

School-based Exploration and Reflection on Value-added Evaluation

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Abstract: The high-quality development of basic education is inseparable from the reform and innovation of education evaluation system. Exploring value-added evaluation is not only a hot topic in the reform of educational evaluation in the new era, but also a key driving force to promote the high-quality development of basic education. Value-added evaluation is a kind of developmental and formative evaluation, which weakens the horizontal comparison of evaluation objects based on summative results, realizes the change of focus, evaluates students' academic progress more scientifically, and provides strong support for the formulation of teaching strategies. Based on the in-depth analysis of the school-based exploration of value-added evaluation, this paper puts forward that we should give full play to the role of value-added evaluation of students as a baton, build a comprehensive and multi-perspective ecosystem of value-added evaluation of students, establish a virtuous circle mechanism of teaching-learning-evaluation integration, and ensure that teaching activities, students' learning process and evaluation mechanism are closely linked and mutually reinforcing. Value-added evaluation of students' development in basic education is moving towards a more scientific, intelligent and efficient future.

Keywords: Value-Added Evaluation; Basic Education; School-Based Exploration

1. Introduction

Educational evaluation plays a vital role in the development of education, and it is the key baton to lead the direction of educational development. The construction and adjustment of the evaluation system is directly related to

the direction and quality of running a school. Therefore, it is of far-reaching significance for the whole education system and even the national talent training process to optimize and innovate the existing educational evaluation methods and actively explore a new evaluation model that is more in line with the law of students' growth and educational development. In this context, the General Plan for Deepening the Reform of Educational Evaluation in the New Era issued in 2020 clearly put forward the idea of "exploring and exploring value-added evaluation", which pointed out the direction for the reform of basic education evaluation, and value-added evaluation, as an important part of it, has gradually become the key path to promote the high-quality development of basic education.

Value-added evaluation is a comprehensive evaluation model focusing on growth and development, which takes students, teachers and schools as the core research objects. Different from the traditional model which relies solely on absolute performance as the evaluation criteria, value-added evaluation focuses on the initial performance of these objects in education-related fields and the incremental changes achieved after a period of development. It opens up a new perspective for the development of educational equity and individualization. This evaluation method not only focuses on the progress of students' academic performance, but also focuses on the comprehensive development of students' emotional attitude, ability development, artistic and sports literacy and other dimensions [1]. Through scientific evaluation means, we can reflect its educational effectiveness more comprehensively and objectively. This evaluation method not only helps to promote educational equity, ensure that every student can get due attention and support, but also

promotes the balanced development of education, so that educational resources can be more accurately invested in the most needed places, and help the sustained prosperity and development of education.

Under the framework of school-based exploration, value-added evaluation can be deeply practiced and promoted at the micro level of schools. This innovative model gives the school the dominant power of evaluation, which makes the evaluation process closer to the real teaching scene, and at the same time more sensitive to capture the individual differences among students, thus realizing the accuracy of evaluation. This kind of exploration not only helps students to achieve comprehensive and personalized development, so that they can find their own stage in the pluralistic evaluation system and show their unique talents and potentials, but also guides schools to follow the law of education and avoid blindly pursuing short-term results and neglecting the long-term value of education. More importantly, by adjusting the educational evaluation ecology, we can create a more healthy and harmonious development environment for the whole education system, so that education can truly return to the essence of cultivating and shaping people [1]. It can be seen that through the reform of educational evaluation system, value-added evaluation not only achieves a qualitative leap in evaluation concept and practice, but also meets the core needs of modern educational concept. It emphasizes student-centered, pays attention to the all-round development and individualized growth of students, injects new vitality and direction into educational evaluation, and promotes the continuous progress and development of education.

2. Basic Connotation of School-Based Exploration of Value-Added Evaluation

The concept of value-added evaluation is rooted in Taylor's modern educational evaluation concept, the core of which is to accurately assess the net value-added of the school's impact on students' academic achievement by quantifying the changes in students' academic achievement in a specific period of time [2]. This evaluation method has two significant characteristics: one is value added, which focuses on the actual progress of students in the school

environment as a measure of students' academic achievement. This practice effectively solves the problem of unfair evaluation caused by the inherent differences among students, and ensures the fairness and rationality of evaluation. The second is net effect evaluation. When measuring school performance, value-added evaluation is committed to eliminating the interference of external factors and striving to obtain a "pure" school performance that is not affected by the outside world [3]. This practice helps to accurately identify the real role of schools in promoting students' academic growth, and provides a strong basis for the continuous improvement of the quality of education.

With the continuous progress of educational concepts, more and more schools begin to actively explore new ways to integrate value-added evaluation into school-based practice. Through the implementation of school-based value-added evaluation, schools can more accurately grasp the academic needs and growth characteristics of students, so as to achieve efficient allocation of teaching resources and further improve the quality of teaching. In this process, schools can not only combine their own educational concepts and teaching resources, but also formulate and implement more practical, scientific and effective evaluation index system and evaluation methods according to the characteristics of student groups. Moreover, value-added evaluation, with its unique advantages, effectively stimulates students' interest in learning and internal motivation. It encourages students to focus on their own growth and progress, rather than just on the level of scores, so as to promote students to achieve all-round development in academic, emotional, ability and other aspects. The introduction of this evaluation model has undoubtedly injected new vitality into the school's educational reform and opened up a broader space for the growth and development of students.

3. School-Based Exploration and Practice of Value-Added Evaluation

As a public school with a history of 11 years, covering nine years from primary to junior high school, the Experimental

Foreign Language School of a certain city currently has 60 primary school classes and 36 junior high school classes, with a total of over 5,500 students. Thanks to the generous investment from the local government, the school is well-equipped with hardware facilities and has ample activity spaces, laying a solid foundation for providing high-quality education. In response to the guiding spirit of the "Opinions on Promoting the Comprehensive Evaluation Reform of Primary and Secondary School Education Quality" and to implement the implementation plan for the evaluation of primary and secondary school education quality issued by the Education Bureau of the city, the Experimental Foreign Language School of the city particularly focuses on the starting point and process of evaluation, aiming to address the issue of unfair evaluation caused by differences in students' starting points. To this end, the school has been actively exploring a value-added evaluation system for primary and secondary school education quality, with the goal of promoting balanced education development and comprehensively improving the school's teaching and educational quality through this system.

3.1 Value Consensus Leads Practice and Builds a Teacher-Led Value-Added Evaluation System

In the process of promoting the value-added evaluation system, teachers, as the core practice subject, their cognitive level and practical ability directly affect the effectiveness of the reform. However, due to the lack of systematic cognitive framework, practical experience or the influence of inherent behavior patterns, some teachers agree with the educational value of value-added evaluation at the conceptual level, but they face many challenges when they translate it into daily teaching practice, and even have resistance because of the extra burden of work. In order to solve this problem, the school has adopted a three-dimensional linkage strategy of concept building-professional empowerment-mechanism escort to systematically stimulate the internal motivation of teachers to participate in the evaluation reform.

It pays attention to building the foundation of ideas and devotes itself to reconstructing the cognitive framework of teachers' evaluation. Through in-depth interpretation of policy documents such as the General Plan for Deepening the Reform of Educational Evaluation in the New Era, the school focuses on the core concepts of scientific and effective, process evaluation and value-added orientation, and guides teachers to break through the shackles of traditional evaluation and achieve two cognitive leaps: First, from the traditional concept of screening to the new concept of development empowerment. The second is to regard evaluation as a diagnostic instrument to optimize teaching strategies, rather than simply as an assessment form for administrative tasks, so as to strengthen the behavioral motivation of promoting learning and teaching by evaluation. Focus on professional empowerment and actively build an expert support network. In view of the shortcomings of teachers in value-added evaluation ability, the school has constructed a theory-practice dual-track guidance system. On the one hand, we have established cooperative relations with many universities, invited experts in the field of educational measurement and evaluation to carry out customized training, and deeply analyzed key technologies such as value-added model construction and data interpretation; On the other hand, rich and colorful school-based teaching and research activities are carried out to transform abstract theoretical knowledge into operable classroom evaluation tools, such as growth portfolios and progress tracking tables, through lesson discussion and interdisciplinary workshops, so as to help teachers closely integrate theoretical learning with teaching practice.

It pays attention to mechanism escort and devotes itself to building an ecosystem of collaborative support. Through institutional innovation, we can reduce the resistance to practice and form a three-wheel drive sustainable reform support system. The first is the management coordination mechanism, setting up a special group for evaluation reform, integrating the resources of educational administration, teaching and research departments to ensure the deep

integration of evaluation, teaching and research; the second is the teacher incentive mechanism, incorporating the value-added evaluation results into the performance appraisal system, setting up honorary awards such as Teaching Improvement Award to strengthen the positive incentive role; Third, the home-school co-education mechanism, the development of parent training courses, through the student growth visualization report and other carriers, to promote families to become collaborative readers of evaluation data and active participants in educational improvement. This series of strategies provide a closed-loop solution of concept renewal-ability improvement-action sustainability for school evaluation reform by building a foundation of ideas to eliminate cognitive barriers, breaking down ability barriers with professional empowerment, and transforming behavior inertia with mechanism escort. This not only lays a solid institutional foundation for the effective implementation of value-added evaluation, but also provides a strong support for the sustainable development of schools and the overall improvement of the quality of education.

3.2 Systematic Construction, Scientific Planning and Practice Path of Value-Added Evaluation System

The implementation of value-added evaluation is not a simple technological update, but a systematic project involving the reshaping of educational concepts, target positioning, index construction and tool development. In order to solve the practical dilemma of the disconnection between concept identity and practice, the school takes scientific planning as the cornerstone, through the four-in-one linkage mechanism of concept-goal-indicator-tool, creates a set of value-added evaluation system which is both operable and easy to promote, and successfully builds a bridge between theoretical conception and practical implementation.

Concept remodeling, guided by developmental evaluation. The core of value-added evaluation lies in the transformation from static evaluation to dynamic empowerment [4]. The school

adheres to the core evaluation concept of tapping value-added potential, highlighting the light of value and driving sustainable development, and stimulates students' self-efficacy and learning motivation through emotional drive, that is, teachers use daily positive feedback, such as immediate classroom evaluation, growth record comments, etc. Through scientific empowerment, that is, with the help of evidence-based evaluation tools, such as growth profiles, progress radar charts, etc, students can establish clear self-awareness and development planning. Through cultural infiltration, we can create a campus evaluation atmosphere of "everyone can make progress" and avoid the frustration caused by traditional ranking.

Target positioning, from result judgment to growth guidance. The school upgraded the goal of value-added evaluation from screening the advantages and disadvantages to supporting development, and focused on three major changes: functional transformation, from identifying the status quo to predicting potential, focusing on students' personal growth path, how to become a better self; Content expansion, from a single academic achievement to core literacy value-added, covering cognitive ability, psychological quality, social emotion and other dimensions; subject transformation, students from passive acceptance of evaluation to active participation in evaluation, through self-evaluation, mutual evaluation and other ways to cultivate metacognitive ability [5]. For example, the fifth grade language group intuitively demonstrates the improvement of students' language ability through the writing growth file, while the sixth grade mathematics group uses the problem solving log to track the development of students' thinking.

Index construction, multi-dimensional integration, focusing on the comprehensive development of literacy. Closely combined with the characteristics of disciplines and the growth trajectory of students, the school has innovatively constructed a three-dimensional value-added evaluation index system. It comprehensively measures the growth of students from the three dimensions of academic achievement

appreciation, ability development appreciation and psychological quality appreciation [6], aiming at promoting the appreciation of students' literacy in an all-round way. The value-added of academic achievement focuses on the vertical improvement of key abilities in disciplines. Taking the sixth grade Chinese teaching as an example, the school pays close attention to the progress of students' text analysis depth, while in the seventh grade mathematics teaching, it focuses on the cultivation and development of model construction ability. Value-added ability development emphasizes the cultivation and promotion of interdisciplinary literacy. For example, English teaching in the sixth grade is devoted to improving students' cross-cultural communication ability, while science teaching focuses on the cultivation of innovation-driven ability, which fully demonstrates the importance of balanced development of students' comprehensive literacy. The increment of psychological quality mainly monitors the changes of non-cognitive factors such as learning motivation and ability to resist setbacks. The school pays special attention to the improvement of the willingness to participate in challenging tasks and the enhancement of the rationality of misattribution, which are essential to the mental health and growth of students. In the process of constructing the index system, the school strictly adheres to the principle of "subject typicality" to ensure that each index can accurately capture the characteristics of the subject and the characteristics of students' individualized development. For example, the science group refines the macro-index of innovation-driven ability into specific, observable and quantifiable behavioral indicators such as experimental operation standardization, teamwork and innovation ability, so as to more accurately evaluate and record the progress and growth of students.

Tool development, from extensive description to accurate diagnosis. In order to improve the practicality of evaluation, the school has developed an iterative toolkit in stages. At the beginning, it covers the three subjects of language, number and

English, including comprehensive behavior description; then, under the guidance of experts, it refines key indicators, focuses on typical behavior and literacy anchors, and introduces digital tools to achieve dynamic tracking and personalized feedback. The innovative value of the system lies in the following aspects: structural breakthrough, transforming abstract development concepts into specific behavioral indicators to solve evaluation problems; discipline adaptability, retaining discipline characteristics and linking up general literacy; growth design, continuously optimizing evaluation accuracy through tool iteration, and forming a closed-loop improvement mechanism.

3.3 Innovative Practice, Systematic Construction and Dynamic Evolution of Value-Added Evaluation Strategies

The effective implementation of value-added evaluation depends on the scientific design and continuous iteration of the strategy system. Adhering to the core concept that reform is intended to optimize rather than rebuild, the school constructs a set of evaluation practice system that is rooted in tradition and oriented to the future through the three-dimensional path of inheriting the essence, drawing on wisdom and innovating breakthroughs. This system can not only effectively deal with the challenges in the process of evaluation implementation, but also provide a practical model for the reform of regional education evaluation.

Strategy refinement and systematic construction based on school-based experience. Through the method of educational archaeology, the school digs deeply and systematically reconstructs the implicit evaluation wisdom in daily teaching. Through this process, the explicit implicit experience is realized, the case base of teaching evaluation is created, and the practice cases of value-added evaluation naturally formed by teachers of various disciplines in classroom observation, homework feedback and other scenarios are widely collected. For example, the composition progress tracking files of the language group and the root cause analysis table of the wrong questions of the mathematics group have been standardized

and transformed into more than 10 widely applicable evaluation tool templates.

On this basis, the school also promotes the transformation of individual experience into collective wisdom. Through regular monthly evaluation strategy workshops, the unique evaluation skills of excellent teachers are transformed into an easy-to-operate action guide for all teachers by adopting the mode of classroom record analysis + teacher experience sharing [7]. For example, the successful practice of senior teachers using hierarchical questioning to achieve differentiated evaluation is refined into a three-dimensional problem-oriented evaluation method including basic consolidation questions, ability improvement questions and innovation challenge questions.

In addition, the school is committed to transforming temporary effective practices into institutionalized management requirements. Excellent practices that have been verified by practice have been formally incorporated into the school management system, such as upgrading the semester growth report system, which was originally only tried out in individual classes, to a regular school-wide system, requiring each discipline to submit two growth analysis reports at the beginning and end of each semester, respectively, for baseline assessment and value-added analysis, thus realizing the institutionalization and standardization of evaluation practice.

Strategic optimization and localization practice of integrating external wisdom. The school has constructed a three-dimensional learning network, which aims to creatively transform external advanced experience into local practice. In terms of horizontal benchmarking learning, an alliance of famous schools for evaluation and reform has been established, and a stable communication mechanism has been established between the school and four leading schools in the city. Through regular evaluation strategy workshops, the innovative cases of each school are displayed. At the same time, from the five key dimensions of feasibility and effectiveness, the evaluation tool of strategy suitability is developed to carefully screen

out the most suitable practical strategies for the actual situation of our school.

In terms of vertical professional guidance, the university has established a deep cooperative relationship with local universities and introduced advanced value-added evaluation model construction technology. In particular, the school employs municipal teaching and research staff as resident guidance experts, through expert clinical guidance, to provide valuable suggestions for the improvement of the school's evaluation reform. In addition, through the evaluation strategy transformation work sheet, the profound theoretical knowledge is transformed into concrete steps that teachers can easily understand and operate.

In terms of technology empowerment, the school actively introduced AI analysis platform to realize the automatic collection and visual presentation of evaluation data. At the same time, through the digital assistant of teacher evaluation strategy, it provides real-time decision support for teachers. In order to continuously track the implementation effect of the strategy, a strategy effect tracking system is established to ensure that each strategy can be dynamically monitored and adjusted in time.

Future-oriented strategic innovation and ecological construction. On the solid basis of inheritance and reference, the school has achieved three key breakthroughs in strategic innovation. Differentiation evaluation strategy system. In order to fully support students' individualized development, the school has developed a learning potential assessment scale in the academic foundation dimension to establish a personalized frame of reference for each student; in the development speed dimension, it has designed a progress acceleration index to accurately identify those students who show extraordinary progress; In the dimension of growth path, a multi-development coordinate system is constructed to help students plan differentiated growth paths.

Holographic expression strategy. In order to show the growth trajectory of students in a more three-dimensional and comprehensive way, the school creates a growth

visualization corridor in the spatial dimension to dynamically display the progress of students bit by bit; in the time dimension, it designs a growth passport to link up the learning stages to achieve continuous tracking of different learning stages; In the main dimension, the development of the whole growth mirror system integrates the evaluation perspectives of teachers, classmates and parents, and provides more comprehensive growth feedback for students.

Collaborative application strategy. In order to promote the deep integration of evaluation, teaching and family education, the school has established a double cycle mechanism of evaluation and teaching in terms of teaching improvement, providing teachers with suggestions for classroom improvement every week; in terms of home-school co-education, it has developed a family growth guidance manual to provide parents with personalized family education suggestions; In the aspect of resource allocation, the evaluation model of value-added efficiency is constructed to optimize the allocation of educational resources and enhance educational efficiency.

This strategy system not only achieves a major breakthrough in methodology, technology and culture, but also creates a complete innovation chain from experience mining to strategy transformation, and then to ecological construction. Technically, the school has successfully developed a series of operational evaluation tools, which provide strong support for evaluation practice. Culturally, the school has formed a new form of campus culture in which evaluation is growth, which regards evaluation as an important way to promote students' growth and injects new vitality into the sustainable development of the school.

4. Development Dilemma and Breakthrough Path of School-Based Exploration Practice of Value-Added Evaluation

4.1 Two-way Imbalance between Theoretical Supply and Practical Demand in the Deconstruction of Dilemma

Although the school-based exploration of value-added assessment has many theoretical advantages, it faces multiple

challenges in basic education practice, which seriously restricts its promotion and implementation effect. From a theoretical perspective, the theoretical framework and method system of value-added assessment are still in a continuous improvement stage, appearing relatively weak and lacking sufficient systematicness. Although the core concept of value-added assessment, which focuses on students' academic progress and individual differences, has gained wide recognition, at the specific operational level, how to precisely and objectively quantify students' value-added achievements and how to construct a comprehensive and effective evaluation index system remain urgent problems to be solved in the field of education. The ambiguity and incompleteness of the theory undoubtedly add numerous obstacles to the practical path of school-based exploration.

The challenges at the practical level are equally significant. The essence of school-based exploration requires schools to innovate and implement educational assessment based on their unique educational environment. However, during the process of reform, schools face external constraints from educational policies, resource allocation, teachers' professional qualities, and other aspects, all of which may have a profound impact on the implementation effect of value-added assessment [8]. At the same time, the internal management mechanisms of schools, teachers' teaching methods, and students' learning habits also need time and space to adapt and adjust. Under the complex interaction of these factors, the practical process of school-based exploration often cannot strictly follow the theoretical framework, thus making the gap between theory and practice more obvious.

The consequences of this disconnection between theory and practice are far-reaching. It not only weakens the actual effect of school-based exploration of value-added evaluation, making the evaluation results may not accurately reflect the real academic progress of students, but also may cause educators to question and misunderstand value-added evaluation. In order to deconstruct this dilemma, on the one hand, we should strengthen the in-depth

study and improvement of value-added evaluation theory to provide more solid and systematic theoretical support for practice; On the other hand, promote the deep integration of theory and practice, through diversified training, seminars, case sharing and other activities, enhance the cognitive level and practical ability of educators on value-added evaluation, and help them better integrate the essence of theory into practice [9].

In this process, we should also encourage schools to give full play to their subjective initiative and make flexible adjustments and innovations according to their actual situation. Each school has unique educational ecology and resource conditions, so when implementing value-added evaluation, we can not blindly apply the existing theoretical framework. Schools should deeply tap their own advantages, formulate practical implementation plans according to the actual situation, ensure that value-added evaluation can truly take root in educational practice, and provide strong support for students' all-round development.

4.2 Breaking down the Bottlenecks of Data and Technical Support in Dilemmas

Data and technical support are key factors in ensuring the accuracy and efficiency of evaluations. The implementation of value-added evaluation relies on precise statistical models and in-depth data analysis, which requires strict control over multiple variables such as students' initial academic levels and personal background characteristics [10]. This poses a severe challenge to the assessment capabilities of schools. During the data collection process, multiple factors often interfere, such as students' absence from tests and errors in grade records, which may cause data distortion or loss, undoubtedly interfering with subsequent value-added evaluations and even leading to significant deviations in evaluation results. Value-added evaluation involves complex data operations and statistical analysis, urgently requiring professional technical support and advanced analytical tools. Unfortunately, most basic education schools are faced with a shortage of professional statistical talents and lack advanced data analysis tools, making it

impossible for them to conduct comprehensive and in-depth data analysis. Under such circumstances, the results of value-added evaluations are inevitably subject to doubt, and their scientificity and credibility will be greatly reduced. In practice, many schools simplify this process to avoid complexity, but this may lead to significant deviations in evaluation results from the actual situation, not only affecting the accuracy and efficiency of value-added evaluations but also hindering schools' in-depth exploration and innovation in the field of educational evaluation reform.

To address these challenges, schools should increase their investment in data and technical support, actively introduce advanced data processing and analysis software to enhance their technical strength. At the same time, educational departments and related institutions should provide more technical support and guidance to schools, strengthen technical training for educators, and improve their data processing and analysis capabilities to help schools overcome technical difficulties in the value-added evaluation process.

4.3 Challenges of Teacher Evaluation Literacy Disparity in the Dismantling of Dilemmas

The effective implementation of value-added evaluation requires teachers to possess comprehensive professional capabilities including evaluation literacy, data interpretation skills, and teaching improvement strategies. However, the current teacher education system and teacher training programs are severely lacking in professional content related to value-added evaluation. This leaves front-line teachers ill-prepared in terms of both theory and practice when confronted with this new evaluation model, thus falling into the predicament of evaluation literacy disparity.

When the wave of educational evaluation reform comes, many teachers find it difficult to adapt quickly to this change. Some teachers choose to passively follow the instructions of their superiors and mechanically execute the evaluation process, while ignoring the educational significance and value behind the evaluation. Others,

due to a lack of in-depth understanding of value-added evaluation, may adopt a formalistic attitude, merely viewing it as a task that must be completed rather than a powerful tool for promoting teaching improvement and enhancing student learning outcomes. This phenomenon not only hinders the genuine implementation of value-added evaluation but also limits its positive role and influence in teaching practice.

To bridge this gap, it is necessary to enhance the content related to value-added evaluation in teacher education and training from the source, ensuring that teachers possess the necessary evaluation literacy and data interpretation skills before entering the workplace. At the same time, for in-service teachers, continuous professional development opportunities should be provided to help them deeply understand the principles and methods of value-added evaluation and master the strategies and techniques for effectively integrating it into daily teaching.

Through the implementation of these measures, we can expect teachers to be more confident and proactive in participating in value-added evaluation, not only accurately interpreting evaluation results but also flexibly adjusting teaching strategies based on data feedback. This will truly achieve the goal of value-added evaluation in promoting teaching improvement and enhancing student academic achievements, laying a solid foundation for the all-round development of students.

5. Conclusion

The reform of educational evaluation is a profound and lasting revolution, and school-based exploration is the most active front in this revolution. It indicates the future development trend of educational evaluation, leads the profound transformation of educational evaluation from the traditional static result evaluation to the dynamic progress evaluation, and also marks the focus of evaluation from the single academic achievement to the comprehensive development of students. The school-based value-added evaluation means not only the innovation of evaluation

techniques and methods, but also a profound transformation of educational concepts. It urges us to re-examine the nature of education, think about what is really valuable learning, and how to measure the effectiveness of education more fairly and reasonably. Only when every school can scientifically witness and promote the growth of every student based on its own actual situation, can overall improvement of the quality of basic education have the most solid foundation and lasting power.

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