Research on the Construction of Student Ability Evaluation System Based on Computer Application

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Abstract. Cultivating the various abilities of college students is the focus of college education. The comprehensive evaluation of students’ abilities is also an important part of teaching design. This paper mainly describes the existing problems in the current student ability evaluation system, and it analyzes the construction and implementation of the student evaluation system.

Keywords: College Students, Ability, Evaluation System

1. Introduction
Under the contemporary social background, in order to establish teaching quality that meets the standards, we must improve the comprehensive quality of students. We must take employment as the orientation and service as the purpose to increase the employment rate of students. To achieve this, it is necessary to construct a student ability evaluation system, which is compatible with the development of industry, learning, and research as soon as possible. We must use an evaluation system to evaluate student abilities, and we should adjust professional settings and curriculum structure through evaluation. In this way, the teaching quality and running level of the school can be continuously improved [1].

2. Current student evaluation system and existing problems
Student evaluation is the core of school education evaluation, and its fundamental purpose is to promote the vivid, lively and active development of educational objects. Therefore, it is necessary to promote student development as the fundamental starting point and ultimate goal of evaluation. Student evaluation is not a simple identification, but a diagnosis, correction, guidance, and motivation through evaluation.

The current evaluation model restricts the transformation of teachers’ teaching concepts and teaching methods to a large extent, and also restricts the changes of students’ learning concepts and learning methods. The evaluation function is sometimes only used as the identification or proof of students’ graduation. This evaluation system and model have many problems emerged in the process of student training [2]. For example, evaluation only focuses on commonalities and ignores individual differences; focuses on summative evaluation, ignores process evaluation, and ignores feedback, improvement, and motivation; focuses on theoretical performance, ignores evaluations of ability, attitude, spirit, behavior and habits; focuses on teacher evaluation and ignores students' self-evaluation,
social evaluation, etc. In short, the current evaluation system of schools has problems such as unclear evaluation purpose, one-sided evaluation content, single evaluation method, deviation of evaluation center, and passive evaluation subject. In order to improve the comprehensive quality of students in secondary vocational schools, it is necessary to give full play to the diagnostic, guiding and guiding functions of student evaluation, reconstruct the student evaluation system, and let students develop and improve comprehensively under the guidance of the ability-based evaluation system.

3. Construction and implementation of student evaluation system based on student ability

The Ministry of Education's "Opinions on Comprehensively Promoting Quality Education and Deepening Secondary Vocational Education and Teaching Reform" stated that students should have a scientific world outlook, outlook on life, patriotism, collectivism, and socialist ideas, as well as good professional ethics and codes of conduct; have basic scientific and cultural literacy, master the necessary cultural basic knowledge, professional knowledge and relatively proficient vocational skills, have the ability to continue learning and the ability to adapt to career changes; have the spirit of innovation and practical ability, entrepreneurial ability; have a healthy body and Psychology; has the basic ability to appreciate and create beauty [3]. Only by reconstructing the ability-based student evaluation system and actively implementing it, can the school cultivate secondary vocational students who meet the social requirements and improve their employability and competitiveness.

3.1. Reform the evaluation model and build a student evaluation system centered on ability

1) The evaluation subject is diversified and interactive. The traditional evaluation method is mainly based on teacher evaluation. Students are evaluated through examination or appraisal, and the evaluation objects are in a passive position. In order to make the evaluation comprehensive, we strive to diversify the evaluation subject, have a diverse composition of the evaluation subject, and participate interactively. Schools must establish a new evaluation system. The evaluation of students includes teacher evaluation, teaching management staff evaluation, industry company evaluation, social evaluation, student self-evaluation, and classmate evaluation [4]. Only this evaluation can promote the healthy growth of students (see Figure 1).

![Figure 1. Student evaluation system](image-url)

Teacher evaluation mainly focuses on the evaluation of students' academic performance; teaching management personnel (students, class teachers, etc.) mainly evaluates students' ideological and moral qualities; social evaluation focuses on students' participation in social practice activities, public welfare activities, volunteer service activities, etc. Evaluation is mainly based on evaluation by
classmates; student self-evaluation should also be included in the evaluation of students; the evaluation of industry enterprises is based on the evaluation of students’ internship performance by intern units and instructors. Table 1 is the evaluation index system of college students' ability [5].

**Table 1.** Evaluation index system of college students' ability

| Target layer | Criterion layer | Index layer |
|--------------|-----------------|-------------|
| Ability U    | Knowledge goal U1 | Professional knowledge U11 |
|              |                  | English level U12 |
|              |                  | Computer level U13 |
|              |                  | Comprehensive knowledge U14 |
|              | Ability target U2 | Learning Ability U21 |
|              |                  | Expression ability U22 |
|              |                  | Innovation Ability U23 |
|              |                  | Teamwork Ability U24 |
|              | Literacy goal U3  | Practical application ability U25 |
|              |                  | Ideological and Moral U31 |
|              |                  | Mental quality U32 |
|              |                  | Responsibility U33 |
|              |                  | Professionalism U34 |
|              |                  | Professional Ethics U35 |

2) The content of the evaluation should be based on the principle of adapting to the needs of the market and industry and enterprise positions. The content of the evaluation should be further expanded on the existing basis, and the focus of the evaluation content should not be placed on the academic performance of the evaluation object. The author believes that all content that affects the formation and development of the overall quality of students should be used as evaluation content, such as cultural basic knowledge, professional basic knowledge, professional operation skills, computer application skills, professional qualification certificates, interpersonal communication skills, ability to participate in social activities, and physical and mental skills. Health, etc. In short, we should pay more attention to students' vocational skills, professional quality, job skills development and improvement, physical and mental health, etc. while paying attention to their achievements, so as to achieve the purpose of helping students to develop comprehensively and sustainably.

3) Improve the evaluation index system. Develop a highly operable evaluation index system, and the evaluation index system should be organically connected with the talent training model and teaching plan[6]. The teaching plan is the guidance for the establishment of the evaluation index system. The evaluation index system is the concrete embodiment of the talent training model and the implementation of the teaching plan. The two complement each other to form a system. In actual work, our school reconstructed the curriculum system on the basis of determining the talent training model, formulated a teaching plan, strengthened the quality expansion module in each professional curriculum system, and increased the quality improvement content; developed evaluation indicators based on the curriculum system and teaching plan system. First determine the four first-level indicators of basic knowledge, professional skills, professional quality, and professional development ability, and then determine the basic knowledge (cultural knowledge, professional knowledge) mastery, computer application ability, basic English ability, professional qualification certificate, teamwork ability, Interpersonal communication ability, applied writing ability, learning ability, organization and management ability, career planning ability, adaptability (psychological quality), will quality, innovation ability, development ability, social activity ability and many other secondary indicators, each indicator There should be a distinction between the importance of the relationship. It is necessary to clearly recognize that professional ability is the key. The necessary theoretical knowledge is the most basic requirement for graduation from secondary vocational school [7]. Mastering the necessary professional theories and skills is a prerequisite for students to enter a career. A certain cultural
foundation is to cultivate solid professional knowledge. The foundation of skills is also an important foundation for lifelong learning and development of students.

3.2. Construct an evaluation mechanism that promotes teaching management through evaluation and promotes student growth through evaluation

Improve the evaluation index system, give play to the feedback, diagnosis, guidance, and guidance functions of evaluation, and encourage students to create conditions for self-evaluation through evaluation, continuously improve themselves, improve themselves, and promote their comprehensive quality. At the same time, the evaluation can also promote the continuous optimization of the talent training model, make the teaching plan more perfect, the teaching content more targeted, and the teaching management more efficient, forming a benign evaluation mechanism that promotes learning, teaching, and management through evaluation [8].

3.3. Combining summative evaluation and process evaluation

The purpose of evaluation is not to judge students' pros and cons, but to focus on the development process and state of students. Therefore, there are shortcomings in either summative evaluation or process evaluation. Summative evaluation is an effective way to test the degree of students' comprehensive ability development, and it is also one of the important indicators reflecting the teaching effect and teaching quality. Formative evaluation is a developmental evaluation based on continuous observation, recording, and reflection on the entire learning process of students. Its purpose is to motivate students to learn, help students effectively control the learning process, and enable students to gain a sense of accomplishment, enhance self-confidence, and cultivate The spirit of cooperation; formative evaluation makes students change from passive acceptance of evaluation to evaluation subject and active participant. The implementation process of the evaluation system should be a process of dynamic tracking, feedback, adjustment, and development of students, as well as a dynamic change process of students' independent development. The significance of evaluation lies not in the development results, but in the process of evaluation. Therefore, in order to make the evaluation comprehensive and accurate, the summative evaluation must be organically combined with the process evaluation, so that a relatively objective and comprehensive evaluation can be formed, thereby ensuring the reliability and validity of the evaluation results, mobilizing students' enthusiasm, and realizing the integration of evaluation and teaching. Integration, serving to promote the better development of students [9,10].

3.4. Establish rules and regulations to provide guarantee for the construction and implementation of student evaluation system

Establish a leading group of student evaluation work with the participation of main leaders to organize and lead student evaluation; establish a multiple evaluation mechanism with schools as the mainstay and industry enterprises, establish a complete evaluation system, formulate evaluation standards suitable for student development, and self-produce comprehensive and comprehensive content. The highly operable evaluation scale forms a complete evaluation system to ensure the smooth implementation of the evaluation system and achieve results.

4. Conclusion

Through the evaluation system, we can effectively understand the school’s teaching quality and students' learning conditions, This can encourage schools to discover the shortcomings and deficiencies of teaching more accurately, in this way, we can make targeted improvements. Therefore, constructing the evaluation system has great significance for the development of college education.

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