

# Enhancement, Burden Alleviation, Flexibility and Innovation: Some Thoughts on the Preparation of Lower Grades' Chinese Examination Papers in Primary Schools

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## 1. Introduction

In the current educational status, the examination is a feasible and fair evaluation method, which can not only test teachers' teaching result and students' learning status, but serve as the baton to lead the teaching's developing direction. But no matter what kind of examination methods are carried out, written assessment is one of the indispensable and important forms. Although we do not advocate its "life-determining nature", we can not deny that an examination paper can still give a more objective assessment to a student's learning level in a relatively complete learning phase. Therefore, the preparation level and the impact of the examination paper can not be ignored. A set of high-level Chinese examination paper not only needs to fully reflect the teaching requirements of the syllabus to examine the teachers' teaching effectiveness, but the paper-making teachers' comprehensive quality on Chinese and the depth of understanding of the knowledge. Therefore, studying deeply on the preparation of the Chinese examination questions is necessary for the function of diagnosis and development of the examination evaluation.

## 2. Problems in the Preparation of the Chinese Examination Papers for the Lower Grades of the Traditional Primary Schools

After analyzing the current Chinese examination papers for the lower grades of the primary school, we will find that most of them have the following problems:

1) Follow the traditional question types, and lack innovation and changes in form.

2) Invalidity in questions, and large amount of writing, which occupies much of the test time.

3) Not clear description of questions which are easy to mislead students.

## 3. How to Reform and Innovate the Chinese Examination Papers for the Lower Grades of the Primary Schools

Chinese Course Standard states, "The evaluation purpose of Chinese courses is not only to examine students' attainment of learning objectives, but to test and improve students' learning of Chinese and teachers' teaching, improve the course design and perfect the teaching process to effectively promote students' development."

Therefore, in the preparation of Chinese examination papers of primary schools, in addition to considering the students' mastery of knowledge, the paper-making teachers also need to consciously consider about: whether this topic can test out the student's blind spots of knowledge, and how they could guide teachers to improve the teaching of this knowledge point. So that it could promote the teachers' teaching level from the macro perspective, and also improve the students' learning ability from the micro perspective. This is the connotation and significance carried by a qualified Chinese examination paper of the primary school.

### 3.1 Closely Connected to Teaching Materials with Appropriate Promotion

"Chinese literacy" is the core quality of students' learning, which lays a solid foundation for learning other knowledge, and is also a prerequisite for students' all-

round development and ability cultivation. The Chinese examination papers of lower grades of primary schools should strive to reflect the foundation, i.e., fundamental and all-round examination of knowledge, skills and attitude. When preparing the Chinese examination papers of the primary school, it should be based on its Chinese teaching materials, in accordance with the requirements of the curriculum standards, fully reflect the concept of the new curriculum reform, focus on the examination of basic knowledge and skills, and highlight the inspiration, diagnosis, process and expansibility of the papers' evaluation.

The lower grades of the primary school are the period for students to lay foundations, while its key teaching point is the learning and mastery of words. The reform and innovation for the Chinese examination papers of the lower grades of the primary school, must closely follow the teaching materials, fully reflect its key points of literacy and writing, properly penetrate the examination of the principles of making words, and examine the students' understanding and application of words. Based on textbooks and curriculum standards, it should focus on testing students' basic knowledge, reading and writing abilities of Chinese.

Take the reading questions as an example, the text selection of the lower-grade textbooks of primary schools are mostly fairy tales and stories, and as the extra-curricular reading volume of the primary school students is not large, reading materials are mostly story-based, so the reading contextual materials should be based on stories rather than explanatory articles that are too difficult to understand. The selected texts should be appropriately interesting to reflect the childlike innocence and taste. While the examination of the reading questions can be designed as the understanding and application of such basic knowledge as words, as well as the appropriate examination of the students' extracurricular accumulation and presentation skills. It will not break away from the teaching materials, reflecting the combination of teaching and examination, and also well examine the students' core literacy and language skills of Chinese.

### 3.2 Avoid Cumbersome to Reduce the Burden

Take the test questions of the first grade as example, we should give full consideration to the fact that the first-grade children learn shortly to write, and the writing speed is far less than that of the senior students. Therefore, in propositional forms, we should try our best to use "match the sentences", sort, True or False, multiple choice and other questioning methods that will take up less time in writing. While the answers to subjective questions should not be too long, trying to avoid lengthy, ineffective answer transcription and the particularly long ones can be

replaced by multiple-choice questions.

The purpose of doing so is to protect the learning enthusiasm of the lower-grade students, give consideration to their writing characteristics, stimulate their desire and interest of learning, help them better adapt to the primary school life, and successfully complete the transition from kindergarten to primary school. This will enable students to experience the joy and success in the exam, enhance their self-confidence, and form the emotional and attitude experience of "enjoying learning, enjoy exams".

### 3.3 Various Types of Questions with Flexibility and Innovation

The traditional types of examination questions are mainly fill-ins, choices and essay questions, which are relatively simple, and take up much time of writing, resulting in students' thinking time to be reduced, which is not conducive to the students' answering questions. In addition to the traditional fill-ins, choices and essay questions in Chinese examination papers of lower grades of primary school, it can also combine the features of the studying phases to set true or false questions, matching, diagram completion and open-type essay questions, etc.

This will not only increase the interest of learning of Chinese, improve students' interest, but arouse the resonance of students' learning so that children will no longer be afraid of examinations.

Although the reform and innovation of the lower-grade Chinese examination papers in primary schools still have a very long way to go, we will continue to "search the course from all aspects", taking the teaching materials as the cornerstone, the curriculum standard as the guide and students' development as the orientation to jointly write the new chapter of preparation reform of the primary school's Chinese examination papers!

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