Transactions on Comparative Education (2025)
Clausius Scientific Press, Canada

DOI: 10.23977/trance.2025.070209
ISSN 2523-5818 Vol. 7 Num. 2

Value Reorientation and Path Reconstruction of Basic Education Evaluation Reform in the Context of Breaking the "Five Onlys"

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Keywords: Five Onlys, Basic Education Evaluation, Value Reorientation, Path Reconstruction

Abstract: The "Five Onlys" chronic problems have long constrained educational development, with their derivative utilitarian orientation causing an imbalance in basic education ecology. Issues such as excessive emphasis on exam preparation squeezing out quality education, worship of quantitative indicators damaging the essence of education, and short-term utilitarian pursuits undermining sustainable educational development have made breaking the "Five Onlys" a strategic breakthrough point for deepening fundamental education evaluation reform in the new era. This research systematically constructs a transformation framework for basic education evaluation under the context of breaking the "Five Onlys." At the value level, it achieves a paradigm shift from instrumental rationality to value rationality; methodologically, it promotes reconstruction from a singular quantitative model to a diverse qualitative evaluation system; and at the practical level, it completes a functional transformation from result-oriented diagnosis to development-oriented promotion. These three aspects collectively constitute the transformation framework for basic education evaluation reform. This research establishes a five-dimensional collaborative mechanism for reform implementation and proposes a comprehensive literacy evaluation standard encompassing moral development, academic achievement, and physical and mental health. By leveraging technologies such as big data and artificial intelligence to create intelligent evaluation platforms, it constructs a collaborative advancement mechanism involving government, schools, families, and society, providing crucial support for building a high-quality basic education system.

1. Introduction

In basic education, the "Five Onlys" violate the laws of education, teaching, scientific research, and talent development, diverging from the basic value orientation of educational evaluation. It represents a bottleneck constraint for promoting educational modernization and building a strong education nation [1]. Its core harms manifest in three aspects: In talent cultivation, the evaluation system overemphasizes scores and college admission rates, trapping students in a "score-first" quagmire, making it challenging to implement the educational concept of comprehensive development in moral, intellectual, physical, aesthetic, and labor dimensions, and comprehensively

suppressing students' learning interest and innovative abilities. In teacher development, the deep binding of teacher evaluation to college admission results leads to utilitarian teaching tendencies, marginalizing the essence of education and the original intention of nurturing people. In resource allocation, quality educational resources continuously converge on exam-oriented subjects, with urban-rural and regional educational resource gaps widening, forming a vicious "Matthew Effect" cycle. This alienated educational ecology contradicts the laws of talent cultivation and forms deep contradictions with the strategic goal of building an education powerhouse. Therefore, there is an urgent need to reshape a new pattern of education through fundamental education evaluation system reform.

The Central Committee of the Communist Party of China and the State Council issued the "Overall Plan for Deepening Education Evaluation Reform in the New Era" (hereinafter referred to as the "Plan"), marking a strategic breakthrough in China's educational governance system. The Plan addresses the deep-seated contradictions in the education evaluation system, clearly stating the need to break the chronic problems of "only scores, only college admission, only diplomas, only papers, only titles." While these five indicators can support the basic framework of educational quality, under the strategy of innovation-driven development, their standardized selection mechanism has created structural contradictions with the need for differentiated development. After establishing a developmental evaluation system, the Plan can provide institutional support for resolving the binary opposition between quality and exam-oriented education. It can promote changes in the entire chain of educational resource allocation, education methods, and quality monitoring by transforming the evaluation baton. This evaluation revolution will reconstruct the logical starting point of educational evaluation, provide institutional guarantees for constructing an educational system of comprehensive moral, intellectual, physical, aesthetic, and labor cultivation, and add new momentum to educational modernization and the talent powerhouse strategy.

2. Value Reorientation of Basic Education Evaluation in the Context of Breaking the "Five Onlys"

2.1. From "Instrumental Rationality" to "Value Rationality"

Based on standardized examination systems, the "Five Onlys" evaluation system has constructed a rigorous selection mechanism that segments multiple human intelligences into a single scale of scores. This quantification paradigm is essentially the usurpation of education's essence by instrumental rationality. When the educational process is deconstructed into measurable data indicators, when students' creativity is worn down by drill tactics, and when teachers' professionalism is alienated into score-improvement techniques, educational resources irreversibly and abnormally cluster toward the exam-training system, continuously deepening regional educational divides. This alienation phenomenon fundamentally conflicts with new-era talent demands, making breaking the "Five Onlys" a strategic breakthrough point for educational evaluation reform. Breaking the "Five Onlys" represents a profound transformation of China's basic education evaluation system and a paradigm reconstruction of educational philosophy. The value reorientation of the educational evaluation paradigm is a return to education's ontological value. It strengthens the evaluation's intrinsic value, focusing on people-centered approaches; strengthens the evaluation subjects' rational cognition, focusing on scientific democracy; strengthens the evaluation's scrutiny of the educational process, focusing on educational equity; and strengthens the evaluation's impact on the classroom teaching, focusing on the high-quality development [2]. The new basic education evaluation system reconstructs the educational ecology through "three reorientations." First, in value orientation, the priority shifts from efficiency to fairness and quality, redirecting resource allocation focus to weak areas and disadvantaged groups. Second, transforming knowledge transmission to literacy cultivation

in education models promotes the popularization of new teaching paradigms, such as project-based learning and interdisciplinary practice. Third, in quality monitoring, shifting from result control to development support, constructing a dynamic educational quality early warning system based on big data. Reconstructing evaluation dimensions, focusing on cultivating students' social responsibility awareness, generating teachers' educational wisdom, and developing schools' characteristic potential can drive education back to its essence, fulfilling the fundamental mission of moral education, constructing a new educational ecology supporting the talent powerhouse strategy, and laying a value foundation for educational modernization.

2.2. From "Single Quantification" to "Multiple Qualitative" Approaches

Against continuously evolving educational concepts, traditional score-first evaluation models can no longer meet talent cultivation needs, making educational value reorientation an important topic. The core of the educational value transformation process lies in constructing a diverse evaluation system, breaking through knowledge-based limitations, and shifting toward comprehensive consideration of students' moral, intellectual, physical, aesthetic, and labor development. The Plan proposes that education evaluation reform needs to continuously strengthen process-oriented evaluation and explore value-added evaluation to make educational evaluation more scientific and professional. Process-oriented evaluation breaks through the "results-only" standard and emphasizes examining thinking development, method acquisition, and attitude formation during the learning process. Through continuous observation and recording, teachers can accurately grasp the dynamics of students' learning situations and provide personalized development suggestions. When evaluation standards shift from "standard answers" to "growth scales," the dimensions of student learning feedback greatly expand, and the space for students' autonomous development significantly increases. Schools should implement dynamic assessment systems integrating process-oriented and value-added evaluations, using classroom behavior analysis, project-based learning portfolios, and growth mindset assessments to depict students' "dynamic spectrum" of development comprehensively. The diversification reform of evaluation subjects is also important, requiring the construction of a "four-party collaborative" evaluation community, eliminating traditional teacher-directed evaluation models. Constructing a diverse evaluation network must integrate students' self-evaluation reflection dimension, peers' diverse perspectives, parents' growth tracking, and social forces' practical testing. This interactive evaluation enhances the credibility of learning outcomes. It cultivates students' autonomous awareness and social responsibility through multi-party dialogue, achieving a qualitative change in basic education evaluation from unidirectional assessment to developmental empowerment.In the evaluation reform process, basic education stages present distinct characteristics.For primary and secondary school evaluation reform, it is recommended to merge basic education quality monitoring and comprehensive evaluation of primary and secondary education quality, adhering to the effectiveness of moral education as the fundamental standard and conducting primary and secondary school evaluation from multiple perspectives [3]. The differentiated design of staged evaluation reform must reflect educational wisdom; basic education must follow the developmental laws of student cognition and construct a gradient evaluation system. Elementary schools should strengthen interest enlightenment and habit formation, middle schools should focus on method construction and value guidance, and high schools should emphasize thinking refinement and innovation cultivation. This layered design makes evaluation more targeted, achieving the educational purpose of "promoting learning through evaluation."

2.3. From "Result-Oriented" to "Development-Oriented"

Traditional basic education evaluation systems have relied on standardized tests with single-scale

quantification, which, while ensuring objectivity in student evaluation, have become institutional shackles constraining students' personalized development. To break through these limitations, basic education evaluation systems must transform from result-oriented to value-added evaluation that complements process and results. Schools must construct value-added evaluation models using a three-dimensional framework of baseline assessment, growth tracking, and progress analysis to shift evaluation focus from horizontal comparison to vertical development, allowing each student to receive growth certification within their coordinate system. Simultaneously, schools need to innovate mechanisms. Implementing differentiated evaluation requires constructing an evaluation indicator library including basic, developmental, and excellence types, providing flexible evaluation plans for students with special needs, and designing challenging assessment modules for gifted students to achieve "tailored" evaluation. Schools need to construct three-dimensional tracking networks and build supporting student growth files. Through multi-dimensional files of student academic progress, practical innovation, and interest expansion, they can construct dynamic development maps of students, providing data support for precise teaching. A key to fundamental education evaluation reform is establishing closed-loop mechanisms, with evaluation not stopping at result determination. By constructing immediate feedback mechanisms, evaluation data can be transformed into teaching decision-making bases, achieving curriculum resource optimization, dynamic adjustment of teaching methods, and precise deployment of learning support, creating positive interaction between evaluation results and teaching improvement. Through value-added evaluation, differentiated evaluation, and dynamic tracking, a more scientific, reasonable, and practical basic education evaluation system can be established to promote students' personalized development and support continuous educational improvement. The modernization level of educational evaluation makes educational reform more feasible in decision-making. As modern education continues to develop, educational evaluation can fully serve educational reform and development, realizing its authentic value in following and leading educational reform and development [4].

3. Path Reconstruction of Basic Education Evaluation Reform

3.1. Evaluation Standard Reconstruction: From "Five Onlys" to "Five Dimensions"

Educational evaluation is the "baton" in the educational ecology, with its value coordinates profoundly influencing the underlying logic of talent cultivation. The "Five Onlys" evaluation has been erroneously used as a selection tool, deviating from the original educational intention of "cultivating comprehensively developed talents." New-era educational reform urgently needs to reconstruct a "five-dimensional" evaluation system with moral development, academic quality, physical and mental health, artistic literacy, and labor practice as pillars, rebuilding value rationality to achieve a value return from "score competition" to "quality growth."

A bidirectional mechanism of "ideological and political courses + social practice" should be constructed in moral development. Ideological and political courses are the main channel for strengthening value cognition, while social practice is a large platform for constructing behavioral verification. Integrating theoretical teaching and practical experience can achieve the unity of value internalization and externalization. This evaluation model progresses on dual tracks, ensuring students form systematic value cognitive frameworks. Moreover, social practice can verify the effectiveness of behavioral transformation, achieving the moral education goal of unity of knowledge and action. Academic quality evaluation innovation should adopt a dual-layer architecture of "basic standards + scientific inquiry." Basic standards focus on setting bottom-line quality standards, ensuring comprehensive achievement of core knowledge and skills through standardized assessment. Subject expansion opens developmental space, stimulating students' learning interests through project research, academic competitions, and other means. This layered evaluation effectively safeguards the

bottom line of educational equity while leaving flexible space for cultivating top innovative talents. Physical and mental health evaluation introduces a dual safeguard system of "physical monitoring + psychological screening." By constructing physical health databases through intelligent equipment and psychological development files through professional scales, students' physical and mental conditions can be dynamically monitored with early warning. This combination of quantitative assessment and qualitative diagnosis provides a scientific basis for precise intervention, becoming the foundation for students' healthy growth. For the dual assessment scale of "artistic performance + aesthetic perception," artistic literacy evaluation focuses on students' artistic skill display and aesthetic experience cultivation. Integrating process records and portfolio evaluation awakens each student's artistic potential. Labor practice evaluation creates a dual certification mechanism of "life participation + career experience," incorporating household chores into student credit systems and constructing student social practice point exchange systems, returning student labor education to life authenticity. When basic education evaluation systems focus on life's complexity and growth's richness, education returns to cultivating "complete people."

3.2. Technology Empowerment: From "Experience-Driven" to "Data-Driven"

Traditional experience-based evaluation models are limited by evaluators' subjective judgments and limited data support, making it difficult to comprehensively and accurately reflect students' complete development picture. Data-driven evaluation models construct three-dimensional monitoring systems by integrating multi-dimensional data on learning behaviors, emotional attitudes, and cognitive development, achieving a qualitative leap in educational evaluation from result determination to process tracking. Educational evaluation should value and apply quantitative evaluation methods in the new technological environment. Simultaneously, qualitative evaluation methods such as natural observation, interview surveys, and descriptive analysis can be introduced to construct a scientific humanistic evaluation paradigm where quantitative and qualitative evaluations complement each other, comprehensively, objectively, and accurately depicting the situation of evaluation objects [5]. Data-driven evaluation models make educational evaluation process-oriented, and the technological breakthrough of process-oriented evaluation reconstructs teaching feedback mechanisms. Student learning behavior analysis technology relies on online platforms to transform process data such as student answer trajectories and interaction frequencies into dynamic ability maps.This real-time recording system presents students' knowledge mastery and reveals their thinking paths and collaborative characteristics, providing teachers with precise bases for teaching adjustments.In physical education, wearable devices can collect students' physiological indicators, such as heart rate and exercise load, in real time. Physical health evaluation becomes objectively quantified rather than subjectively experienced, constructing a closed-loop management system of "monitoring-warning-intervention." The dimension of literacy assessment is expanded through scenario innovation of performance evaluation. A "gentleman coin savings point system" can be implemented in labor education, recording the frequency and quality of students' participation in household chores and social practice in digital form and transforming labor literacy into quantifiable growth data. The application of intelligent evaluation tools deepens the cognitive dimension of basic education evaluation. AI essay correction systems transcend pure surface language analysis; using semantic network graph technology, these systems can deeply understand essays' thinking depth and innovation potential. VR scenario assessment can create immersive evaluation scenarios, capturing cognitive flexibility and decision-making logic in simulated problem-solving processes. These technological tools transform basic education evaluation from experiential judgment to data-intelligent governance, significantly improving evaluation validity and predictive ability. Technology brings new perspectives and means to fundamental education evaluation reform. Process data flows and performance evidence chains cross-verify each other, intelligent algorithms deeply integrate with

educational scenarios, and educational evaluation transforms from "experiential talk" to "data governance." This transformation promotes technological innovation in educational evaluation, reshapes the underlying logic of educational decision-making, and lays the foundation for constructing a precise, personalized, scientific modern education system.

3.3. Institutional Innovation: From "Administrative Leadership" to "Collaborative Governance"

In the current context of advancing educational evaluation reform, the traditional "Five Onlys" evaluation system is undergoing systematic transformation, gradually constructing a multi-dimensional and comprehensive new evaluation mechanism. The state has issued quality evaluation standards for compulsory education institutions, improved the quality monitoring system, and strengthened the application of monitoring results to promote high-quality and balanced development of compulsory education. General high schools primarily evaluate the cultivation of student's comprehensive development. National quality evaluation standards for general high schools focus on students' comprehensive qualities, development guidance, optimization of teaching resources, implementation of elective courses, and regulation of enrollment practices [6]. The government should exercise its top-level design function by establishing categorized evaluation mechanisms that clearly define the application boundaries of evaluation results, strictly prohibiting simple rankings as the sole basis for educational evaluation, and establishing complementary ethical review systems for educational evaluation to strengthen the professionalism and independence of evaluation tools. The government should establish specialized supervision mechanisms through the Education Supervision Committee, incorporating the effectiveness of "Five Onlys" governance into core indicators of educational performance evaluation, thereby constructing a legal protection system for educational evaluation reform.

Establishing categorized evaluation mechanisms represents a critical component of fundamental education evaluation reform. As the main battlefield for evaluation reform, schools must establish school-based evaluation systems that construct characteristic evaluation frameworks based on subject specificity and implement stratified evaluation based on teacher functions. Teaching performance focuses on classroom innovation and educational effectiveness; professional development emphasizes reflective capacity and teaching research outcomes, while educational contribution focuses on home-school collaboration and individual growth guidance, forming a multi-dimensional evaluation network. Deepening teacher evaluation mechanism reform should reference General Secretary Xi Jinping's new positioning and requirements for teachers, emphasizing moral education and replacing singular evaluation standards with process-oriented, developmental, and value-added assessments of educational effectiveness [7]. Teachers should be guided to independently formulate professional development goals and demonstrate teaching innovation and educational achievements through project implementation, shifting the focus of basic education evaluation from outcome display to process empowerment, thereby constructing a sustainable motivation mechanism for teacher professional development.

Student evaluation reform should construct a dual-track assessment model of "basic indicators + developmental indicators." The evaluation system should include developmental indicators such as artistic literacy and psychological health, constructing a three-dimensional assessment network covering moral, intellectual, physical, aesthetic, and labor education. This evaluation transformation maintains the educational equity baseline and expands dimensions of quality development. Family participation must transcend conceptual constraints of purely pursuing scores, utilizing multiple channels, including parents, schools, and home-school co-education platforms to encourage parents to value children's moral cultivation and psychological health, jointly constructing a collaborative home-school moral education system. The deep participation of social forces in reform has injected

new momentum into evaluation reform. The "five-dimensional development assessment tools" developed by third-party educational evaluation institutions and the "student growth blockchain platform" constructed through enterprise technology enablement have achieved traceability and immutability of quality evaluation data.

Government coordination, school leadership, family collaboration, and social participation have formed a pattern of pluralistic co-governance. It enables educational evaluation to transition from "management-oriented" to "education-oriented," providing institutional guarantees for cultivating socialist builders and successors with comprehensive development in moral, intellectual, physical, aesthetic, and labor dimensions.

4. Conclusions

The "Five Onlys" reform marks an important transition period in China's educational evaluation system, with the key to reform being the construction of a new educational ecology for comprehensive cultivation in moral, intellectual, physical, aesthetic, and labor dimensions. The reform takes "moral education" as its core value, moving moral education from the periphery to the center, establishing character development as the primary position in educational evaluation, and promoting the transition of educational methods from "score-only orientation" to "whole-person cultivation." This shift conforms to educational policy requirements and meets contemporary demands for comprehensively developed talent, promoting school education toward the dual dimensions of students' core competencies and personalized growth. The reform takes "five-education integration" as its practical path, breaking through subject barriers and constructing an integrated evaluation system for moral, intellectual, physical, aesthetic, and labor education. The reform encompasses multiple indicators, including moral character, academic achievement, physical and mental health, artistic literacy, and social practice, achieving a paradigm breakthrough from singular academic evaluation to comprehensive quality evaluation. Technology enablement has become a key driver of reform innovation, with modern information technology means such as big data analysis and artificial intelligence moving educational evaluation from experiential judgment to data-intelligent governance. Massive educational data can be dynamically tracked and intelligently analyzed, significantly improving the precision and predictability of evaluation. The "Five Onlys" reform can construct a modernized basic education evaluation system with Chinese characteristics reflecting China's educational realities and providing a "Chinese solution" to global educational governance.

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