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CPC Central Committee and State Council Issue *Overall Plan for Deepening Educational Evaluation Reform in the New Era*

(Unofficial translation)

BEIJING, Oct. 13 (Xinhua) - The CPC Central Committee and State Council recently issued the *Overall Plan for Deepening Educational Evaluation Reform in the New Era* (hereinafter referred to as the "*Plan*"), alongside a notice requiring all regions and departments to earnestly implement the *Plan* according to the actual conditions.

The full text of the *Plan* is as follows.

Educational evaluation is related to the development direction of education. In other words, educational evaluation influences the orientation of school operation. The *Plan* is hereby formulated to thoroughly implement General Secretary Xi Jinping's important statements on education and the spirit of the National Education Conference, improve the system and mechanism for cultivating people by virtue, reverse the unscientific orientation of educational evaluation and resolutely address the deep-rooted problems of regarding grades, college entrance, diplomas, papers or titles as the only criterion for educational evaluation. It aims to improve the educational governance capacity and level, accelerate the modernisation of education, develop China into an education power and finally ensure that our education system satisfies the people.

I. Overall Requirements

(I) Guiding ideology . We must follow the guidance of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era and thoroughly implement the spirit of the 19th CPC National Congress, the 2nd, 3rd and 4th plenary sessions of the 19th Communist Party of China (CPC) Central Committee, and the Party's education policy. We must adhere to the socialist educational orientation and carry out the fundamental task of cultivating people by virtue. We must follow the laws of education to promote the reform of educational evaluation systematically, develop quality-oriented education and guide the whole Party and society to build up a scientific viewpoint of education development and talent cultivation, selection and appointment. We must promote the establishment of an education system of lifelong learning for all, sparing no effort to cultivate talents who will shoulder the great responsibility of national rejuvenation for a new era, as well as training socialist builders and successors with morals, intellectual and physical capabilities, artistic appreciation, as well as a healthy work ethic and competence in work skills

(II) Main principles. We must adhere to cultivating people by virtue, keep in mind the mission of educating people for the Party and country, and give full play to the baton role of educational evaluation. We must guide the establishment of scientific education goals and ensure that education develops in a positive direction. We must adhere to the problem-oriented approach and start with the concerns of the Party Central Committee, the people and society. We must establish new concepts, break the mold and promote substantive breakthroughs in reforming the key areas of educational evaluation. We must adhere to scientific and effective evaluation, improve outcome evaluation, strengthen process evaluation, explore value-added evaluation and perfect comprehensive evaluation. We must improve scientific, professional and objective educational evaluation by making full use of information technology. We must adhere to the principles of overall planning and all-round consideration, and design and forge ahead steadily according to the characteristics of different subjects, phases of study and types of education, with a view to making the reform more systematic, holistic and coordinated. We must adhere to Chinese characteristics and take root in China while

integrating Chinese and foreign education systems. We must unswervingly follow the path of developing socialist education with Chinese characteristics according to the development of the times and the future development orientation.

(III) Reform objectives. With 5 to 10 years of efforts, Party committees and governments at all levels will significantly improve their ability to perform their duties scientifically. The implementation mechanism for schools at all levels and of all types to cultivate people by virtue will be improved, and the evaluation system guiding teachers to devote themselves to educating people will become sounder. In addition, the evaluation methods to promote the all-round development of students will become more diversified, and forms of talent selection and appointment by society will become more scientific. By 2035, an educational evaluation system at the international level with the characteristics of the times and Chinese characteristics will be basically formed.

II. Key Tasks

(I) Reform the educational evaluation of Party committees and governments to promote the scientific performance of their duties

1. Improve the system and mechanism of the Party's overall leadership over education. Party committees at all levels should perform their leadership duties seriously and establish a sound educational leadership system in which the Party committees exercise unified leadership, the Party and government exercise joint control, and departments assume their respective responsibilities. They should fulfill the responsibilities of controlling the direction, grasping the overall situation, making decisions and ensuring implementation. Regarding ideological and political work as lifeline affairs in school management, they should firmly establish the concept of scientific education development and resolutely overcome short-sighted behaviours and utilitarian tendencies. Party committees and governments at all levels should improve the mechanism for regular research on education and establish sound systems of conducting in-depth research on education, holding ideological and political courses for teachers and students, communicating with schools and covering the education work in year-end work reports.

2. Improve the evaluation of the government's performance of educational duties. Provincial-level governments should be assessed on their overall implementation of the Party's education policy, the decisions and arrangements of the Party Central Committee on education, the strategy of the prior development of education, solutions to prominent problems in education that are of general concern to the people. Both final results and progress will be evaluated. Each region will refine the evaluation contents and indicators established at the national level according to the practical situation. The refined contents and indicators will serve as the basis for evaluating the performance of the educational duties of governments at lower levels.

3. Resolutely correct the tendency to place undue emphasis on the enrollment rate. Party committees and governments at all levels should adhere to the correct view of political achievements, and should not assign admission indicators or assess Party committees and governments, education departments, schools and teachers at lower levels by admission rates in entrance examinations for secondary school or college. Admission rates should not be linked with school projects, fund allocation or excellent and outstanding individual selection. Teachers and students should not be rewarded in any form according to their scores in entrance examinations for secondary school. It is strictly prohibited to publish, publicise and hype "top scorers" and admission rates in entrance examinations for secondary school or college. Those who cause serious ecological problems in education and serious social impacts should be held accountable in accordance with the relevant regulations and laws.

(II) Reform the evaluation of schools to promote the implementation of the fundamental task of cultivating people by virtue

4. Adhere to the effectiveness of cultivating people by virtue as the fundamental criterion. We will accelerate the improvement of the evaluation standards of schools at all levels and of all kinds, implement the overall leadership of the Party, adhere to the correct direction in running schools and enhance Party building and league and team building led by Party building. We will be devoted to ensuring the political and ideological work, running schools in accordance with the law and maintaining security and stability as important contents of evaluating a school and its leaders and

administrators. We will improve the quality assurance system in schools and resolutely overcome such one-sided school-running behaviour as emphasising intellectual education over moral education and scores over quality, thereby promoting the physical and mental health and all-round development of students.

5. Improve the evaluation of kindergartens. We will focus on the evaluation of scientific care, education, standardized operation, safety, sanitation and team construction in kindergartens, and overcome the phenomenon where kindergartens teaches elementary school content. The state will formulate guidelines for the quality assessment of care and education in kindergartens. All provinces (autonomous regions and municipalities directly under the Central Government) will improve their quality assessment standards for kindergartens. All kinds of kindergartens will be incorporated in the scope of quality assessment, and the assessment results will be announced to the public regularly.

6. Improve the evaluation of primary and secondary schools. Schools providing compulsory education shall focus on the evaluation of promoting students' all-round development, safeguarding students' equal rights and interests, guiding teachers' professional development, and improving the level of education and teaching, so as to create a harmonious education environment and build a modern school system with fewer academic burdens and greater social satisfaction, etc. The state will formulate standards for evaluating the quality of schools providing compulsory education, improve the system for monitoring the quality of compulsory education and enhance the application of monitoring results in order to promote the balanced development of quality compulsory education. Regular senior secondary schools mainly evaluate the cultivation of students' all-round development. The state will formulate standards for evaluating the quality of running regular senior secondary schools to emphasise the evaluation of students' comprehensive quality, student development guidance, optimisation of the allocation of teaching resources, orderly promotion of course selection and class selection, and standardisation of enrollment and school running.

7. Improve the evaluation of vocational schools. We will focus on the evaluation of vocational schools (including technical workers' school, similarly hereinafter) regarding the pursuit of professional excellence and moral integrity, integration of production and education, cooperation of

school and enterprise, combination of education and training, students' acquirement of vocational qualifications or vocational skills certificates, employment quality of graduates and construction of teams consisting of "Double-qualified" teachers with both theoretical knowledge and practical experience (including teachers targeted at the integrated education in technical workers' school, similarly hereinafter). We will encourage industries and enterprises to participate in the evaluation, and guide the cultivation of high-quality workers and technical and skilled talents. We will deepen the integration of vocational and ordinary schools, explore high-level apprenticeships with Chinese characteristics and improve the degree awarding standards and evaluation mechanisms in line with the development of vocational education. We will increase the weight of vocational training, service areas and industry evaluation, take teachers' undertaking of vocational training as an important basis for assessing the total amount of performance-based pay for teachers in vocational schools, and promote the establishment of a sound system of lifelong vocational skills training.

8. Improve the evaluation of colleges and universities. We will promote the evaluation of the classification of colleges and universities, and instruct different types of colleges and universities to position themselves scientifically and develop their own characteristics and levels. We will improve the evaluation of undergraduate education and teaching to highlight ideological and political education, professors for undergraduates, student-teacher ratio, number of courses per student, specialties with advantages and characteristics, guidance for dissertations (graduation projects), student management and services, students' participation in social practices, graduate development, employer satisfaction, etc. We will improve the evaluation of disciplines, consolidate the central position of talent cultivation and dilute such quantitative indicators as the number of papers, citations and awards. We will highlight the characteristics, quality and contributions of disciplines, correct the one-sided evaluation of academic level by academic titles, and affirm teachers' achievements by undersigned units. We will explore and establish application-oriented undergraduate evaluation standards to highlight the cultivation of corresponding professional competence and practical application ability. We will formulate measures to evaluate the effectiveness of the "Double First-Class" initiative to highlight the cultivation of first-class talents and output of first-class outcomes,

thereby proactively serving national needs and guiding universities to strive to reach world-class standards. We will improve the evaluation of normal colleges and universities by regarding ensuring high-quality pedagogical education as the first duty and training qualified teachers as the main assessment indicator. We will improve the performance evaluation of the use of funds in colleges and universities, and instruct them to increase their support for education, teaching and fundamental research. We will improve the evaluation of international exchanges and cooperation in colleges and universities in order to enhance the quality of intercollegiate exchanges, international students' studies in China, Sino-foreign cooperation in running schools and the introduction of overseas talents. We will also explore the evaluation of how colleges and universities serve lifelong learning for all so as to accelerate the construction of a learning society.

(III) Reform the evaluation of teachers to promote the practice of imparting knowledge and cultivating people

9. Adhere to teachers' ethics as the primary criterion. We will resolutely overcome the phenomenon of overemphasising scientific research at the expense of teaching, and place greater emphasis on imparting knowledge rather than cultivating people. We will regard teachers' moral performance as the primary requirement for the regular registration of teachers' qualifications, performance assessment, title appraisal and excellent individual selection. We will strengthen the inspection of teachers' ideological and political quality, and promote the normalisation and long-term construction of teachers' ethics. We will perfect the honour system for teachers to give full play to their exemplary role. We will fully implement the code of professional conduct for teachers in kindergartens, primary and secondary schools, and colleges and universities in the new era, and establish a notification and warning system for teachers' misconduct. We will explore and implement the system of prohibiting teachers with serious moral problems from entering the whole education industry.

10. Highlight the actual achievements of education and teaching. We will regard teachers' earnest fulfillment of their education and teaching duties as the basic requirement for evaluating teachers, and guide teachers in pursuing high-quality teaching in every class and caring about every

student. We will highlight the practice of health care and education in the evaluation of kindergarten teachers, and regard the teachers' capability to promote the active learning and overall development of children through game-based activities as a key indicator, which will be included in the standards for training professionals in preschool education and important contents of post-profession training for kindergarten teachers. We will explore the establishment of a teaching review system for primary and secondary school teachers. Teachers must review each student's study every semester, and the reviews will be included in the assessment of teachers. We will improve the performance assessment methods for primary and secondary school teachers. More performance-based pay should be allocated to head teachers, front-line teachers and teachers with outstanding educational and teaching achievements. We will improve the evaluation standards for the recognition, employment and assessment of "double-qualified" teachers, and highlight their practical skills and professional teaching abilities. We will standardise the setting of conditions for the employment and title appraisal of university teachers - overseas study experience should not be a restrictive condition for it. We will include participation in teaching and research activities, compilation of textbooks and cases, guidance of students' graduation projects, employment, innovation and entrepreneurship, social practice, club activities, competitions and exhibitions in the workload. We will implement the system of professors for undergraduates. Colleges and universities should specify the minimum class hours for professors to teach undergraduates or junior college students to ensure the teaching quality. Professors who fail to meet the requirements will not pass the annual or employment period evaluation. We will support the construction of high-quality academic journals for teaching and research, and encourage university journals to highlight teaching and research. We will improve the mechanism for monitoring and evaluating the quality of textbooks, and implement a national reward system for textbook compilation. Teachers who make outstanding contributions will be commended and rewarded every four years. We will improve the system for selecting candidates for national teaching achievement awards, and optimise the categories of prizes and quota allocation.

11. Strengthen the work of front-line student. Schools at all levels and of all kinds should clarify specific requirements for leading cadres and teachers to participate in student affairs. We will

implement the system of home visits for primary and secondary school teachers, and incorporate home-school communication into the assessment of teachers. The leading group members in colleges and universities should take ideological and political courses, and contact with students as important contents in their annual work reports. We will improve the mechanism of selecting and appointing Party and administration cadres in schools. In principle, they should have experience serving as ideological and political teachers, counsellors or head teachers. Young teachers in colleges and universities should have at least one year of experience as counsellors or head teachers.

12. Improve the evaluation of university teachers' scientific research. We will emphasise quality orientation, the evaluation of academic and social contributions, and support for talent cultivation. Quantitative indicators of scientific research such as number of papers, number of projects and project funds should not be linked with performance-based pay allocation and rewards. According to the characteristics of different disciplines and positions, we will conduct classified evaluation, promote representative results evaluation, explore long-term evaluation, improve the evaluation mechanism for peer experts and focus on the combination of individual evaluation and team evaluation. We will explore methods for evaluating teachers' scientific research in special fields such as defence-related science and technology. Teachers who have made major theoretical innovations and cutting-edge technological breakthroughs, solved major engineering technical problems or made significant contributions to economic and social development should be exempted from restrictive requirements for their papers when applying for senior professional titles.

13. Confer titles to talents by academic achievements and honors. We will effectively streamline the titles of talents and optimise and integrate talent plans in the field of education. The titles of talents should not be regarded as a restrictive condition for undertaking scientific research projects, title appraisal, excellent and outstanding individual selection, and application for degree programs. There should be no column for titles of talents on the application form. The salary of talents should be determined reasonably according to actual contributions, and the titles of talents should not be simply linked with material benefits. Yangtze River Scholars from universities in central, western

and northeast China are encouraged to sign long-term service contracts with universities to contribute to the implementation of the national and regional development strategies.

(IV) Reform the evaluation of students to promote their all-round development

14. Encourage the scientific cultivation of talents. We will adhere to the principles of prioritising morality, ability and all-round development, and pursue individualised teaching for all and knowledge-action unity. We will resolutely change the practice of labeling students with grades, innovate the process-based evaluation of the development of students' morals, intellectual and physical capabilities, artistic appreciation, as well as a healthy work ethic and competence in work skills, and improve the comprehensive quality evaluation system. We will earnestly guide students to strengthen their ideals and beliefs, develop patriotism, intensify their moral cultivation, increase their knowledge and horizons, cultivate the striving spirit and enhance their comprehensive quality.

15. Improve the evaluation of moral education. According to the physical and mental characteristics of students at different stages, we will scientifically design the objectives and requirements for all forms of education and moral education at all levels. We will guide students to develop good ideological and moral quality, psychological quality and behavioural habits, inherit and carry forward the Party's fine traditions and great spirit, develop the "four confidences" and determine to follow the Party and devote themselves to the people and country. By means of information technology, we will explore effective ways for students, parents, teachers and communities to participate in the evaluation, and objectively record students' daily and outstanding performance, especially the practice of socialist core values, which will be taken as an important content of students' comprehensive quality evaluation.

16. Enhance the evaluation of physical education. We will establish an examination mechanism integrating daily participation, fitness and health monitoring, and special sports skills testing. We will regard the National Student Physical Health Standard as an important part of education and teaching assessment. We will guide students to develop good exercise habits and healthy lifestyles, forge strong wills and cultivate team spirit. Primary and secondary schools should

objectively record students' participation in daily physical education and physical health monitoring results, and give regular feedback to parents. We will improve the content, methods and scoring methods of the physical education test in senior high school entrance examinations, and form an effective mechanism to encourage students to strengthen their physical exercise. We will strengthen the evaluation of physical education for college students, and explore offering physical education at all stages of higher education.

17. Improve the evaluation of aesthetic education. We will incorporate music, fine arts, calligraphy and other art courses for primary and secondary school students as well as their participation in art practice activities organised by schools into academic requirements to promote students to develop art hobbies, enhance their artistic quality, and comprehensively improve their ability to feel, express, appreciate and create beauty. We will explore incorporating art subjects in the pilot reform of the high school entrance examination. We will encourage colleges and universities to incorporate public art courses and art practices into their talent cultivation programs, and implement a credit system. Students can graduate only after gaining the required credits.

18. Strengthen the evaluation of labour education. We will implement guidelines for labour education in primary and secondary schools, clarify the objectives and requirements of labour education at different grades, and guide students to advocate and respect labour. We will explore the establishment of a labour list system to define the specific contents and requirements for students to participate in labour, and enable them to develop habits of performing practical manual labour, learn to work and learn to be industrious and thrifty. We will strengthen process evaluation and incorporate the study of labour education courses and labour practice into students' comprehensive quality archives.

19. Strictly control academic standards. We will improve the academic requirements for students in schools at all levels and of all types, and strictly control their graduation. Schools should reasonably arrange educational activities for junior and senior high school students during the period between the entrance examinations for secondary school or college and the summer vacation. We will improve the academic assessment system that combines process assessment with result assessment,

strengthen classroom participation and classroom discipline examination, and guide students to establish a good style of study. We will explore the sampling inspection of bachelor's dissertations (graduation projects), improve the sampling inspection of doctoral and master's dissertations, and seriously deal with academic misconduct. We will improve assessment methods of practice (practical training) to ensure all students' participation in practice (practical training).

20. Deepen the reform of the examination and enrollment systems. We will steadily promote the reform of entrance examinations for high school and college, and build an examination content system that guides students' all-round development with morals, intellectual and physical capabilities, artistic appreciation, as well as a healthy work ethic and competence in work skills. We will change the relatively rigid test forms, enhance the openness of test questions and reduce such phenomena as rote memorising and rigid exercise. We will accelerate the construction and application of comprehensive quality archives for junior and senior high school students, and gradually change the enrollment mode that simply takes test scores as the sole criterion. We will improve the examination and enrollment methods of "cultural quality + vocational skills" for higher vocational education. We will deepen the reform of postgraduate examination and enrollment, and highlight the examination of research and innovation ability, and practical ability. Schools at all levels and of all kinds should not illegally compete for students by offering bonuses or other means. We will explore the establishment of a school credit bank system, promote the recognition, accumulation and conversion of various forms of learning outcomes, and achieve connectivity among different types of education, academic and non-academic education, and school and after-school education, thereby creating smooth channels for lifelong learning and talent development.

(V) Reform the evaluation of talent appointment to create a good environment for education development

21. Follow the right direction of talent appointment. Party and government organs, public institutions and state-owned enterprises should take the lead in reversing the appointment orientation that only considers those from top universities and/or hold higher level academic qualifications, and establishing a morality and competency-oriented and job requirements-targeted talent appointment

mechanism so as to change the situation of the "high consumption" of talents into a favorable situation of the appointment of talents regardless of conventions.

22. Promote the fitness of personnel and positions. The recruitment conditions and educational backgrounds for the recruitment of civil servants at all levels, public institutions and state-owned enterprises should be reasonably formulated and determined in accordance with the job requirements. In the recruitment announcement and practical recruitment, graduate school, overseas learning experience and learning method should not be taken as restrictive conditions. Vocational school graduates should be treated equally with ordinary university graduates regarding settling down, employment, participation in the recruitment of government organs, enterprises and public institutions, title appraisal and promotion. Employers should determine job responsibilities scientifically and reasonably, adopt the incentive mechanism of determining the salary according to the post, remunerating according to the amount of labour expended, with optimal remuneration for excellent labourers, and establish an incentive mechanism that emphasises performance and contribution.

III. Organisation and Implementation

(I) Implement responsibilities for reforms. Party committees and governments at all levels should strengthen their organisational leadership, include deepening educational evaluation reform as an important agenda, and take implementation measures according to the requirements of this *Plan* and the actual conditions. Leading groups for the education of Party committees at all levels should strengthen their overall coordination, publicity, guidance and supervision for the implementation of the *Plan*. Relevant departments of the Central Government and state organs should carry out the timely formulation of supporting systems in accordance with their functions. Schools at all levels and of all kinds should focus on the implementation of the *Plan*, and earnestly address the deep-rooted problems of emphasising "only cores, only advancement, only diplomas, only papers and only titles". The state and provinces (autonomous regions and municipalities directly under the Central Government) should select qualified regions, schools and units to pilot and play demonstration and leading roles. Education supervision should regard the promotion of educational evaluation reform as

an important content. Those who violate the relevant regulations should be supervised and corrected, and those who are responsible should be seriously dealt with in accordance with the relevant regulations and laws.

(II) Strengthen specialisation construction. We will build an evaluation system involving the government, schools and society, establish a sound educational evaluation monitoring mechanism under the uniform responsibility of the education supervision department, and give full play to the roles of professional institutions and social organisations. We will strictly control the number and frequency of educational evaluation activities, reduce multiple and repeated evaluations, and effectively relieve the burden on the grassroots and schools. Local governments should innovate their ways of guiding basic education, teaching and research, and control the sampling evaluation of schools and students by examinations. We will innovate evaluation tools by adopting artificial intelligence, big data and other modern information technologies, and explore and conduct whole-process longitudinal evaluation on the learning status of students in different grades and total-factor horizontal evaluation on the development of morals, intellectual and physical capabilities, artistic appreciation, as well as a healthy work ethic and competence in work skills. We will improve the application of evaluation results and give full play to their functions of guidance, identification, diagnosis, regulation and improvement. We will strengthen the construction of teachers' educational evaluation capabilities and support qualified colleges and universities in setting up majors in educational evaluation and educational measurement so as to cultivate talents specialised in educational evaluation. We will strengthen the construction of the national education examination team and improve the incentive mechanism for teachers to participate in the preparation and examination work. We will actively carry out international cooperation in educational evaluation and participate in the monitoring and evaluation of the implementation of the educational objectives of the 2030 Agenda for Sustainable Development to demonstrate China's philosophy and contribute China's solutions.

(III) Create a good atmosphere. Party and government organs, public institutions and state-owned enterprises should perform their duties, and encourage the whole of society to form a scientific

concept of talent selection and appointment. The news media should make greater efforts to publicise and interpret the concept of scientific education and reform policies, reasonably guide expectations and enhance social consensus. A family education guidance service system covering both urban and rural areas will be built to guide parents to establish correct views of education and talents. Local governments should promptly summarise, publicise and popularise successful experience and typical cases of educational evaluation reform to expand its scope and enhance its influence.