

Research on the Content Validity of the High School Achievement Test Based on the English Curriculum Standards

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Abstract

General Senior High School Curriculum Standards: English(2007 Edition, Revised in 2020)is the reference standard guiding all levels of education in China. For High School Academic Achievement Test, it is imperative to develop testing tools based on the English curriculum standards for senior high school . The study uses the High School Academic Achievement Test as the research object, analyzes the consistency between the test content and the English curriculum standards for senior high school , and provides some advice for the application of the curriculum standards in the high school academic achievement test.

Keywords

English curriculum standards for senior high school; High School Achievement Test; The Content Validity.

1. Introduction

In 2001, my country officially launched a new round of basic education curriculum reform. An important measure of this reform is to formulate curriculum standards for various disciplines. The Ministry of Education has issued experimental drafts of compulsory education curriculum standards for 18 disciplines (the curriculum standards for subjects such as English cover compulsory education and ordinary high schools). After more than ten curriculum reforms, curriculum standards have become a well-known concept in basic education circles. (Cheng Xiaotang, 2018) [1] The effect of the reform is obvious to all, "my country's high school English teaching has undergone a tremendous change in the past ten years. The students' listening, speaking, reading and writing skills have greatly improved compared to ten years ago in the high school. Progress has initially reversed the phenomenon of deaf-mute English criticized in the past.(Sang Zilin, 2013) [2] The formulation and implementation of curriculum standards have greatly promoted the reform of basic education curriculum, and also attracted widespread attention from domestic education scholars to curriculum standards. This study will combine research related to curriculum standards, expected to help the follow-up advancement and application of English curriculum standards for senior high school.

2. Brief Review of Language Examination Research Based on Curriculum Standards

2.1. Current Situation of English Curriculum Standards for Senior High School

As a foreign language education policy text, English curriculum standards for senior high school plays a vital role in guiding high school English teaching. Any policy is formulated to ensure the consistent application and implementation of authoritative standards and values among different groups, and to establish mutual trust (Rizvi, Lingard, 2010) [3] The foreign language education policy is no exception. Policy research can explore the nature of policies and existing problems, find feasible alternatives, and predict the effects of implementation of alternatives.

(Goertz, 2006) [4] Education policy can be either material or symbolic; the former is implementable and evaluable, while the latter promotes a concept. Therefore, the object of policy research includes both the effect of policy implementation and the policy text itself. Specifically, there are three main types of policy research issues: first, social background issues; second, policy and text issues; third, implementing and effecting issues. Each category contains many detailed research questions. For example, the first type of research questions includes the source of the policy, the reason for the implementation of the policy, the relationship between the policy and the previous policy, the issue of the policy group, and the parties involved in the implementation of the policy. Rizvi and Lingard detailed key issues in policy analysis. Although many research questions, education policy analysis and research do not require comprehensiveness. Researchers can choose some of them to discuss based on the research purpose and their own position. (Sang Zilin, 2013) [5] Foreign language education policy research belongs to the field of public policy research in the field of social sciences. It has the characteristics of public policy, and its concerns are basically the same in nature as public policy research. It is worth noting that this kind of research has become a new hotspot of research in the foreign language education field. Zou Weicheng analyzes the characteristics of foreign language education policy research, and based on this, put forward three types of basic questions of this kind of research. (Zou Weicheng, 2011)[6]

2.2. Research Status of Academic Achievement Test

In the database, this study entered the key words "student academic achievement evaluation", "academic achievement" and "high school academic achievement test" respectively, and found that there is relatively little research on academic achievement test in China. And the main research angles of domestic scholars are as follows: firstly, comparative research on achievement evaluation of international mainstream curriculum systems. This research angle mainly introduces the models of academic achievement evaluation in developed countries and provides reference for academic achievement evaluation in China. For example, Comparative Study of Academic Achievement Evaluation Based on Curriculum Standards written by Wang Xianze (2008)[7] analyzes in detail the academic achievement evaluation based on curriculum standards in the United States, Britain, Australia and Canada and its enlightenment to China; secondly, theoretical research of standard-based evaluation. For example, from the historical analysis of the development of students' academic evaluation, Chen Ruisheng (2009) also put forward new thoughts on academic evaluation based on curriculum standards, introduced that the most important feature of academic achievement evaluation based on standards is to establish evaluation according to curriculum standards, and introduced the procedure of evaluation based on curriculum standards[8]. Cui Yunkuo and Xia Xuemei(2007) analyzed why students' academic achievement evaluation should be based on curriculum standards, and what is the significance? How can students' academic achievement evaluation be based on curriculum standards [9]? This is also the theoretical support for us to implement standard-based evaluation. Wang Lei (2007) analyzed the value of academic evaluation-measurement theory under the background of new curriculum, and thought that psychological and educational measurement theory should be applied to academic evaluation. The focus is mainly on how to evaluate based on curriculum standards, that is, the procedure of academic achievement evaluation based on curriculum standards is studied[10]. To sum up, since the initiation of the new curriculum reform, the theoretical research on standards-based academic achievement evaluation in China has been gradually enriched, but most of them are discussed and studied from the upper theory, and some enlightenment and reference for academic evaluation in China are put forward. How to evaluate students' academic performance based on curriculum standards and how to better evaluate students' academic achievements are rarely discussed in the context of a separate discipline.

Based on the literature review, this study found that the research on the China's Standards of English Language Ability in China is becoming more and more mature. But there is still some deficiency in the process of marking the scale and testing the academic achievement of senior high school. There are few related research documents. So this part will be discussed in the hope of helping to better apply the scale to high school achievement test.

3. Research Design

3.1. Research Questions

There is a close relationship between the English curriculum standards for senior high school and the High School Achievement Test. Studying the consistency of the listening, reading, language knowledge, and writing parts of the test paper and the new curriculum standards is conducive to improving the content validity of the test questions, thereby promoting the improvement of teaching quality. Ensuring the goal of subject education is achieved. Therefore, the main questions of this research are: (1) To what extent are the existing examinations aligned the English curriculum standards for senior high school? (2) To what extent does this set of test questions meet the content that should be examined by the English curriculum standards for senior high school?

3.2. Research Tools

(1) The English test of the 2021 high school midterm exam in a middle school. It has four parts, with a maximum score of 150 points. The first part of listening comprehension consists of two sections with a full score of 20; the second part of reading comprehension has a full score of 37.5, and the second section selects five from seven, with a full score of 12.5; the third part uses language in the first section of cloze, with a full score of 15, The second section of grammar fill in the blanks, a full score of 15; the fourth part of writing the first section of word spelling, a full score of 10, the second section according to the prompts to translate sentences, a full score of 10, and the third section of written expressions, a total of 20 points.

(2) Analysis tools. This study uses the English curriculum standards for senior high school to analyze the test questions.

3.3. Research Process

(1) A comparative analysis of the conformity and matching degree of the listening, reading, language knowledge, and writing parts of the test questions and the English curriculum standards for senior high school. Comparing the compulsory comprehension skills, the skills that need to be examined in the listening, reading, language knowledge, and writing parts of the test questions are discussed in detail. After multiple rounds of discussion, the attributes of skills of each question are determined. The proportion of questions at different ability levels is counted and the results can be concluded, which is that content validity is not well realized.

(2) According to the comparison results, some enlightenments are put forward for the listening, reading, language knowledge, and writing parts of the test questions to make them more be in line with the requirements of the English curriculum standards for senior high school. It will help teachers in the actual English teaching. First, assess the degree of agreement and match between the test questions and the English curriculum standards for senior high school. Then, give enlightenment.

3.4. Results and Discussion

3.4.1. The Degree of Consistency Between Listening, Reading, Language Knowledge, Writing of the Mid-term English Test and the English Curriculum Standards

Through a detailed analysis of the English curriculum standards for senior high school, this study found that the first part of the first grade test paper for senior high school basically meets

the requirements of the English curriculum standards for senior high school. First of all, "extract main information and ideas from the text, and understand the contents of the text." test questions meet the comprehension skills required, which is specifically embodied in listening to short conversations to extract the reasons for the event (question 2); listening to long conversations and extracting food information (question 11), event information (question 14, question 15), character hobbies (question 3), characters in the event (question 7), time of the event (question 6), reason (question 10); listen to the monologue, extract Discourse essentials (question 17), the views of characters (question 20), and the way of events (question 18). This part of the content is also in line with "understanding the explicit or implicit logical relationship in the text." It is specifically embodied in listening to the monologue, understanding the relationship between two of the characters from the information of multiple characters (question 19); listening to short dialogues and inferring price of objects (question 4); place of conversation (question 5); listening to a long dialogue, and guessing quantity information (question 9) and weight information (question 13). Secondly, this part of the content is also aligned with "grasping the key concepts and key details in the text." It is specifically embodied in listening to long conversations and understanding the reasons for the incident (question 8). In addition, this part of the content also conforms to "understanding the meaning of the utterance based on the repetition, interpretation, and pause of the utterance." It is specifically embodied in listening to short conversations, using voice and intonation to obtain key information, such as numbers (question 1), character appearance (question 16). Therefore, the listening part of this set of test questions mainly focuses on investigating two points: 1. "Extract the main information and ideas from the text, and understand the essentials of the text" 2. "Understand the explicit or implicit logical relationship in the text", which accounts for 85% of the question volume.

The reading part of the test paper also basically satisfies the requirements of the English curriculum standards for senior high school. First of all, the setting of reading questions conforms to the compulsory comprehension skills of "extracting main information and ideas from the text, and understanding the contents of the text." The specific analysis is as follows: read popular science, and add the title of the article (question 35); read the story, and summarize the main theme essentials (question 27); read stories to identify specific events (question 28, question 29), character wishes (question 26), and reasons for the occurrence of events (question 30); read popular science to identify how events occur (question 32). Secondly, the reading part is also in line with "understanding the explicit or implicit logical relationship in the text." The detailed analysis is as follows: read through the popular science, and infer the implicit meaning (question 34), understand the connection between meanings (questions 33); read story, and understand the relationship between meaning (question 24). Furthermore, the question type of the reading part of this test paper meets the requirements of "grasping the key concepts and key details in the text." The specific analysis is as follows: read the story, locate and understand the target information according to the keywords (question 25), understand the specific sentence meaning (question 31). At the same time, the ability inspection of the reading part is also consistent with "identifying keywords and concepts to quickly find target information." The specific analysis is as follows: read practical texts, identify detailed information, such as travel routes (question 21, question 23), objects (question 22). In addition, this part also matches the "identifying common reference and cohesive relations in written texts" in the course standard. It is specifically reflected in: reading explanatory texts to identify the cohesive relations of the text (question 36, 37, 38, 39, 40).

The language use in the third part meets the requirements of the English curriculum standards for senior high school. The vocabulary knowledge in the new curriculum standard requires "to understand the roots and affixes of the vocabulary, master the rules of part of speech change,

and use it to understand and express information and opinions on related topics." Cloze and grammar fill in the blanks both examine the rules of vocabulary change.

Writing only partially satisfies the requirements of the English curriculum standards for senior high school. The specific analysis is as follows: The first question of writing examines the spelling of words, and the second question examines the translation of sentences according to the prompts. Both parts of the content focus on language knowledge and ability, and do not meet the requirements of the students' expressive skills inspection. The third question is to require students to express in writing, which is in line with the expression skills in the new curriculum standard of choosing vocabulary and grammatical structure according to the needs of expression.

However, the listening, reading and writing parts of this set of test questions all reflect a problem which is that the skill survey concerned in the test questions does not correspond to the skill survey required in the English curriculum standards for senior high school. For example, in the listening part of the test questions, the comprehension skills require to "extract the main information and opinions from the text", but the investigative skills reflected in the test questions are not the main information and opinions in the text. In the reading part of the test questions, the required skills to be examined in the the English curriculum standards for senior high school are to be able to "recognize the common referential relations and cohesive relations in written texts", but the question 36 to 40 in this test question only focus on the cohesive relations. The examination of recognition ability does not require the examinee to recognize the referential relationship of the text, that is, the test questions only test a certain part of the skills. The third question in the writing part puts forward clear content points for students. Students only need to translate the points, which limits students' creative thinking. However, the English curriculum standards for senior high school requires students to choose appropriate vocabulary and grammatical structure according to their own expression needs, and make full use of the language knowledge they have learned.

In addition, there is another problem in the writing part: the test questions are not standardized. The first question and the second question in the writing part are about filling in vocabulary and translating sentences respectively. And in the first question, the vocabulary knowledge content requirement in the the English curriculum standards for senior high school is to "understand the roots and affixes of the vocabulary, master the rules of part-of-speech changes, and use them to understand and express information and opinions on the subject." The skill of this part is to understand words. The law of change is then applied to understand and express information and opinions related to the subject. However, this question directly provides the meaning of the words. Students only need to fill in the words. Obviously, it is unable to examine the students' mastery of the law of part-of-speech changes, nor does it provide texts for students to understand and express the information and opinions of the theme.

3.4.2. Compatibility between the Abilities Examined in the Test Questions and the Abilities Specified in the the English Curriculum Standards

First of all, the listening part of this set of test questions is less difficult to examine. The test questions on the ability of the test do not fully meet the requirements of the the English curriculum standards for senior high school, and the level of difficulty of the listening part is not reached. Combined with cognitive skills, the test questions mainly examine the two types of low-level skills, which are recognition and understanding. Recognition topics account for 65%, and understanding topics account for 35%. That is to say, this set of questions mainly examines the recognition ability, rather than focusing on understanding or higher-level cognition, which will have a certain impact on the effectiveness of the set of questions.

Secondly, there are similarities between the reading part of the test questions and the listening part of the examination, and both tend to recognition which is a kind of basic ability

examination. But it does not pay enough attention to comprehension or other deep-level cognitive stages. The dimension of comprehending questions account for about 35%, and recognizing questions account for about 65%. That is, the cognitive dimension changes in the reading part do not show a gradient division, and the ability level of the candidates is not high, and the probability of students answering correctly is relatively high. It is uneasy to distinguish the differences in the level of students, thereby affecting the validity of the test questions.

What's more, the difficulty of cloze is relatively easy. The cloze part is an dimension of examination and identification. Students only need to memorize the content. This set of test questions pays more attention to basic investigation. That is, it is not very helpful to judge students with good English proficiency.

Last but not least, the writing part covers two skills related to the the English curriculum standards for senior high school as a whole. Among them, vocabulary knowledge and skills in language knowledge account for 33.3%, grammar knowledge accounts for 33.3%, and expressive skills in language skills account for 33.3%. Word spelling mainly examines students' recognition ability, tests students' mastery of basic vocabulary and key vocabulary, and translation examines students' mastery of grammatical rules and the application of key phrases. In short, the listening, reading, language knowledge, and writing in this set of test questions tend to be low-level abilities in terms of ability inspection, which is not conducive to the development of students' in-depth thinking ability. Moreover, the difficulty of this set of questions is not high, and it cannot distinguish the true level of students.

3.4.3. The Enlightenment of Analyzing Test Question on English Teaching

According to the problems found in the listening part, reading part, language part, and writing part of this set of test papers, this research has the following suggestions: 1. Teachers should change their thinking model and make test questions base on standards. The above analysis can find that there are some irregularities in the prescribing of this set of test questions, and the reason behind it is that the teacher does not fully refer to the the English curriculum standards for senior high school. On the basis of non-standard test questions, some teachers make slight modifications and then use them as new questions. Therefore, it is necessary to change the teacher's traditional thinking mode of test-setting. 2. Teachers should have a thorough understanding of the the English curriculum standards for senior high school and set up test questions for comprehensive investigation of abilities. There is a problem of single inspection skills in the test questions of listening, reading, language knowledge, and writing. That is to say, when the teacher is preparing the test questions, he fails to fully understand the requirements of the the English curriculum standards for senior high school for the inspection of ability, which leads to the return of the test questions. There are deficiencies. Therefore, teachers need to receive more professional training and guidance, in order to help them to obtain more professional resources and methods, and to lead teachers to consciously apply the training knowledge to the actual situation to improve their ability to make out test questions.

4. Conclusion

Analyzing the content of the English academic achievement test of the first grade of a high school and the English curriculum standards for senior high school. And through comparison, it is concluded that there is still room for improvement in this set of test questions. This research puts forward suggestions for improvement on the current situation, hoping to make the test questions more be in line with the requirements of the English curriculum standards for senior high school. Subsequent research can also be combined with the English curriculum standards for senior high school to further modify the test questions, and after repeated polishing, they will become sample questions, which can provide references for future test questions. This research hopes that by combining the English curriculum standards for senior

high school with the test papers, it can also provide a guiding direction for actual English teaching, so that teachers can be more clear about what should be taught.

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