

## **A Study on the Informatization Construction of Assessment System in College English Teaching**

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**Abstract:** with the deepening of College English teaching reform, the application of multimedia courseware in English classroom is more and more extensive. Because this mode emphasizes students' individualized and autonomous learning and pays attention to students' learning process, it puts forward higher requirements for teaching evaluation. After three semesters of practice, this study introduces the theory of formative assessment into the multimedia network college English classroom teaching and testing, and establishes a new evaluation model that combines the summative assessment and formative assessment organically, and comprehensively evaluates the basic language skills and quality of students, so as to provide some new ideas for the reform of College English teaching evaluation.

### **1. Build a Communication Platform between Teachers and Students Based On Classroom Activities**

According to the theory of humanist educationist, in teaching, the relationship between teachers and students should be the relationship between subject and subject, not between subject and object; it should be equal, friendly, not subordinate and leading. This is more important in the teaching evaluation system. Teachers should fully trust students to understand their potential and shortcomings, respect students' personal evaluation and students' feedback on Teachers' given evaluation.

With the support of information technology, through the construction of database, learning website can record every learning situation of students, and carry out the communication between teachers and students on learning situation, that is, "evaluate—feedback—reevaluate—refer back", repeat as needed.

Through interactive evaluation and feedback, teachers can understand students' inner feelings and teaching needs.

In addition to the characteristics of interaction, the teacher-student communication platform based on classroom activities is real-time and runs through every network teaching link, that is, the interaction system extends to every module of the learning system and the expansion system, and establishes the organic integration of the three systems. For example, in the presentation of PPT for course teaching, each slide includes not only the introduction and explanation of knowledge points, but also the links of the instant communication platform between teachers and students. In the real-time communication window, students can ask questions to teachers about learning topics, submit learning progress in the form of screenshots, receive teachers' evaluation, and give feedback on Teachers' evaluation; teachers can understand the real-time situation of students' online login after learning through remote monitoring, guide and evaluate students, and receive students' feedback on evaluation. For another example, in the online test module, in addition to providing exercises, reference answers, explanation of answers, and message boards for answering questions, it can also include instant online answering links. In the instant communication window, students can discuss with teachers or initiate discussions with online learning students. The system can set the same automatic and instant reply in advance for the possible universality or common problems.

## 2. Establish a Dynamic Monitoring and Evaluation System for Learning Activities

Learning is a dynamic process. The learning dynamic monitoring and evaluation system proposed in this paper is based on the portfolio evaluation theory. Portfolio evaluation refers to the organized presentation of relevant information collected for a certain purpose in a certain process.

E-learning portfolio can record students' online autonomous learning process. E-learning portfolio can include the following contents: the overall and stage objectives designed by teachers and learners together, the evaluation and Q & a chat records of instant communication window, self-test score records, uploaded written assignments, uploaded learning behaviors in non network environment and awards, etc.

The establishment of e-learning files is jointly completed by teachers and students. Each e-learning file can only be managed by teachers and students themselves. E-learning portfolio shows students' progress and achievements in the learning process. Through this process, students can enhance their sense of pride and self-confidence, and also help teachers to observe the learning strategies adopted by students.

For example, according to the nature of College English courses, we can design an electronic list of online learning activity records, requiring students to register their learning account. After logging in the account, the computer automatically records the items listed in the electronic list in the learning process according to the evaluation standards set by the background, and the dynamic growth value changes will be provided to the designated population immediately. The e-list is named after the name and time of the students who log in, and is automatically saved into the e-learning portfolio when they log out. According to the needs of the course, the teacher designs the inspection items (learning attitude, communication activity, questioning activity, progress, comprehensive performance, etc.) and the assessment level of the electronic list, and sets the background evaluation standard based on the situation of the students.

## 3. Set the Evaluation Index According To the Actual Situation

According to the above evaluation models and principles, this study decomposes the evaluation indexes of College English learning for one semester as follows:

The final evaluation accounted for 50%. In the test, try to include the examination questions of students' application, analysis, synthesis and evaluation of these high-level thinking abilities, as shown in the following table.

**Table 1.** The Evaluation System of College English Information Teaching

test content	test question type	proportion
listening	(1) multiple choice 10%	30%
(1) listen to short conversations 10%	(2) multiple choice 10%	
(2) listen to passages 20%	compound dictation 10%	
vocabulary	choose words and fill in the blanks	10%
reading	multiple choice questions	25%
cloze	choose words to fill in the blank	10%
translate	complete sentences	10%
writing	Write an outline in Chinese, at least 120 words in half an hour.	15%

(2) The formative assessment was 50%. In the implementation process of formative assessment, the combination of qualitative assessment and quantitative assessment is adopted. Qualitative language is used to describe and assess the grade, and quantitative data statistics method is used to comprehensively reflect the results of assessment and enhance the scientificity of assessment.

Class A indicators include: assignment 7.5%; network unit test 10%; classroom performance 5%; oral 5%; autonomous learning 7.5%; self-assessment and other assessment 10%; attendance 5%.

Level B indicators are specific descriptions of the above. The operation index is described as 4% of all assignments completed and submitted to the teacher for approval; 3.5% of the assignments completed; 1% of the assignments not submitted for no reason; 1% of the assignments delayed; 0.5% of the assignments delayed.

Classroom performance description: this part of classroom observation includes students' participation in group activities, reflection on teaching content, language use and cooperation spirit. These observations are completed by teachers, group leaders, team members and students themselves through scoring and evaluation, so that teachers can understand students' learning progress, and arrange the next teaching activities based on this, and students themselves can also understand their learning situation.

Oral English is described as follows: generally, students complete oral recording exercises or tests in the autonomous learning center and within the specified time, and then upload the recorded content to the teacher. The teacher will listen to the recording after class according to the oral scoring standards, and give written comments and digital scores; or use the interview method to evaluate and grade the students' oral English on the spot, as the evaluation basis of the total oral English score of the semester. Teachers pay more attention to the content of the speech rather than the form of the language, in order to arouse the students' enthusiasm in learning English and make them pay more attention to the cultivation of their ability of using the language to communicate.

#### **4. Reflection on the Evaluation System of College English Teaching**

In order to understand the students' views and effects on the evaluation model, the author randomly selected 2017 grade students of Ideological and political 061, chemical 061, textile 061 and textile 062 to conduct a questionnaire survey on the implementation of the evaluation model. 92.9% of the students are satisfied with the evaluation model, and 84.4% of the students think the evaluation standard is reasonable, which shows that the evaluation model provides a more scientific and supported curriculum evaluation method, which is a verification standard applicable to most students; because formative evaluation focuses on the whole process of students' learning and progress, 76.6% and 75.89% of the students think that the evaluation model can effectively stimulate their learning consciousness and interest; 74.48% of the students can reflect on their learning on the basis of understanding the learning objectives and evaluation indicators; at the beginning of the first semester, the teacher introduces the evaluation model to the students in detail, And the students are required to make long-term goals for learning English according to the requirements of the course. On this basis, at the beginning of each semester, the students respectively make the English semester plan and weekly plan. Therefore, 82.97% of the students have a clearer learning goal and a correct understanding of the language and language learning.

#### **Conclusion**

College English multimedia network teaching evaluation model is a multi-dimensional and multi variable complex activity. How to evaluate more objectively and effectively, further improve the College English teaching evaluation system, and research new evaluation model still need more practice and research. The author aims to throw bricks and lead jade, hoping to cause colleagues to learn more about College English multimedia

More attention has been paid to the evaluation model of body network teaching, and a more reasonable, scientific and specific evaluation model of College English multimedia network teaching has been explored.

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