

The Facilitating Effects of Optimizing the Classroom Evaluation System on Students' Moral Cultivation

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Abstract: Classroom evaluation is an essential component of teaching activities in primary and secondary education. It not only bears the task of examining students' mastery of knowledge but also extends deeply into the cultivation of students' ideological and moral character and their personality development. Traditional classroom evaluation focuses on superficial assessments of students' academic performance and classroom behavior, neglecting the value of moral education orientation within evaluation. It fails to adapt to the fundamental requirement of fostering virtue through education in the new era. Therefore, this paper takes the optimization of the classroom evaluation system as the research object, systematically exploring its significance for students' moral cultivation. It analyzes its specific facilitating effects from three aspects: the deepening of moral cognition, the cultivation of moral emotions, and the regulation of moral behavior. Based on the basic laws of educational cultivation, it elaborates on how the optimized classroom evaluation breaks free from the constraints of single-dimensional assessment and shapes a comprehensive, immersive, and guiding moral education environment throughout the entire process.

Keywords: Classroom evaluation; System; Moral cultivation

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Introduction

Fostering virtue through education is the fundamental task of basic education in the new era. The classroom, as a vital space for students' campus learning and growth, serves not only as the primary front for knowledge transmission but also as the main carrier for constructing students' moral cognition and cultivating their moral character. Classroom evaluation is an integral part of classroom teaching. The standards, methods, and orientation of classroom evaluation all influence students' value judgments and behavioral choices. Compared with didactic moral education, normalized classroom evaluation can permeate moral education concepts in an implicit and subtle way, achieving deep integration of education and teaching. Under the traditional educational model, classroom evaluation has inherent defects such as emphasizing scores over overall competence, and prioritizing results over processes. The evaluation dimensions are singular, and the orientation is utilitarian. It fails to effectively capture the nuances of students' moral growth and cannot fully realize the empowering and educational function of evaluation.

1. The Significance of Optimizing the Classroom Evaluation System for Students' Moral Cultivation

1.1 Aligning with the Core of Fostering Virtue Through Education and Solidifying the Foundation of Moral Education

The educational philosophy of fostering virtue through education consistently adheres to the basic direction of prioritizing education and placing morality first. It completely breaks away from the previous single-evaluation model that only emphasized scores and grades, making students' ideological and moral cultivation, correct values, and good personality traits the primary goals of basic education, thus achieving the unity of knowledge transmission and character cultivation ^[1]. In the traditional classroom operation model, the evaluation system focused entirely on students' mastery of subject knowledge and their performance in exams. Moral education content has long been marginalized and subsidiary, with classroom evaluation rarely including the assessment and guidance of students' moral conduct, ideological state, and behavioral qualities. This caused moral education to become a formalized task detached from the main classroom setting. The systematic optimization of the classroom evaluation system, from a top-level design perspective, reshapes the core categories and value orientation of classroom evaluation. It proactively integrates moral elements relevant to students' classroom life – such as integrity, collective spirit, sense

of responsibility, mutual assistance, self-discipline, and respect for teachers and peers – into the evaluation standard system. This completely frees classroom evaluation from being merely a tool for academic assessment and deeply aligns it with the essential requirements of fostering virtue through education in the new era. Supported by this new evaluation system, all aspects of classroom teaching – including teacher-student interaction, group cooperation, classroom listening, homework completion, interpersonal communication, and problem exploration – contain implicit moral education evaluation guidance. Through daily classroom comments, periodic growth assessments, and personalized academic feedback, teachers purposefully guide students, relying on standardized, systematic, and detailed evaluation criteria, to distinguish right from wrong in their behavior, establish correct values, and regulate their words and deeds. Through the daily routine of classroom life, students unconsciously perceive the essence of morality, understand moral values, and practice moral norms. This embedded, normalized, and immersive moral cultivation model effectively solves the problems of traditional moral education, which often deviates from actual teaching, relies on empty preaching, and struggles to be implemented. It transforms abstract moral cultivation concepts into concrete classroom growth requirements, allowing moral development to permeate every classroom learning session, every teacher-student interaction, and every collaborative effort. Consequently, students' moral cognition continuously accumulates, and their moral behavior gradually solidifies, step by step reinforcing the foundation of normalized moral education in primary and secondary schools. This ensures that the fundamental educational task of fostering virtue through education is truly implemented in every detail of the classroom, achieving the normalization, long-term effectiveness, and high-quality development of moral education.

1.2 Reconstructing Classroom Educational Logic and Facilitating Students' Long-term Moral Growth

The traditional classroom evaluation system suffers from obvious problems of fragmentation, utilitarianism, and short-sightedness. The evaluation focus is excessively placed on students' immediate knowledge mastery and performance in periodic exams, neglecting systematic consideration of the long-term cultivation patterns of students' moral character, values, and behavioral habits. The logic of classroom education has always revolved around academic improvement, failing to provide effective support for students' long-term moral growth ^[2]. Furthermore, traditional evaluation methods are fragmented and lack systemization, relying mainly on teachers' random oral assessments without standardized and continuous evaluation frameworks. This prevents sustained observation and tracking of students' moral development and fails to form a complete closed loop for moral education. The comprehensive optimization of the classroom evaluation system completely breaks the constraints of traditional educational models. By reshaping aspects such as evaluation goal orientation, dimension setting, implementation procedures, feedback mechanisms, and application of results, it comprehensively reconstructs the educational logic of the modern classroom, establishing a comprehensive educational system that covers the entire classroom process, spans all stages of student learning, and integrates both surface behaviors and deeper thoughts. The optimized new evaluation system abandons the one-sided orientation that emphasizes results over process, paying attention to the dynamic process and phased changes in students' moral growth. It values both students' single-session classroom behavioral performance and immediate states, as well as their long-term iterative moral cognition, character refinement, and behavioral habit formation. It can precisely adapt to the moral development needs of students at different growth stages, providing diverse positive guidance and behavioral regulation. At the same time, the well-established classroom evaluation system forms a stable and lasting mechanism for positive reinforcement and corrective guidance. It consistently affirms and positively reinforces good moral behaviors exhibited by students in the classroom – such as mutual assistance, diligence and self-discipline, responsibility, honesty and trustworthiness, and willingness to contribute – thereby strengthening students' awareness of positive behaviors. Simultaneously, it provides timely guidance and correction for negative behavioral tendencies like lethargy, selfishness, perfunctoriness, and disregard for the collective, enabling students to adjust their behaviors and thoughts promptly.

2.The Facilitating Effects of Optimizing the Classroom Evaluation System on Students' Moral Cultivation

2.1 Deepening Students' Moral Cognition and Building the Ideological Foundation for Moral Cultivation

Moral cognition is a prerequisite for all students' moral behaviors, emotions, and character formation. A complete and positive moral cognitive system enables accurate discrimination between right and wrong, good and evil, and upholding bottom lines. It constitutes the most fundamental ideological foundation for students' moral cultivation. The value orientation and evaluation standards of classroom evaluation directly influence the construction path and formation quality of students' moral cognition [3]. The traditional classroom evaluation model places the evaluation focus on students' knowledge mastery ability and academic test-taking proficiency, completely neglecting, or even ignoring, the evaluative content and guiding role of the moral literacy dimension. The entire classroom education scene lacks clear moral value orientation. Long-term exposure to such an evaluation environment naturally leads students to concentrate all their learning efforts on subject knowledge acquisition and grade improvement. They may one-sidedly believe that the sole purpose of classroom learning is to get higher scores, lacking sufficient awareness of the moral norms and behavioral standards embedded in campus life and classroom scenarios. They lack a clear understanding of the connotations and values of core moral qualities such as integrity, self-discipline, unity and friendliness, responsibility, and respect for teachers, failing to form a systematic, complete, and positive moral cognitive system. This can easily lead to behavioral anomie and value deviations. The deep optimization of the classroom evaluation system fundamentally solves this problem by comprehensively detailing the evaluation dimensions of moral literacy, quantifying moral behavior standards, and clarifying the orientation of classroom moral education evaluation. It transforms abstract, vague, and intangible moral theories and concepts into concrete, perceptible, assessable, and measurable behavioral norms and growth requirements aligned with students' daily classroom life. In the reformed evaluation system, specific aspects such as mutual assistance and cooperation in group work, self-discipline and focus in learning, politeness and respect in teacher-student interactions, integrity and truth-seeking in the learning process, and responsibility and dedication in collective activities are all integrated into normalized evaluation. This embeds moral understanding not just in textbooks but permeates every classroom session. Under the guidance of this normalized and diversified evaluation, teachers do not only evaluate students' academic performance, such as the accuracy of their answers or classroom participation. They also provide detailed analysis and positive guidance on moral aspects like students' interpersonal skills, collaborative attitudes, self-control abilities, and value choices. This enables students to grasp the meaning of morality in authentic classroom contexts, clearly recognizing what constitutes correct moral behavior and what constitutes incorrect moral behavior. Simultaneously, the systematic and standardized evaluation criteria create a clear self-growth reference system for students. Students can proactively examine their daily behaviors according to the evaluation requirements, actively identify their deficiencies and deviations in moral cognition and behavioral performance, and promptly correct their one-sided or erroneous value understandings, gradually building a well-structured, comprehensive, and correctly oriented moral cognitive system.

2.2 Cultivating Positive Moral Emotions and Activating Students' Intrinsic Moral Motivation

Within the complete system of student moral cultivation, moral emotions serve as the crucial bridge connecting moral cognition and moral behavior. They constitute the primary intrinsic driving force that prompts students to consciously practice moral norms and actively shape their moral character. Even if students possess comprehensive moral knowledge, without positive moral emotions to support it, they may only passively comply with moral norms, finding it difficult to internalize moral principles as part of their character. The implementation methods, emotional tone, and value orientation of classroom evaluation directly determine the generation, accumulation, and sublimation of students' moral emotions [4]. Traditional classroom evaluation largely relies on outcome-oriented, critical, and discriminative assessment, emphasizing the differentiation of students' academic performance, behavioral merits, and

problems. The evaluation atmosphere is often serious and monotonous, with little attention paid to students' developmental progress and minor shining points, and even less positive affirmation and emotional encouragement for students' moral behaviors and good conduct. Long-term exposure to such an evaluative atmosphere can easily lead students to develop resistance, low self-esteem, and perfunctory attitudes. They may struggle to generate positive moral emotions, gradually losing the initiative to actively practice good moral behaviors, resulting in formalized moral cultivation. The comprehensive optimization of the classroom evaluation system completely abandons the previous evaluation mindset that overemphasizes criticism, discrimination, and utilitarianism. It establishes a developmental, diversified evaluation system centered on growth, motivated by encouragement, and characterized by inclusiveness, making classroom evaluation both normative and empathetic. The optimized evaluation system places greater emphasis on people-oriented educational concepts, respecting individual developmental differences among students, being adept at discovering incremental progress during their classroom growth, and focusing on positive changes in various aspects such as ideological and moral quality, mental outlook, and behavioral habits. Whether it is a student proactively helping others during group inquiry, adhering to integrity principles during classroom learning, consciously undertaking responsibilities in collective activities, being polite and friendly to others in daily life, being strict with oneself, or even small acts like returning lost property – all are met with the teacher's timely recognition, public praise, and affirmation. This humane and encouraging evaluation approach enables students to gain sufficient emotional identification, value recognition, and a sense of fulfillment from growth during the process of consciously practicing moral behaviors. Consequently, they gradually develop positive moral emotions such as a sense of collective honor, self-identity, social responsibility, and moral pride.

2.3 Regulating Students' Moral Behavior and Achieving the Grounded Implementation of Moral Literacy

The ultimate educational goal of moral cultivation is to achieve the unity of moral cognition, moral emotion, and moral behavior in students. The consistent practice of moral behavior is the key point for the implementation and formation of moral literacy. Only by turning good moral behavior into stable daily habits for students can the value of moral education truly materialize. A scientifically sound classroom evaluation is the core tool for regulating students' moral behavior and solidifying good character [5]. Students' moral behavior is highly malleable and unstable. The primary and secondary school stage is a critical period for developing behavioral habits. The classroom, as a primary venue students participate in daily and over extended periods, plays an irreplaceable role in shaping students' moral behavioral habits. However, the traditional classroom evaluation system shows significant deficiencies in constraining and guiding students' moral behavior. Traditional evaluation overly focuses on academic outcomes, lacking refined and normalized assessment constraints on students' daily classroom moral behaviors. Regarding minor moral misconduct in the classroom – such as negative attitudes, perfunctoriness, selfishness, disrespect for the collective, dishonesty, or rudeness – teachers often ignore them or simply issue criticism, without systematic corrective guidance and long-term constraints. Consequently, students' negative behaviors cannot be corrected in time, and positive moral behaviors cannot be continuously reinforced, preventing the formation of stable moral behavioral habits. The systematic optimization of the classroom evaluation system effectively compensates for this educational shortcoming. It establishes a comprehensive behavior management mechanism covering the entire classroom process, permeating daily learning, and balancing constraints with incentives. It incorporates all students' classroom moral behavioral performances into the scope of normalized evaluation and assessment, thereby achieving dynamic tracking, real-time monitoring, and precise guidance of students' behavioral states. Under the new evaluation system, teachers can utilize process-oriented evaluation mechanisms to continuously observe the nuances of student classroom behavior. They can intervene promptly and guide students when negative behavioral tendencies emerge, helping students recognize their wrong behaviors and actively correct their behavioral deviations, thus preventing minor moral misconduct from recurring. Simultaneously, the positive incentive mechanism built into the evaluation system continuously affirms and reinforces positive moral behaviors such as mutual assistance, respect

for teachers and discipline, integrity and truth-seeking, self-discipline and focus, and responsibility and dedication. This encourages students to repeat and solidify good moral behaviors.

3 Conclusion

The optimization of the classroom evaluation system is a crucial pathway for implementing moral education in the classroom in the new era. Compared to the traditional singular and utilitarian approach to classroom evaluation, the optimized system, with fostering virtue through education as its fundamental purpose, reshapes the orientation and logic of classroom education. It provides comprehensive, normalized, and long-term support for students' moral growth. From the perspective of educational value, the improvement of the classroom evaluation system not only aligns with the main content of moral education in the new era, reinforcing the foundation of normalized moral education, but also reconstructs the logic of classroom education, providing institutional guarantees and situational support for the long-term moral development of students.

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