

The Diversity Evaluation Model of the College Entrance Exam and the Implement Countermeasures about Hunan in New Curriculum Based on Secondary School Education Reform

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Abstract

The institution of the college entrance exam has been suffered criticisms and it partly reflects its disadvantages. It's a desiderate problem that thinking about how to develop the institution which needs to be solved quickly by the administrator. The primary topic of this research is that analyze the fundamental theory of the diversity evaluation model and some successful experience happened in foreign countries. In addition, the research analyzes the structure model of the college entrance exam in Hunan. Finally, it also puts forward the solution of these problems. Thus, it can support the basic theory and method for reforming the college entrance exam of Hunan.

Keywords: Background of New Curriculums, the Evaluation Model of the College Entrance exam in Hunan, Structure, Solutions

Since the college entrance exam rebuild for 30 years, it puts out some new reformation measures incessantly. The measures vary from adjusting the subjects of exam to making up the exam desperately by each province, from institution of recommending more students for admission to colleges to independent recruitment by colleges and universities themselves, from recruitment from Internet to opening situations, etc. The structure of institution has developed more perfect and the amount of recruitment gets stronger and stronger day by day. At the same time, the criticism of it increases every day. People's criticism changes from that it leads to the upsurge of pursuing the rate of getting in to college to it was the chief culprit of exam-oriented education. Even some NPE members propose to cancel the college entrance exam and so on. It has always been suffered variety discussions. But in some way, it reflects the limits of our institution. It is a problem that should be solved rapidly. Taking Hunan as example, since the measures of reforming new curriculums in 2007, it has been the leaper and supporter and supporter and made a sense for our country's valance of profits. Thus as other provinces, teachers, parents and each education administrative institution has suspicious for the reform measures. And if once the reform can't match the idea of the

curriculum. Then it can't get the approvals by the society. This research analyses the theory and successful examples of foreign countries. After that, it puts forward the solutions. Thus it supports the reform in our country.

1. Basic theory and successful experience of western country

1.1 Basic theory---intelligent and diversity theory

Intelligent and diversity theory contributes to build the correct evaluation outlook; therefore it is convenient for us to reform deeper. And it present the doubt of the traditional level testing students marks. What's more, it regards the traditional as the reason that the lack of manipulative ability, creative ability, application ability and savvy comprehensive ability of students. So the consequence of traditional test tremendous bounding and one-sided. This theory approves that human intelligence is not only made up with the single ability, but also made up with the mutual and variety abilities. So the test level and evaluation method can't be single and should be corresponding to it. Diversity intelligent theory was found by Howard Gardner who was devoted himself to the development of psychology in Harvard at 1983. He found the people who suffered head attack expressed worse than others on study ability. According to these different characteristic, he put forward more diversity and intelligent theory .He regarded that intelligence is an index to measure ability to solve problems. Based on this definition, he pointed out at the Frames of mind, Gardner that there were nine categories in human intelligence. (1) Verbal/Linguistic ; (2) Visual/Spatial ; (3) Logical/Mathematical ; (4) Bodily/Kinesthetic ; (5) Inter-personal/Social ; (6) Musical/Rhythmic ; (7) Existential Intelligence ; (8) Naturalist ; (9) Intra-personal/Introspective. Gardner thought" Every different person has his independent and specific intelligence. This intelligence can't own when he was born. They can be cultivated and proved. But they may be ignored or weakened", " Evaluation play an important part in education no matter what schools they are, it is an important method to balance weather the education system works well. So the education evaluation which is based on the traditional test should be reformed. "We must initiate the diversity model method including sight and space, limbs and motion, music, relationship, introspection, Chinese, math and logic and the observation of nature. During the diversity intelligence international seminar at 2010 in Beijing, the presenters put forward that we must learn the diversity intelligence from the philosophy perspective and change the concept of education. We must practice the intelligence theory from both variety and individuation. We must understand the suggestions of the intelligence test correctly. Based on the diversity intelligence theory, our country will have 4 trends about reforming in college entrance exam. Firstly, change the idea of college entrance exam. Secondly, highlight the individuation recruitment. Thirdly, carry out the comprehensive evaluation. Fourthly, build the multistage and more intelligent recruitment institution. Besides, there are many literatures about the diversity intelligence theory. For example, the research based on the diversity intelligence theory to explore the principle of new curriculum teaching analyses that the relationship between the reform and diversity intelligence theory. And its exploration is based on the teaching principle. In a word, since the theory was born, it has general approves from different parts of society. And it is measured by the practice of education evaluation. The diversity intelligence theory can support our country's exam reform. It requires our reform must break the traditional test model which is tested by paper mainly. Back to realistic, we must design variety test evaluation method according to the variety intelligence and the way they express themselves.

1.2 Successful experience in Western countries

Looking up the relative researches in foreign countries, our team found that there are many successful experiences which we can learn. And there are 4 concreteness parts about it. (1) Integrate the level exams and the enrolment qualification, such as SAT and ACT in the USA. (2) Combine diversity evaluation and variety recruitment together, There are 4 types of diversity evaluation: Firstly, colleges depend on integrate level exams when recruiting. Secondly, students should take part in the integrate level exam to enter the college. For example, it takes one fourth parts when schools decided to recruit in USA, Thirdly, increase more optional curriculums for students to choose, such as SAT2 in USA, The last is that take the normal performance of a student's daily life in to consideration. For example the rank of study, optional classes or the recommendation from the teachers and the headmasters, as same as the diversity evaluation, recruitment should be variety. Such as colleges in USA, They admit the middle school graduator, so do the adults who graduated many years ago. (3) Combine opening to everyone and competitiveness enrolment together. Normal schools could use opening enrolment to students. And the better colleges could use competitiveness enrolment such as the community colleges in USA. (4) Examinees and the colleges could make evaluations and bidirectional choices on their own by each other. Colleges can decide the reference materials that students need based on their own requirement in evaluation. So do the proportion that the exam results and materials take. Meanwhile, examinees could register many colleges for examination to enter it. When a student is enrolled by different colleges, he can decide which one to go on his own. Besides, many countries pay attention to the influence of the exam and recruitment institution. These intermediary agents work on it for many years. And they guarantee the fair, justice and publicity in recruitment.

There is no doubt that these successful experience worth to be learned. But we must pay attention to the institution embedding and culture dependence of the exam institution. We must learn the situations in our country or in our province clearly, and build the college entrance exam model that matches our own features.

2 Structure the college entrance exam model in Hunan under the background of new curriculum

2.1 The practical exploration in diversity evaluation about college entrance exam reform in our country

"Choose the best" is our society goal. Autonomous recruitment didn't achieve the goal that contributes to quality education and cultivating creative talents. Meanwhile it brings new unfairness, such as discrimination and unfair planed quotas in examination districts. Due to the lack of the limitations of examination laws and institution of society supervision, there are many frauds and corruptions in the college entrance exam and so on. It is required to release or solve these problems that each province should adjust to the direction of college entrance exam reform and turn the single evaluation to diversity evaluation. Diversity evaluation means that we should use variety form to test or evaluate students' qualities in college entrance exam. And use the variety indexes when recruiting. There are many practical explorations in our country about the diversity evaluation in college entrance exam, such as the subjects, details, method and recruitment about the reform. (1) Reform the exam subjects. Liberal art students had Chinese, math, history, geography and politics while science students had Chinese, math, biology, chemistry and physics when examining from 1977 to 1999. The education ministration put forward the ideas about reforming institution of college

recruitment deeper in 1999. And it changed the traditional subjects to 3+X settled subjects which was the biggest reform in settling subjects. (2)Reform the exam details. It is the importance in reforming the details that how to make the separated proposition by each province more normative. Separated proposition makes it more rational that matches the practical teaching. Meanwhile it also makes the reform more colorful. (3)Reform the exam manners. There are 3 parts in reforming exam manners. They are middle school unified examination institution, the number of times of exam and the long-distance college entrance exam. There are many problems in implementing middle school unified examination institution. At present its place is taken by course level test step by step. And the number of times of exams increases instantly. Now the long-distance college entrance exam reform is the most nuclear part. It is based on integrate recruitment when exploring how to extend and unify the sovereignty of college recruitment. As the college education being popular, the reform about college recruitment is getting deeper. There are some spots that practice to recruit by themselves. Variety college recruitment is getting more and more perfect. And diversity evaluation model begins to replace the highly centralize single evaluation model.

2.2 Hunan college entrance examination multivariate evaluation model

At present, China's mainland basically has the following several kind entrance program^[10]: (1) to Beijing, Hunan, as the representative of "3 + X" Case; (2) in Shandong province and Zhejiang province represented by the "3 + X + 1" Case; (3) To Shanghai as the representative of the "3 + 1" program; (4) in Jiangsu province represented by the "3 + academic proficiency test + comprehensive quality assessment" Case; (5) in Shanxi Province and Guangdong province as a representative of "3 + integrated" Case. Through the comparative analysis of these solutions, our research group is put forward Hunan college entrance examination diversified evaluation model as follows.

2.2.1 Pay attention to the further diversification of exam content, and in the exam course setting give the students some options.

Adhere to the subjects of "3" (Chinese, math, foreign language) on the basis position, while the selected test's content and proportion should increase correspondingly. However, the increase of content must meet the requirements of reflect examinee's multiple intelligences, in order to fully assess exam. For this point, Hunan can also combine with itself Characteristics, refer to the practice of some fraternal provinces, such as Guangxi and Shandong provinces, test paper added 30% choose exam content; Hainan and Ningxia provinces, the college entrance examination papers added about 15% of the selected test content. Obviously, this approach is conducive to the attention of the elective courses, is conducive to the cultivation of students' overall intelligence, and also conducive to the selection of university students. At the same time, the subjects settings must also consider the setting situation in the province, demand characteristics of talents and personality development requirements of students, and give students a certain options to choose subject, so that it can suit the students' intelligent structure and future development needs. This also can refer to the practice of some brother provinces, such as Zhejiang province, divide liberal and arts exam into three categories, in the first kind of optional modules, examinee from "language, mathematics, foreign language, politics, history, geography, physics, chemistry, biology", nine subjects eighteen test questions choose six topics and then have the exam answer; Academic proficiency test in Jiangsu province electives, students can completely choice subjects based on their personality traits and hobbies.

2.2.2 Further build perfect evaluation content, comprehensive quality evaluation price and the evaluation results are presented in the form of a diversified evaluation system

In the evaluation of exam content, on the one hand, ordinary high school must combine academic level test with college entrance examination system comprehensively, thereby guide the student to intelligent comprehensive development, avoid the phenomenon of students' dine, also avoid the area test difference too big cause the university entrance exam is not fair. On the other hand, also must pay attention to evaluate the students' comprehensive quality. In a comprehensive quality evaluation, Hunan province can according to their own economy development characteristics and characteristics of regional education to reflect in a specific evaluation scheme, but the body content must be consistent, which should include in an all-round way citizen moral accomplishment, practice and innovation, learning attitude and ability, communication and cooperation, esthetic and performance, sports and health and so on six aspects. In evaluation results show form, Hunan should not only consider traditional fraction form type, but also need consider level forms and present comprehensive quality evaluation materials and other forms of examinees intelligent level.

2.2.3 Actively promote the autonomy level university enrollment levels, sub-categories set admission criteria and methods to develop admission

Nowadays, Hunan province has Central South University , Hunan university, and other 985, 211 university, also in Hunan Normal University, Xiangtan University, 211 universities, there are Nanhua University, Changsha University of Science and other general one, and Hengyang Normal University, Hunan Institute of Engineering and other two , university level is clear. Therefore, on the basis of relevant national policies, Hunan college entrance examination reform must also pay attention to the following aspects: First, continue to promote the Central South University, Hunan University, 985,211 high-lever University's independent recruitment. But it must be noted that, on the premise that give priority to scores, colleges and universities that have the right to self-enrollment can according to their own goals and professional characteristics of nurturing ,autonomic regulate their academic standards required test scores and overall quality of evaluation forms, autonomic select some good examinee who suitable for the school's advantage . Second, according to Hunan University itself has the characteristics of different levels, different types of requirements; we can formulate admission to layer, classification method and set up the university entrance article. This can also refer to the practice of fraternal provinces, such as Guangdong Province, colleges and universities according to educational level, to establish a hierarchical classification of admission mode. Third, continue to standardize parallel voluntary admission work, into one step for students to create multiple evaluation system, build a just, fair and open recruitment platform. On the premise of points before and the principle of voluntary, enrolled candidates in advance can fill three parallel Willing, for each batch of college applicants specialist candidates can fill five parallel volunteer, giving candidates with greater choice. At the same time, it can also be with reference to foreign practices, while allowing multiple school admissions at the same time, allowing the examinee and the school makes two-way choice. In this way, both can provide students with more opportunities to choose, can also be a modest increase competition between universities, thus facilitating the selection of personnel and training of personnel.

3. Hunan college entrance examination multivariate evaluation model under the background of new curriculum implementation countermeasures

3.1 Changing exam concept, highlighting personalized selection, establishment of a multi-level, the three-dimensional multi-level system of recruiting

College entrance examination reform should first change the test concept, will pay attention to in the pastiest “response capacity” into “pay attention to solve practical problems and innovation ability”. During the college entrance examination proposition, the thesis on the one hand should slam the door overemphasis on the practice of test students' mechanical memorization skills, turn in “Fully reflects the times, basic and optional, reflecting the technological, social council, and other aspects of life, reflecting the students' knowledge and skills, processes and methods, emotions and attitudes and other aspects of requirements”. On the other hand should also properly handle the basic knowledge and basic skills, core subjects and the actual ability's proportion, see comprehensive ability in scientific testing candidates as the purpose, and set test for freshmen of all types and all levels as purpose to improve the quality of personnel selection.

Reasonable college admission college entrance examination system should enable students to develop personalized and further emphasis on basic education, thus guiding the development of the human personality. But at present, China's current college entrance examination system is due to the unreasonable design; do not pay attention to the candidate's entrance competition personalization features, so no good for human personality development. Therefore, we must reform the examination papers design, must require full attention to candidates' choose to expand space, thus contributing to overall development of students full of personality.

“One test set for life “because it is unable to adapt to the requirements of personnel selection exam, college entrance examination system reform is bound with the stage of history, replaced by a multi-species, multi-level mechanism for combining college admission, this “classification test”.

3.2 Unified culture test and the implement multiple evaluation, adhere to the combination of autonomous enrolment for college admissions and diverse, introduce intermediary organizations, earnestly to do a good job of the college entrance examination reform

With reference to foreign practices, our college entrance examination reform is still required to take unified culture. On the one hand, unified culture need to establish a unified exam of the high school level exam system as a basic qualification for admission to the college. On the other hand, a unified college entrance examination is given priority to, supplemented by other test. This kind of practice can guarantee the students' basic cultural quality and university entrance exam evaluation's fairness and justice. Implement multiple evaluation, the purpose is to change the “separation” phenomenon, at the same time, also can consult some successful practices in foreign countries, actively explore the “high school level test basis and students' comprehensive quality evaluation, personality, some high school principal, professor recommended”, all kinds of colleges and universities independent assessment factors such as the combination of multiple evaluation system of talents, explore the combination of autonomous enrolment for college admissions and diverse stereoscopic admissions. According to “national medium and long-term program for education reform and development of explore the way of some subjects many times a year exam, explore ways to establish social test requirement”, can be reference to the practice of western countries the introduction of intermediary organizations. The introduction of intermediary agencies have been shown to promote the diversification of evaluation of the college entrance examination

reform, however, the reform of college entrance examination has the typical characteristics of path dependence ^[14]. Therefore, when we adopt this method, we need to make a small scale experiment, adopt successful experience and then gradually to implement.

3.3 Good practice from the macro reform strategy

Since the Reform and Opening, the test strategy decision makers, the theoretical researchers and practical workers to conform to the test at home and abroad to the development of the situation changes, adhere to the college entrance examination enrollment system of theory and practice of innovation, strive to promote the college entrance examination fairness and social harmony. But many problems still exist. FENG YONGJUN used an empirical study of teachers, students, and parents in graduating class in RUNAN province, think that the college entrance examination system in China is a complex social interests of each layer, must raise different stakeholders degree of recognition Entrance Examination Reform. Therefore, relevant departments should coordinate the relationship between teachers, students and parents in the process of organization, implementation, evaluation, must properly handle pairs of contradictions of internal and external :① the contradictions of fair and enhance the effectiveness ; ②the contradictions of examine the knowledge and evaluation capacity; ③the contradictions of outstanding stability and continuous change . He thinks, ^[15] the overall strategy of the college entrance examination reform should be to reveal the college entrance examination on behalf of the country and the people's will, make the common interests of the main body, to push forward the reform of college entrance examination chase in the steady advance in the positive enterprising, can play the best benefit in plural “complementary”, eventually establish a nationwide examination supplemented autonomous enrolment, ability test supplemented knowledge test, multiple evaluation as the main profile measurement is complementary, categories of recruit students give priority to hierarchical develop new auxiliary examination enrollment system. To really faster and better the existing entrance examination system, we should establish a scientific diverse evaluation model and national plays an important role start from the macro reform strategy practice.

In short, Hunan college entrance examination reform program must fully reflect the "national long-term education reform and development plan" in the spirit of reform on the college entrance examination, must pay attention to build classification test, the comprehensive evaluation and the combination of multiple admissions examination recruitment system, and thus can do help to select good talents for the development of China's socialist , contribute to China become world powers as soon as possible.

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