

Study on the Impact of Education Evaluation on Student Comprehensive Development and School Management

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Abstract: Education evaluation is related to the development direction of education, affecting the comprehensive development of students and the improvement of school management. After cross-century research, China's educational evaluation has a relatively rich theoretical experience, but the actual operation has been criticized, which fundamentally lies in the lack of professional practical exploration experience. From students' comprehensive development and school management two dimensions of extensive research, on the basis of the analysis of influencing factors, put forward higher vocational education assessment to the diversification of evaluation subject, evaluation criteria, evaluation methods, evaluation content, to set up the students' self-confidence, stimulate learning motivation, promote students' all-round development and personalized development.

Keywords: education evaluation, comprehensive development of students, school management

1. Introduction

Educational assessment is both a specialized area of research and a professional practice. On the one hand, the professional community composed of professionals should clarify the keys and objectives of evaluation problems, and construct systematic evaluation theory and research paradigm; on the other hand, professionals should have the ability to apply theory to practice, and readjust the research ideas and evaluation procedures around the new problems and changes generated in the operation of evaluation procedures[1]. Promote the continuous occurrence of educational assessment improvements. As emerging based on the practice of scientific research, improve education evaluation theory mechanism and operation mechanism of inquiry, provides the education management of a new research perspective and scientific evidence-based research method, analysis to improve the scientific theory and research paradigm, for education evaluation professional development find reliable theoretical basis and technical support.

2. Theoretical analysis

2.1. Theoretical Analysis of Educational Evaluation on Students' Comprehensive Development

Compared with the traditional evaluation, the modern educational evaluation theory has undergone a

fundamental change in the evaluation concept, providing theoretical guidance for the optimization of the monitoring and evaluation system of educational development.

First, the subject of educational evaluation develops from one yuan to one yuan. The evaluation subject of traditional compulsory education development is a centralized government, and the evaluation subject is single. The value orientation and quality standard of evaluation reflect the preference of the government. Modern educational evaluation theory emphasizes the diversification of evaluation subjects. Evaluation is a meaningful construction process composed of the evaluator, the stakeholders, the evaluated object and the evaluation environment[2]. Therefore, in the implementation of educational evaluation activities, we should pay attention to the participation and opinions of stakeholders, strengthen the importance and particularity of social third-party evaluation and school independent evaluation in educational evaluation, pay attention to the actual situation of educational development and the characteristics of the environment, and implement value-added education evaluation based on the concept of development.

Second, the cycle assessment turns to dynamic monitoring and normal assessment. The length of the evaluation cycle directly affects the effect of feedback. The existing education evaluation is a periodic evaluation. The timeliness is low and the feedback is slow, making it difficult to provide timely education improvement support for county-level governments, schools and other stakeholders[3]. With the development of modern educational monitoring technology and the deepening of the understanding of the law of educational development, the evaluation cycle is shortened and the normal development of evaluation is realized, so as to improve the timeliness and efficiency of educational evaluation. What is more important is through dynamic monitoring, early warning and diagnosis of the development and possible problems in the development of the evaluation objects, timely feedback to the education system and evaluation subjects, so as to serve for educational improvement and scientific decision-making. Educational development is not a static process, but a process of dynamic development. Education evaluation is not a static result judgment, but a continuous monitoring, early warning and prediction of the process and state of education development, and timely feedback to the education system, to continuously improve the quality of education, promote the dynamic process of education development, and shift the evaluation value from providing judgment to education improvement and scientific decision-making[4].

2.2. Theoretical Analysis of School Management by Educational Evaluation

School management is formed through different educational governance methods. However, there is still no widely recognized concept about educational governance. Some studies point out that modern education governance is a process in which the government adjusts the interested parties in education through various formal and informal institutional arrangements, and all the interested parties involved in the adjustment in this process handle educational affairs in an equal, cooperative and interactive manner. Education governance is based on solving the shortcomings and shortcomings of education management or traditional governance mode, and overcoming the effective allocation of resources is impossible by relying solely on market means or government intervention. The essence of education governance is about the rationality of the logic of education governance and the legitimacy of the power of education action, as well as the interests, power and relationship between the education system and other systems. Educational governance has three basic characteristics: first, educational governance is a continuous process; second, it emphasizes the cooperation of multiple subjects to solve the problem of educational development; third, educational governance needs a set of rules and procedures, or corresponding institutional arrangements, so as to achieve the goals and objectives of educational governance[5].

With the advancement of the contemporary democratization process, the education governance structure has changed from hierarchical system to network, the governance mechanism has changed

from unified to diversified, and the education governance system has also changed. The education governance system mainly refers to the national education policy system that can promote and guarantee the scientific development of education, and is a comprehensive, complete, open and innovative education system. Educational governance system includes three basic elements, among which "who to govern" is the problem of governance subject, the common educational governance subjects include government, school and society; "governance" is the content of governance, generally refers to coordinating the relationship between educational governance subjects and educational governance system and mechanism; "How to governance" is the process of governance structure system and governance, including governance basis, principle, procedure, process and result processing, providing an overall analysis framework for educational governance. Education governance system and governance ability are mainly manifested in the construction of education policy and system, including the institutionalization, standardization and legalization of public power operation, democratization of governance process, and equal consultation and common decision-making through the full adoption of grassroots learning and suggestions; integration of governance structure, mainly refers to the "trinity" of government, market and society in the education governance structure, with multiple governance subjects' mutual trust, overall coordination and collective action.

School management is inseparable from the support of system theory. System theory is a theory formed by taking the system as the research object. The system is an organic whole composed of the mutual restriction and mutual influence of the system structure and the system function. The system structure is the composition of each element of the system in the system, and the system function refers to the new function of the system whole that is different from each component. As an open system, education will develop with external environmental factors such as politics, economy, society, culture and the region where the school is located, and vary with the demands of the government, students, parents, society and other relevant interest groups. Educational evaluation is a subsystem of educational system, like any other system, has system general structure and function. Educational evaluation is to promote the comprehensive development of education and examine the educational system through the comprehensive analysis of the comprehensive and systematic educational development information obtained and the process control and result comparison to the educational goals. From the perspective of cybernetics, education evaluation consciously turns the education system into a closed-loop control system through the feedback link, so as to improve the control function of education and make the education system have the enthusiasm and ability to actively adapt to the needs of economic and social development.

3. Study Design and Study Process

3.1. Sample Selection

This survey mainly focused on higher vocational colleges in a province. From the level of students in higher vocational schools, a total of 2428 copies of student data were obtained to reflect the management of the school. Questionnaires were distributed and recovered through the questionnaire star.

3.2. Variable Selection

The attitude of students participating in the whole process of educational evaluation, the evaluation method of giving full play to students' potential, the elements of educational evaluation, the purpose achieved through evaluation, and the presentation form of evaluation results.

3.3. Analyzing Methods

Through questionnaire survey, grasp the data information of the impact of educational assessment on variables from different perspectives.

4. Data Results and Analysis for Discussion

4.1. Data Results

4.1.1. The Impact of Educational Assessment on Students' Comprehensive Development

① The attitude of the students' full participation in the educational assessment

The traditional teaching evaluation subject is single, and the evaluation results are mainly decided by teachers. The lack of elements for students to participate in the teaching process is not conducive to mobilizing students' enthusiasm for learning. Regarding the attitudes of students in full participation in the course evaluation, the student attitude survey results are shown in Figure 1.

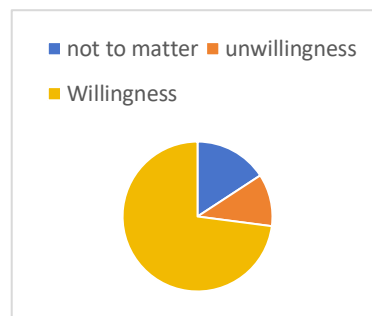


Figure 1: Attitudes of students' full participation in the educational assessment.

As can be seen from Figure 1, 1,771 people are willing to participate in the evaluation process, accounting for 72.94% of the survey number. Only 11.29% of students are unwilling to participate, and another 15.77% of students think it is indifferent. Visible, most students realize the importance of students to participate in education evaluation, this is to encourage students to actively participate in the important link in the education teaching process, can make the evaluation subject diversification, evaluation results information diversification, from different perspectives and different levels of each student, with a ruler to measure students.

② A way to evaluate students' potential

Traditional teaching evaluation puts too much emphasis on result evaluation, which is not conducive to stimulating students' ability and internal potential. The survey found that teachers have begun to use various forms of evaluation methods in the teaching process, and have also achieved some results. The evaluation method that students think can exert their potential is shown in Figure 2.

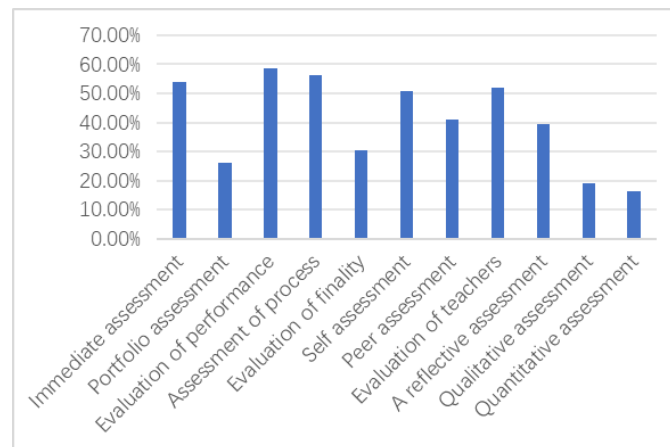


Figure 2: Assessment students' potential.

As can be seen from Figure 2, the students believe that the top three evaluation methods to exert their personal potential are performance evaluation, process evaluation and real-time evaluation, accounting for 58.65%, 56.26% and 53.75%, respectively. The analysis shows that process evaluation, real-time evaluation and performance evaluation are all accompanied by students' learning process, which helps to play students' potential. The evaluation of attaching importance to students' learning process is in line with the constructivism teaching concept, adheres to the knowledge construction process as the core, and emphasizes the diversity and personalization of teaching and learning methods.

③ Elements of concern for educational assessment

The talent training goal of higher vocational education determines that the evaluation content must pay attention to the overall development of students, and pay attention to the cultivation of students' professional skills and professional quality, rather than being limited to the evaluation of theoretical knowledge. Elements that the educational assessment should focus on, as shown in Figure Figure 3.

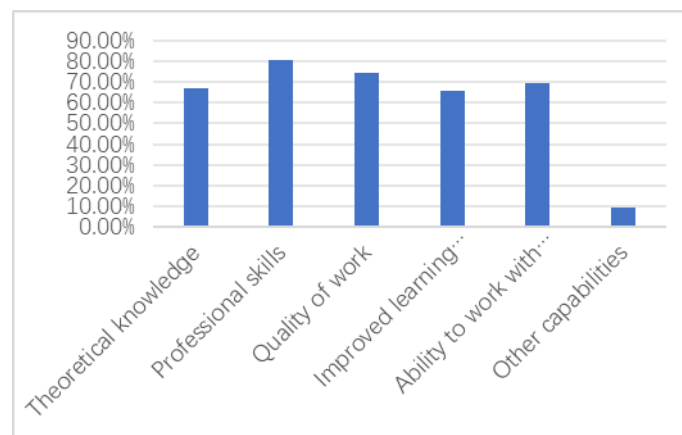


Figure 3: Elements of concern in the educational assessment.

As can be seen from Figure 3, students believe that the top three factors of educational assessment are professional skills, professional quality and human cooperation ability, accounting for 80.89%, 74.18% and 69.6%, respectively. The analysis shows that with the continuous deepening of vocational education reform, students pay more and more attention to the cultivation and training of professional ability, professional quality, learning ability and key ability, so as to lay a good foundation for students' high-quality employment and previous development.

④The goal achieved through educational evaluation

Traditional educational evaluation puts too much emphasis on the screening and selection function, faces the minority and ignores the majority, which is not conducive to the development of students. Through the implementation of developmental evaluation, the goal of "promoting the growth of students" as the evaluation provides a path to promote the overall development of students. The goal that the students want to achieve through the evaluation is shown in Figure 4.

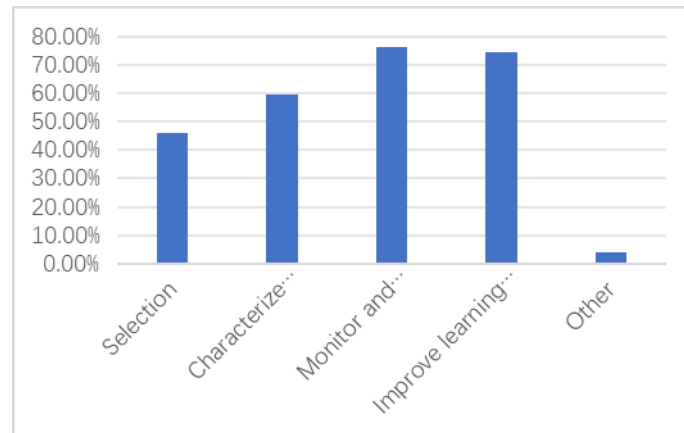


Figure 4: The goals achieved through educational evaluation.

As can be seen from Figure 4, 76.19% of students want to supervise and motivate themselves through evaluation, 74.75% hope to improve their learning ability through evaluation, 59.68% want to represent their ability through evaluation, and only 45.84% want to be selected through evaluation. The analysis shows that most students hope to supervise and motivate themselves through the evaluation, and improve their learning ability, which is also the purpose of developmental education evaluation, and can effectively promote the all-round development of students.

⑤The presentation form of the evaluation results

The presentation form of traditional education evaluation mainly focuses on scores, "focusing on scores over growth", which is not enough to reflect the real potential of every student, and is not suitable for the diversified characteristics of higher vocational students. Implement the developmental evaluation, integrate the evaluation process into the learning process, and realize that "everyone has an increment, everyone has a progress". The presentation form of the students' course evaluation results is shown in Figure Figure 5.

As can be seen from Figure 5, 79.65% of students want to pass the evaluation and obtain the corresponding completion certificate, 73.81% want to get the personal development trend chart, 55.31% of students want to keep the course works, and only 15.77% think a score.

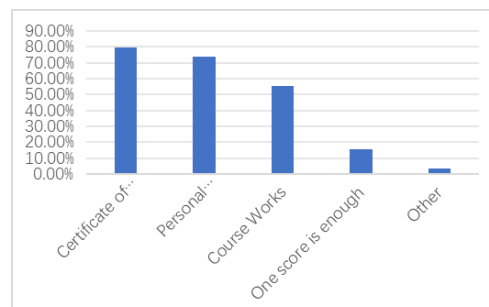


Figure 5: The presentation form of the evaluation results.

4.1.2. The Impact of Educational Assessment on School Management

School management evaluation index setting is in order to guide the school in the process of education evaluation based on education development, for the purpose of education innovation and development of the full implementation of quality education, with the help of traditional and advantages actively promote the development of education evaluation system, management evaluation index as the breakthrough point and the development of growth, form a unique, stable, the optimization of education development characteristics, guide and promote the development of school characteristics. School management is also reflected in the replicable and popularizable successful experiences and typical cases formed in the process of solving the key and difficult problems of education development in the process of promoting education evaluation, which has a reference effect and universal value for the promotion of education evaluation. The specific indicators are selected as shown in Table 1.

Table 1: Selection of school management evaluation indicators.

Level 1 indicators	Secondary indicators	Indicator nature	
		Necessary indicators	reference index
School mode	Innovate and enrich the school-running mode	√	
	Promote school development		√
	Encourage joint education		√
Collaborative education	Establish a collaborative education mechanism	√	
	Improve the student care mechanism	√	
	Provide personalized education services	√	
District city characteristics	Balanced development benefits of regional education benefits		√
	Develop a development experience that can be promoted		√

4.2. Analysis and Discussion

4.2.1. The Difference of Educational Evaluation on the Students' Comprehensive Development

Educational evaluation is very important to the difference in student's comprehensive development, each student has a unique personality, ability and learning style, so their difference needs to be

considered for evaluation. First, educational evaluation should focus on students' multiple intelligences. The multiple intelligence theory proposed by Howard Gardner holds that students can show different advantages in different fields of intelligence. By evaluating students' performance in various areas of intelligence, they can better understand their comprehensive development and develop corresponding educational strategies; second, the assessment should cover students' cognitive, emotional, social and physical development. The comprehensive development of students includes not only academic performance, but also their emotional management ability, social skills, physical health and other aspects, and the evaluation should consider these aspects to get a comprehensive understanding of students' development. In addition, educational assessments should be flexible and diverse. Different students may be adapted to different types of assessment methods. Some students may perform well on written examinations, while others may demonstrate their abilities through oral presentation or practical practice. Therefore, educational assessment should adopt diversified methods to accommodate student variation; finally, educational assessment should focus on individual differences rather than simply ranking or comparing. Each student has a unique potential and development path, and the evaluation should focus on their personal growth and progress to promote the comprehensive development of students by helping them discover their own strengths and overcome difficulties. Therefore, educational assessment is crucial to the differences of students' comprehensive development. By focusing attention to students' multiple intelligences, comprehensively considering their cognitive, emotional, social and physical development, adopting flexible and diversified assessment methods, and focusing on individual differences, so as to better promote the growth and development of students.

4.2.2. The Difference of Educational Assessment on School Management

School management needs to make decisions and formulate corresponding measures based on the results of educational evaluation. First, educational evaluation can provide the information of the school management about the overall situation of the school. By assessing the students' academic performance, teachers' teaching quality, and the status of the school facilities, the school management can understand the current overall level and existing problems of the school. These educational evaluation results can provide school management with decision making, help them develop, improve plans and optimize resource allocation. Second, educational assessment can help school management detect differences between different disciplines or classes. By evaluating the discipline performance, the effectiveness of teaching methods and other aspects, the school management can understand the performance differences of each discipline or class. They can then take targeted actions, such as providing additional support to weaker subjects or classes, or sharing better practical experiences to promote promotion in other subjects or classes. Third, educational assessments can also be used to measure the extent to which schools achieve their educational goals. Schools usually set a series of educational goals, such as improving students' comprehensive quality and cultivating innovation ability, etc. Educational evaluation can help school management understand the actual effectiveness of the school on these goals, whether it needs to adjust educational strategies or strengthen specific aspects of work. Fourth, educational evaluation can also be used to evaluate teachers' teaching quality and professional development needs. By evaluating teachers' teaching performance, students' satisfaction with teaching and other aspects, school management can understand teachers' advantages and space for improvement, and provide corresponding training and support.

4.2.3. The Difference of School Evaluation on Students' Comprehensive Development

Each student has their own unique abilities, interests, learning styles, and growth needs, so the school assessments should take these differences into account. First, school evaluation should focus on

students' multiple intelligences and comprehensive abilities. Students may show different advantages in different fields, such as language ability, mathematical logic ability, and interpersonal skills, which should cover multiple aspects to fully understand the comprehensive development of students and provide them with personalized support and guidance. Second, the school evaluation should include students' academic performance, subject knowledge mastery and learning skills, which is an important part of the evaluation and can reflect students' level and progress in academic aspects. However, assessments should not only focus on academic performance, but should also consider student development in other areas such as creativity, critical thinking, problem solving, etc. Third, the school assessment should cover students' social emotional intelligence and emotional development. Students' social skills, cooperation skills, and emotional management skills are crucial to their overall development and success, and the evaluation can understand students' performance in these aspects by observing their social interaction and participating in team activities. Fourth, the school evaluation should consider the students' interests and specialties. Students' interests and specialties are an important part of their personality development, and also a key factor to stimulate their motivation for learning and develop self-confidence. Assessment can include student performance in the arts, sports, technology, or other fields to understand their development in personal interests and specialties. Fifth, the school evaluation should be sustainable and comprehensive. The comprehensive development of students is a long-term process, and the evaluation should be conducted regularly and combined with different evaluation methods and tools, such as questionnaires, observation records, evaluation of project works, etc., to obtain more comprehensive and accurate information. Therefore, school assessment is crucial to the variability of students' comprehensive development. The evaluation should focus on students' multiple intelligences and comprehensive abilities, including academic performance, subject knowledge mastery, learning skills, social emotional intelligence, emotional development, and interests. The evaluation should be sustainable and comprehensive to provide personalized support and development opportunities for students.

5. Study Conclusions and Recommendations

5.1. Research Conclusion

① Too much emphasis on academic achievement is not conducive to stimulating the inner potential of students

Under the influence of traditional subject teaching evaluation, the purpose of educational evaluation is mainly to emphasize students' academic achievement, with the final evaluation of examination results as the main body, but it does not play an effective role in encouraging, promoting and regulating the cultivation of students' emotion, will, attitude and innovative personality.

② Emphasis knowledge and skills rather than comprehensive accomplishment is not conducive to students' all-round development

Higher vocational education has experienced a "heavy knowledge, light skills" to "skills, light knowledge" evolution, the current national advocate vocational education to "serve the comprehensive development of people and promote employment ability promotion", but the traditional higher vocational teaching evaluation content still heavy knowledge skills comprehensive accomplishment, especially for innovation ability, explore ability, cooperation ability evaluation.

③ The evaluation method emphasizes results over process, which is not conducive to students' personalized development

Examination enrollment system reform make higher vocational students structure diversified characteristics, students' entrance level difference is bigger, the traditional education evaluation of all students with a ruler, and too strengthen quantitative indicators, heavy results, light process, ignore

the consciousness, spirit and behavior, is not conducive to students' personalized development. Therefore, the education evaluation of higher vocational students should not simply use academic performance to judge the merits, should use more rulers to measure students, establish a correct view of talent, so that everyone can become, everyone can make full use of their talents, and strive to let everyone have the opportunity to excel in life.

5.2. Research Recommendations

5.2.1. The Evaluation Subjects are Diversified and Give Play to the Main Role of Students

The diversification of evaluation subjects means to break the traditional teaching evaluation subjects —— dominated by teachers, too much emphasis on the limitations of screening and selection function, comprehensive use of students' self-assessment, mutual evaluation, group evaluation and other forms, at the same time, pay attention to the evaluation of the industry, enterprises, to create a good workplace environment for students. The results of the survey show that students are willing to participate in the whole evaluation process of the course, and higher vocational education should give full play to the main role of students in the teaching and evaluation process, stimulate students' learning motivation and mobilize their learning enthusiasm.

In addition, the diversification of evaluation subjects can play the main role of students and make the evaluation more objective and comprehensive. Students are one of the important participants and beneficiaries of the educational assessment with a unique understanding and experience of their own learning and development. Therefore, including students in the evaluation process can promote their participation and reflection and improve the effectiveness of the evaluation. First, students can participate in the design of the assessment tools and methods. They can provide opinions and suggestions on the learning environment, teaching methods and evaluation methods, and by cooperating with the students, they can ensure that the assessment tools and methods are closer to the actual needs and experiences of the students, thus improving the accuracy and reliability of the assessment. Secondly, students can participate in both self-assessment and peer assessment. They can reflect on and evaluate their learning outcomes, learning processes, and learning strategies, while also giving valuable feedback to their peers. This participation can stimulate students' initiative and sense of responsibility for learning, and improve their self-awareness and self-regulation ability. Finally, students can participate in the interpretation and application of the assessment results. They can analyze and discuss the evaluation results, together with teachers and school management, explore improvement measures and develop individual learning plans. Through this participation, students can understand their own strengths and room for improvement, as well as experience their importance in school management decisions and personal development planning.

5.2.2. Diversified Evaluation Methods to Establish Students' Confidence

At present, most of the higher vocational colleges still not realize the integration of teaching evaluation and information technology, classroom attendance, class test, practice assessment still rely on paper assessment, not make full use of information means real-time evaluation in the process of teaching data, is not conducive to build "everyone can learn, everywhere can learn" learning society, higher vocational education should be under the background of information evaluation strategy, online evaluation and offline evaluation, quantitative and qualitative evaluation, process evaluation and result evaluation, combining the growth portfolio evaluation, performance evaluation, mixed evaluation, etc., establish students develop self-confidence.

Using diversified evaluation methods, we can more fully consider students' different talents, interests and learning style, so as to improve students' self-esteem and self-confidence. First, a diversity of assessments should include different types of tasks and items. In this way, students have

the opportunity to demonstrate their abilities and potential in various fields. For example, in addition to traditional written and oral examinations, practical project works, group cooperation, speeches and other forms of evaluation can be introduced to enable students to build confidence by demonstrating their skills and talents. Secondly, individualized assessment can facilitate students to discover and develop their own strengths. Each student has unique interests and talents, and customized assessments can focus on their areas of strength, encouraging them to achieve success in what they excel at. Such an evaluation method can enhance students' cognition of their own value, and thus improve their self-confidence and learning motivation. Finally, timely feedback and positive encouragement are also important factors to establish students' confidence. The evaluation should emphasize the recognition of the students' positive efforts and achievements, giving them specific, accurate, and constructive feedback. By clearly identifying the progress and advantages that students have made, it can help them build a positive self-image and motivate them to continue their efforts.

5.2.3. The Evaluation Content is Diversified to Serve the Students' all-round Development

Vocational education has experienced the "heavy knowledge, light skills" to the evolution of "skills, light knowledge", and eventually return to the essence of vocational education, namely "the all-round development of service people and promote employment ability promotion", the development, make the traditional teaching evaluation content light knowledge skills comprehensive accomplishment, professional quality, key ability assessment. On the basis of redefining the goal of education in the new era, higher vocational education should adhere to the integration of evaluation content, that is, equal attention to ability evaluation and quality evaluation, evaluation of comprehensive development and personality development, value-added evaluation and learning effect evaluation, so as to serve the all-round development of students. The diversified evaluation content should include a comprehensive investigation of subject knowledge, skills and application ability. In addition to the mastery of basic knowledge, students' problem solving ability, creativity, critical thinking and cooperation ability should also be evaluated. Such evaluation content can help students develop their comprehensive abilities, improve their comprehensive literacy, and prepare them for their future study and work. Furthermore, the assessment content needs to cover the students' emotional attitudes and values. Students' emotional attitude has an important influence on both learning and interpersonal communication. Therefore, by assessing students' self-awareness, emotional management, responsibility, respect and care for others, we help them to develop positive emotional attitudes and correct values and promote all-round development. At the same time, each student has a unique interest and potential. By evaluating students' performance in art, sports, science and technology, social services and other fields, we can discover and explore students' strengths, and provide corresponding support and development opportunities.

5.2.4. Diversified Evaluation Criteria to Promote the Individualized Development of Students

The source structure of students in vocational colleges is diversified, and the enrollment level of students varies greatly. The traditional teaching evaluation uses a ruler to evaluate all students, and emphasizes results over process, and there is no real-time monitoring of students' development and progress, which is not conducive to the personalized development of students. Higher vocational education should study the characteristics of students and formulate evaluation standards through mutual consultation. The evaluation standards vary from person to person, focusing on the progress and achievements of students, so as to achieve the brilliant life of each vocational student. First, the diversified assessment criteria should take into account the different learning styles and abilities of the students. Each student has his or her own unique learning style and ability tendency, so the evaluation criteria should be flexible to adapt to different learning styles and ability levels. Secondly,

personalized assessment criteria can pay better attention to students' interests and specialties. Each student has his or her own unique interests and specialties, and they can focus on their personal strengths through the evaluation criteria. For example, for a student gifted for music, specialized music evaluation criteria can be used to examine their musical performance ability, while for a student interested in science, their scientific research ability can be measured by experimental reports and scientific project evaluation criteria. In addition, diversified evaluation criteria should also focus on students' comprehensive literacy and social skills. In addition to academic performance, the evaluation criteria should also include the development of student character, leadership skills, teamwork and other aspects. Such evaluation criteria can promote students' overall development and develop their comprehensive literacy and social skills. Finally, the individualized evaluation criteria can stimulate students' self-directed learning and development motivation. Student motivation and responsibility can be enhanced by codeveloping learning objectives and assessment criteria and involve them in the assessment process. Students will more actively pursue personal goals, strive to improve their performance, and feel the growth and progress in the evaluation.

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