of students can help students develop their potential, improve their learning effect and quality, and promote their personalized development.

2.2 Advantages of Students' Value-Added Evaluation

The key point of value-added evaluation is to attach importance to the improvement of students' comprehensive quality, which is an evaluation method of comprehensive quality. Some scholars believe that value-added evaluation is a diversified evaluation method, which fully takes into account the differences of students' knowledge, intelligence, emotion, ability, practice and situation, and is quite different from the traditional evaluation model[4]. It refers to the improvement of students' starting point or basic level in terms of their abilities, interests and habits after receiving a certain stage of education.

Value-added evaluation of students can objectively and accurately evaluate the comprehensive quality and academic development of students[5,6]. Traditional examination evaluation mainly focuses on students' mastery of knowledge, while students' value-added evaluation focuses on evaluating students' progress and development in the learning process, which can reflect students' actual level more comprehensively and accurately.

Students' value-added evaluation can stimulate students' learning motivation and enthusiasm[5]. By evaluating the value-added situation of students, we can find and affirm the progress and efforts of students in time, so as to encourage students to study harder and improve their learning motivation. In addition, students' value-added evaluation can encourage students to develop good learning habits and autonomous learning ability, and cultivate students' self-management and self-evaluation ability.

Value-added evaluation of students can promote the fairness and individualization of education[6]. The traditional examination evaluation is mainly based on scores, which tends to focus on the evaluation of students' academic performance, and easily leads to one-size-fits-all and discrimination against students. By evaluating the progress and development of students in the learning process, the value-added evaluation of students pays more attention to the individual differences of students, and can evaluate the learning ability and potential of students more fairly.

Value-added evaluation of students can provide a strong basis and reference for decision-making. By evaluating the value-added situation of students, it can provide important decision-making basis for schools and teachers[2,6]. For example, teaching strategies can be adjusted according to the value-added situation of students, and individualized training programs can be formulated to help students develop better.

Value-added evaluation of students can promote students' all-round development and lifelong learning. Value-added evaluation of students focuses on evaluating the development and growth of students[7], which can cultivate students' innovative ability, critical thinking ability and communication ability, and promote students' all-round development in knowledge, ability and quality. In addition, student value-added evaluation encourages students to continuously improve their abilities through autonomous learning and self-evaluation, and cultivates students' awareness of lifelong learning.

In a word, student value-added evaluation has the advantages of evaluation accuracy, stimulating learning motivation, promoting personalization, providing decision-making reference, and promoting students' all-round development and lifelong learning. Therefore, the value-added evaluation of students should be paid attention to and promoted in order to promote the healthy development of education in China.

3. Research Status of Students' Value-Added Evaluation

Student value-added evaluation is a developmental evaluation method to evaluate students' academic development and

comprehensive ability improvement[7]. In recent years, with the society's emphasis on the all-round development of students, the research on value-added evaluation of students has gradually risen. In the critical period of pursuing high-quality development of education in China, it is not only an exploration, but also an opportunity to promote the reform of educational evaluation with value-added student evaluation aimed at guiding and encouraging students' all-round development.

The research of students' value-added evaluation is carried out around the construction and implementation of its evaluation system. Researchers have explored different levels and dimensions of evaluation indicators, such as personal goals, school curriculum, teachers' teaching and social needs, in order to accurately reflect the growth and development of students in academic and comprehensive qualities[4]. For example, Esther Lopez-Martin et al. Have studied and evaluated the progress of reading comprehension in Spanish primary and secondary schools through linear and non-linear value-added evaluation models [2]. They provide valuable reference and guidance for schools and teachers by analyzing the progress of students in reading comprehension.

The challenges of students' value-added evaluation research are mainly reflected in the vague standards, the lack of scientific system and the weak value-added consciousness of teachers and students[8]. In the implementation process of students' value-added evaluation, due to the subjectivity and ambiguity of the evaluation criteria[4], the evaluation results may be biased and unfair. In addition, the value-added evaluation system of students often lacks scientificity and systematicness, which can not fully reflect the comprehensive quality and development of students. At the same time, the lack of value-added consciousness of teachers and students is also one of the challenges faced by students' value-added evaluation. Teachers and students have different cognition and understanding of students' value-added evaluation, which also affects the smooth progress of the evaluation work.

In response to the challenges of student value-added assessment, the researchers put forward some suggestions for implementation[8]. First

of all, policy guidance is the key to promoting the value-added evaluation of students. At the policy level, we should strengthen the research and support for students' value-added evaluation mechanism, formulate and improve relevant policies, and provide institutional guarantee for students' value-added evaluation. Secondly, the advent of the data age provides new ideas and methods for students' value-added evaluation. Researchers should make full use of big data and artificial intelligence to build a scientific and effective evaluation system to improve the objectivity and accuracy of the evaluation. Finally, promoting teaching by evaluation is the key link of students' value-added evaluation. Teachers should enhance their understanding of students' value-added evaluation and cooperate closely with the evaluation mechanism to promote students' all-round development.

To sum up, the research status of students' value-added evaluation shows diversity and complexity. Through the construction and implementation of the evaluation system, the researchers have provided useful guidance and reference for schools and teachers. However, the value-added evaluation of students is still facing challenges such as vague standards, lack of scientificity and weak awareness of teachers and students, which need continuous attention and improvement. Policy guidance, the advent of the data age and the measures of promoting teaching by evaluation will help to promote the further development of value-added evaluation of students.

4 Challenges of Value-added Assessment of Students

4.1 Standard Ambiguity

Value-added evaluation of students, as an evaluation system for the all-round development of students[4,9], aims to comprehensively improve the overall quality of students and social recognition. However, we are facing some challenges in the implementation of student value-added assessment, one of which is the ambiguity of standards.

In the current practice of students' value-added evaluation, the fuzzy standard is a common problem[9]. Specifically, the ambiguity of the standard is mainly manifested in two aspects: one is the lack of scientificity and accuracy in

the drafting process of the standard, and the other is the subjectivity and ambiguity in the interpretation and application of the standard.

The formulation process of the standard lacks scientificity and accuracy, which leads to the ambiguity of the standard itself. There is subjectivity and arbitrariness in many places when formulating the criteria for value-added evaluation of students, lacking scientific basis and data support. This leads to the inaccuracy and ambiguity of the standard itself, which makes the evaluation results unable to truly reflect the value-added situation of students.

There are subjectivity and fuzziness in the interpretation and application of standards, which further increases the fuzziness of evaluation[10]. Because of the ambiguity of the standard itself, the interpretation and application of the evaluation are also easily affected by subjective factors. When the evaluator interprets the evaluation results of students, he may divide and rate them according to his subjective judgment, which leads to the non-objective and inaccurate evaluation results.

The fuzzy standard brings a series of problems to the implementation of students' value-added evaluation. Ambiguous criteria greatly reduce the credibility and effectiveness of the evaluation results, and can not provide real and accurate feedback for the overall development of students. Because of the ambiguity of the standard, students and teachers can not clearly understand their own development direction and goals, which affects the guidance and guidance of the evaluation.

We need to take a series of measures to solve this problem. First of all, we should strengthen the research and formulation of the scientific and accurate standards, establish a scientific standard system, and ensure the accuracy and objectivity of the standards[3,7]. Secondly, in the process of evaluation implementation, we should strengthen the guidance of the interpretation and application of standards, avoid the interference of subjective factors, and ensure the objectivity and impartiality of evaluation[10].

In a word, standard ambiguity is an important problem in the implementation of student value-added evaluation, which should be paid enough attention to in practice. By strengthening the scientificity and accuracy of standard formulation, as well as strengthening

the guidance of standard interpretation and application, we can gradually solve the problem of standard ambiguity, improve the accuracy and effectiveness of students' value-added evaluation, and promote the in-depth development of students' all-round development.

4.2 The System Lacks Scientificity

The lack of scientificity in the system of students' value-added evaluation is an important challenge facing the work of students' all-round development[11]. In the current evaluation system, there are some problems such as the fuzziness of the standards and the lack of scientificity, which affect the effective development of students' all-round development.

The fuzziness of the criteria in the evaluation system is an important manifestation of the lack of scientific nature of the system. At present, the evaluation criteria are too vague and lack of specific guidance to evaluate students' comprehensive quality and development level from a scientific point of view[9,11]. In the process of evaluation, the subjective consciousness and personal preferences of the evaluators may have a greater impact on the evaluation results, leading to inaccurate evaluation results.

The lack of scientific evaluation system is also an important reason for the lack of scientific evaluation system[11]. The current evaluation system often lacks scientific evaluation indicators and methods, and can not objectively and accurately evaluate the value-added effect and overall development level of students. This makes it difficult for the results of students' all-round development evaluation to truly reflect the overall situation of students, and to provide targeted and effective development guidance for students.

In order to solve the problem of lack of scientific system, we need to take a series of measures. First of all, the establishment of the evaluation system should draw lessons from the scientific research results at home and abroad, and improve and perfect it according to the actual situation of our students, so as to ensure the scientificity and accuracy of the evaluation criteria. Secondly, the establishment of evaluation system needs to use advanced evaluation methods and technical means, such as evaluation analysis based on big data,

artificial intelligence assisted evaluation, in order to improve the objectivity and scientificity of evaluation.

In addition, the establishment of the evaluation system also needs to strengthen the regular updating and iteration of the evaluation criteria to reflect the requirements of students' all-round development and the needs of society[6,11]. At the same time, we should strengthen the training and guidance of evaluators, improve their professional quality and evaluation ability, and ensure the scientificity and accuracy of evaluation.

To sum up, the lack of scientificity in the system of value-added evaluation of students is an important challenge for the all-round development of students. To solve this problem, we need to strengthen the establishment and improvement of the evaluation system, improve the scientificity and accuracy of the evaluation criteria, and strengthen the training and guidance of evaluators to improve the scientificity and accuracy of the evaluation, so as to promote the effective development of students' all-round development.

4.3 Weak Awareness of Value-Added Value between Teachers and Students

The weak awareness of teachers and students' value-added evaluation is one of the challenges facing students' value-added evaluation[12]. In the current educational environment, some teachers and students lack enough attention to and understanding of the value-added development of students, and even have a speculative mentality. This weak consciousness has a negative impact on students' comprehensive quality and all-round development.

The weak awareness of value-added of teachers and students seriously affects teachers' evaluation of students' comprehensive quality[5,12]. Some teachers mainly pay attention to students' academic performance, while ignoring other aspects of students' development, which leads to too one-sided evaluation[3]. At the same time, some teachers do not understand the importance of students' comprehensive development, lack of guidance and incentive for students' value-added development. This situation makes it difficult for students' comprehensive quality development to get comprehensive attention

and guidance.

There are also big problems in students' understanding and pursuit of their own value-added development[7]. On the one hand, some students have utilitarian mentality, only focusing on the improvement of examination-taking ability, ignoring the cultivation of other comprehensive qualities. On the other hand, students often pursue short-term interests and neglect long-term development when choosing learning content and development direction, and lack of awareness and planning of their own value-added development[10]. This phenomenon leads to the limitation of students' all-round development and the inability to achieve real value-added.

In view of the weak awareness of value-added of teachers and students, it should be improved from the following aspects:

Teachers should strengthen the understanding of students' comprehensive quality and all-round development[2,6,9]. Teachers should be aware of the importance of comprehensive quality in the process of students' growth, and integrate it into the teaching process. Teachers need to improve their awareness of students' value-added development, make a comprehensive evaluation of students, and pay attention to motivating and guiding the improvement of students' comprehensive quality.

Schools should provide corresponding policies and mechanisms to promote the coordinated development of the value-added awareness of teachers and students[8,12]. Schools can set value-added evaluation indicators and standards to guide teachers to pay attention to the development of students' comprehensive quality and incorporate them into the course teaching objectives and assessment system[12]. At the same time, the school should strengthen the training and guidance of teachers and students' awareness of value-added, improve teachers' professional quality and cognitive level, and guide students to establish the correct concept of value-added development.

In addition, families and society should also pay more attention to and guide the all-round development of students[8,12]. Families can cultivate students' correct concept of value-added development, encourage them to participate in various comprehensive quality development activities besides learning, and

cultivate diversified interests and hobbies[4]. Society can provide more educational resources and provide a broader stage and opportunities for the all-round development of students[12]. At the same time, the society should provide a more fair and just competitive environment, and provide a good social recognition and value reflection for the value-added of students' comprehensive quality.

To sum up, the lack of value-added awareness of teachers and students is one of the challenges facing the current value-added evaluation of students. To solve this problem requires the joint efforts of teachers, schools, families and society. Only with the joint efforts of all parties can we realize the value pursuit of students' all-round development.

5. Suggestions for the Implementation of Students' Value-added Evaluation in the New Era Background

5.1 Policy Guidance and Improve the Student Value-Added Evaluation Mechanism

With the continuous development of social economy and the continuous improvement of talent training objectives, the importance of students' all-round development is becoming increasingly prominent[13]. In order to promote the comprehensive development of students, we must establish a perfect student value-added evaluation mechanism.

Policy guidance can provide clear guidance and support for students' value-added evaluation[10,13]. Through the formulation of relevant policies, the objectives and requirements of students' value-added evaluation can be clarified, and schools and teachers can be encouraged to pay more attention to the all-round development of students[8]. Policy guidance can promote the establishment and improvement of students' value-added evaluation system, so as to provide a strong guarantee for the comprehensive development of students[11]. Policy guidance can promote the implementation and implementation of students' value-added evaluation mechanism[9]. Government departments can issue corresponding policies to require schools at all levels to establish and improve the value-added evaluation mechanism for students, and to supervise and evaluate them. Policy

guidance can encourage schools and teachers to actively participate in the work of value-added evaluation of students and promote their smooth development.

Policy guidance can also provide resource support to promote the development of students' value-added evaluation mechanism[4]. The government can provide the necessary conditions and resources for the schools through financial input and human resources support to ensure the smooth implementation of the value-added evaluation mechanism for students. Policy guidance can promote schools and teachers to strengthen the cultivation and promotion of professional ability, and provide high-quality educational resources and services for students' all-round development.

In short, policy guidance is an important means to improve the value-added evaluation mechanism of students. Through policy guidance, clear goals and requirements can be provided for students' value-added evaluation, and schools and teachers can be promoted to actively participate in the overall development of students. At the same time, policy guidance can also provide resource support to promote the development of students' value-added evaluation mechanism. The implementation of policy guidance will provide a strong guarantee for the comprehensive development of students and promote the healthy development of China's education.

5.2 Building a Scientific and Effective Value-Added Evaluation System in the Data Age

With the rapid development of data technology, the data age has come. In the context of this era, building a scientific and effective value-added evaluation system has become the key to improve the overall development of students[13,14]. To achieve the long-term development of students' value-added evaluation, we must have a forward-looking top-level design and consideration[7]. The arrival of the data age provides more abundant and accurate data support for the value-added evaluation of students, and brings new opportunities for the scientificity and effectiveness of the evaluation system.

The advent of the data age provides a more comprehensive and accurate data source for value-added evaluation. Traditional evaluation

methods often rely only on teachers' subjective judgment and students' examination results, which is difficult to reflect students' comprehensive quality and potential comprehensively and objectively[6,12]. In the data age, students' learning behavior, social activities and practical experience can be recorded and analyzed through various digital tools to provide more objective and comprehensive evaluation indicators. For example, through the learning records of students' learning platforms, the publication of academic papers, the interaction of social media and other data, we can more accurately assess students' academic ability, research potential and social skills.

The arrival of the data age provides better technical support for the scientific evaluation system. In the data age, data analysis and mining technology has been developed rapidly, which can scientifically analyze and predict all aspects of students' value-added evaluation through the processing of big data and the establishment of models[5,14]. Through the statistics and comparison of a large number of data, we can find out the law and influencing factors of students' value-added, and provide a scientific basis for the establishment of the evaluation system. For example, machine learning algorithms can be used to analyze students' learning behavior, find out the key factors affecting the improvement of students' performance, and provide teachers with targeted teaching strategies and help.

When building a scientific and effective value-added evaluation system, we need to consider the following aspects[7,12]. Firstly, we should establish a comprehensive and multi-dimensional evaluation index system, including students' academic level, scientific research ability, practical ability, innovative thinking and other evaluation indicators. Secondly, we should use data analysis and mining technology to integrate and analyze the multivariate data of students, and find out the potential value-added factors and promotion space. Finally, scientific evaluation models and methods should be introduced to compare and analyze the value-added evaluation of students with their background factors, so as to accurately evaluate the value-added ability of students.

In a word, in the data age, it is of great significance to build a scientific and effective

value-added evaluation system for promoting the all-round development of students. By making full use of data technology and analysis methods, we can more accurately understand the development of students and provide targeted training and support for them. At the same time, a scientific and effective evaluation system can promote the independent development of students and improve their comprehensive quality and social recognition. Therefore, in the current educational reform and development, we should attach importance to the construction of a scientific and effective value-added evaluation system to provide strong support for the all-round development of students.

5.3 Promote Teaching by Evaluation and Promote the Coordinated Development of Teachers' and Students' Value-Added Consciousness

In the context of the new era, as one of the important contents of students' all-round development, students' value-added evaluation plays a vital role in promoting the coordinated development of teachers' and students' value-added consciousness[8]. Through the way of promoting teaching by evaluation, we can effectively stimulate the initiative and enthusiasm of teachers and students, and realize the common growth of both teachers and students.

The way of promoting teaching by evaluation can guide students to establish a correct sense of value-added[14]. As a feedback mechanism, evaluation can timely understand the shortcomings and strengths of students and feedback them to students. For students, the existence of evaluation can make them more aware of their development direction and stimulate their awareness and motivation to improve their comprehensive quality and value. At the same time, evaluation can also make students aware of their academic shortcomings, and then improve themselves through learning and improvement.

The way of promoting teaching by evaluation can stimulate teachers' enthusiasm and creativity in teaching[9,10]. As a feedback mechanism, evaluation also enables teachers to understand their strengths and weaknesses, and feedback them to teachers themselves. For teachers, the existence of evaluation can make them more aware of their teaching direction

and objectives, and stimulate their enthusiasm and creativity for teaching. At the same time, evaluation can also make teachers aware of their shortcomings in teaching, and then improve their teaching ability and level through learning and improvement.

The way of promoting teaching by evaluation can promote the positive interaction and cooperation between teachers and students[9]. In the process of evaluation, teachers and students need to communicate and communicate, so as to promote the interaction and cooperation between the two sides. Through evaluation, teachers can understand the characteristics and needs of students, and better guide students' learning and development; through evaluation, students can understand teachers' teaching objectives and methods, and better participate in teaching activities. Through the interaction and cooperation of evaluation, the relationship between teachers and students can be more harmonious and close, and the common development of teachers and students can be realized.

In a word, the way of promoting teaching by evaluation can effectively promote the coordinated development of teachers' and students' value-added consciousness. Through the feedback mechanism of evaluation, students and teachers can get timely feedback and guidance, so as to better play their strengths and potential. At the same time, evaluation can also promote the communication and cooperation between teachers and students, and realize the common growth of teachers and students. Therefore, in the process of all-round development of students, it is a very effective method to promote teaching by evaluation, which is worth promoting and applying in practice.

6. Conclusion

The purpose of education in our country is for the development of students, for the development of every student, and for the individualized development of students. In the process of school education, we should not abandon every student and believe that every student has great potential for development and is in the process of development. Value-added evaluation focuses on the extent of progress. Value-added evaluation requires that the school can take into account every student,

teach students in accordance with their aptitude according to the starting point and foundation of each student's enrollment, so that each student can achieve optimal development on the original basis during the school's time. Value-added evaluation is an important breakthrough in the reform of result evaluation and process evaluation in current educational evaluation. This paper systematically discusses the essence, connotation, characteristics and value of value-added evaluation. It broadens the theoretical vision of educators on educational evaluation and enriches the theory and method of educational evaluation in China.

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