Construction of High School Art Teaching Evaluation Indicators Based on CIPP Model

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ABSTRACT

With the deepening of the reform of art curriculum, new demands have emerged for the evaluation of high school art teaching. These demands not only focus on strengthening the cultivation of students' core artistic literacy, but also tend to promote personalized development of students. Compared to the traditional goal model, the CIPP model exhibits distinct characteristics of systematicity, process, and feedback, making it suitable for the evaluation of high school art teaching in the context of the new curriculum reform. It also aligns with the comprehensiveness of art classroom teaching objectives and the diversity of teaching processes. This article is based on the CIPP evaluation model, and explores the construction of an evaluation system for high school art teaching from four aspects: "background evaluation", "input evaluation", "process evaluation", and "result evaluation", combined with the background of the new curriculum reform and the needs of high school art teaching construction. The aim is to provide theoretical support and practical guidance for the high-quality development of high school art teaching.

Keywords: CIPP model, High school art teaching, Evaluation index system, Model construction.

1. INTRODUCTION

As a unique form of art, the core of art lies in expressing ideas and emotions through visual imagery. However, in the current evaluation process of art education, how to comprehensively and accurately assess students' ability to use visual language and modeling skills has become an urgent problem to be solved. The traditional art teaching evaluation system often focuses on technical assessment, while relatively neglecting the evaluation of students' creativity, emotional transmission, and depth of artistic understanding.[1] This evaluation method invisibly weakens the expected function of the evaluation system to promote students' comprehensive development and stimulate their potential, and does not fully reflect the true appearance of students' artistic literacy. Under the guidance of the "General High School Art Curriculum Standards" (2017 Edition, 2020 Revision), the education sector emphasizes a new direction of constructing an evaluation system based on the core competencies of art subjects.[2] This standard not only emphasizes quantitative performance evaluation, but also focuses on comprehensive evaluation of quality, aiming to promote the multidimensional development of students' artistic abilities. In order to thoroughly implement the spirit of the document and combine with the actual art teaching in high school, it is necessary to systematically sort out and integrate the content of high school art teaching. At the same time, based on the uniqueness and artistry of the art discipline, suggestions for optimizing the evaluation system and teaching implementation of high school art teaching are proposed. Therefore, high school art teaching not only requires detection and evaluation at the teaching evaluation level, but also should start from building an efficient evaluation feedback mechanism, continuously optimizing and adjusting teaching strategies to achieve the maximization of teaching effectiveness.

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Compared with traditional evaluation models, the CIPP evaluation model meets the practical needs of high school art teaching with unique advantages such as "decision orientation", "integration", and "highlighting evaluation development". This article is based on the CIPP evaluation model to explore and construct a set of high school art evaluation indicators that are both scientifically reasonable and highly operable.

2. THEORETICAL CONNOTATION OF CIPP MODEL: "BACKGROUND - INPUT - PROCESS - OUTCOME" EVALUATION MODEL

The CIPP evaluation model, also known as the "decision-oriented or improvement-oriented evaluation model", was proposed by American educational evaluation expert Stufflebeam (D.L) in 1966. [3] This model was originally designed to provide timely information for decision-making and should be systematized. It not only serves the purpose of forward-looking decision-making, but also applies to post accountability purposes. Integrating evaluation into the formal operation process of schools and institutions can better serve education. In short, the core value of educational evaluation lies in providing valuable feedback to teachers and students, thereby promoting the improvement of educational quality. [4]

The theoretical connotation of the CIPP evaluation model lies in its comprehensiveness and systematicity, which comprehensively evaluates through four interrelated dimensions: background evaluation, input evaluation, process evaluation, and outcome evaluation, in order to enhance the overall quality and implementation effectiveness of educational projects. Background evaluation is the starting part of the overall evaluation system, which refers to a forward-looking grasp of the objectives and mechanisms of the teaching plan to ensure the effective implementation of teaching; Input evaluation is the assessment of the adequacy, rationality, and effectiveness of resources required for educational projects, ensuring optimal allocation and efficient utilization of project resources; Process evaluation is a dynamic monitoring and evaluation of the implementation process of educational projects, aimed at identifying problems in the implementation process, making timely adjustments and optimizations to the plan, and ensuring the implementation of project objectives. Outcome evaluation focuses on the ultimate outcomes and impacts of educational projects, aiming to comprehensively evaluate the success or failure of the project and provide decision-making basis for its continuous improvement and future development (as shown in "Figure 1"). From this, it can be seen that the CIPP evaluation model, with its three significant characteristics of systematicity, process, and feedback, provides important reference significance for the evaluation of high school art teaching activities. [5]

Although the CIPP model has broad applicability in the field of educational evaluation, its research in the art discipline is relatively scarce. This is mainly attributed to two aspects: on the one hand, the art discipline emphasizes artistry and creativity, and the evaluation criteria often have strong subjectivity. This makes it difficult to directly apply traditional quantitative evaluation methods in the field of art, and although the CIPP model emphasizes comprehensiveness and systematicity, balancing artistic standards with the scientific nature of quantitative evaluation remains a challenge in specific operations. On the other hand, research in the field of art focuses more on teaching methods, course content, and the development of students' abilities, rather than the construction of evaluation systems. [6] Therefore, it is urgent to strengthen research in the field of art subject evaluation, promote the deep integration and personalized development of CIPP evaluation model in art teaching through theoretical innovation and practical exploration.

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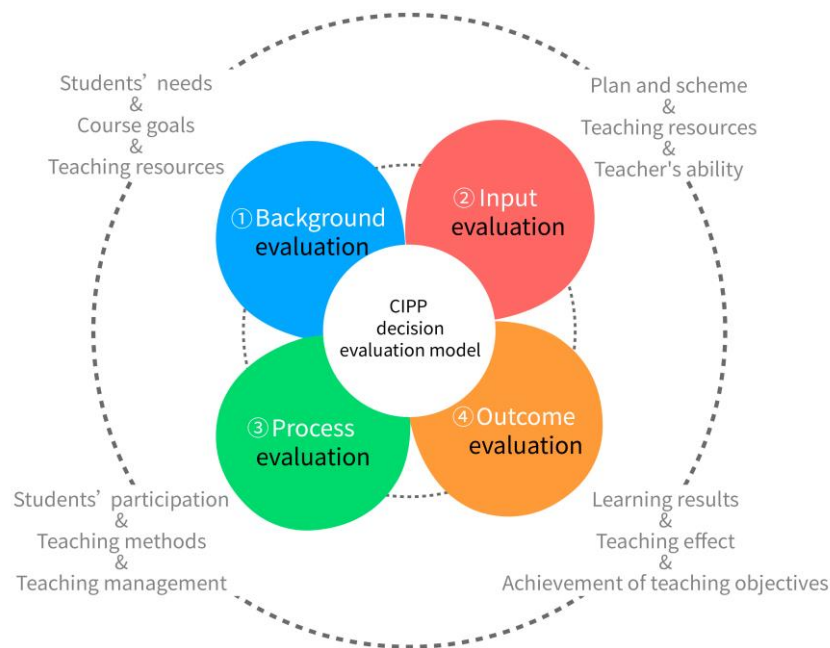
Figure 1 CIPP decision evaluation model.

3. ANALYSIS OF THE APPROPRIATENESS OF CIPP MODEL AND HIGH SCHOOL ART TEACHING EVALUATION

3.1 The Decision Orientation of CIPP Model Is Applicable to the Dynamic Adaptability and Pertinence of Art Teaching Objectives

The decision orientation of CIPP evaluation model is mainly applicable to its dynamic adaptability and pertinence in high school art teaching objectives. On the one hand, in the long-term process of art teaching, teaching objectives may need to be adjusted at any time based on students' learning outcomes, updates in teaching resources, and the evolution of educational concepts. On the other hand, high school art teaching emphasizes personalized teaching, that is, differentiated teaching based on students' interests, abilities, and needs. Therefore, the teaching objectives of high school art demonstrate the gradual deepening and improvement of students' artistic literacy and abilities, and demonstrate the breadth and interdisciplinary integration of students' art learning in a horizontal manner. Not only does it focus on the achievement of teaching objectives, but it is also a process of providing effective information for teachers, which helps teachers adjust teaching objectives according to students' learning needs and changes in the teaching environment, and improve the effectiveness and pertinence of teaching.

3.2 The Integration Function of CIPP Model Is Suitable for Continuous Improvement of High School Art Teaching Evaluation

The CIPP evaluation model integrates diagnostic evaluation, formative evaluation, and summative evaluation into various stages of the evaluation process, aiming to strengthen the developmental function of evaluation [7] and comprehensively reflect the performance and effectiveness of educational programs at each stage. The effectiveness of high school art teaching needs to be comprehensively reflected through multiple evaluation methods. The integrated characteristics of the CIPP model can integrate different types of evaluation methods, providing a comprehensive and systematic framework to evaluate and improve teaching quality. By comprehensively considering the four dimensions of background, input, process, and outcome, the CIPP model can help educators identify problems, optimize data allocation, improve teaching practices, and ultimately enhance students' learning outcomes.

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3.3 The Systematic Implementation of CIPP Model Meets the Needs of the New Curriculum Standards for High School Art Teaching Evaluation

Under the new curriculum standards, the evaluation of high school art teaching needs to adapt to new educational concepts and requirements, including promoting students' comprehensive development, emphasizing students' subjectivity and creativity, etc. Firstly, the new curriculum emphasizes that art education is not only about skill training, but also an important way to cultivate students' aesthetic ability and creativity. Therefore, background evaluation can ensure that art teaching activities are conducted in a suitable environment, which helps to achieve teaching objectives. Secondly, input evaluation focuses on the allocation and utilization of resources. Under the new curriculum standards, art teaching places more emphasis on students' personalized development and creative expression, which requires teachers to provide sufficient resources to support students' creative activities. The new curriculum standards advocate interactive and exploratory teaching methods, emphasizing teacher-student interaction and student-student cooperation. The process evaluation of CIPP model can help teachers monitor the effectiveness of teaching activities, adjust teaching strategies in a timely manner, and better meet students' learning needs. [8] Finally, art teaching under the new curriculum standards not only focuses on students' mastery of knowledge, but also emphasizes the improvement of their comprehensive quality. The evaluation of CIPP model results can be measured in various ways to comprehensively evaluate teaching effectiveness.

3.4 Theoretical Model of High School Art Teaching Evaluation Based on CIPP Model

By deeply integrating the core concepts of CIPP evaluation model and combining them with the physical and mental development characteristics of high school students and the actual needs of core literacy cultivation, it is expected to construct an evaluation index system for high school art teaching. Based on the core framework of the CIPP model, which includes four primary indicators:

background evaluation, input evaluation, process evaluation, and outcome evaluation, it is further refined into 16 secondary indicators covering students' basic situation, learning needs and motivation, teaching resources and links, teaching goals and positioning, etc., supplemented by 48 observation points, providing evaluators with a clear evaluation perspective and quantitative basis. This article is based on the CIPP evaluation model, combined with the uniqueness of art teaching and the stages of the teaching process, to construct an art teaching evaluation model (as shown in "Figure 2").

The overall structure and interrelationships of the constituent elements of this model are as follows: the pre-class preparation stage occupies a crucial part, focusing on diagnostic evaluation based on background assessment, environment preparation, resource allocation, learners' learning foundation and preparation attitude, and achieving the formulation and planning of teaching objectives; On the basis of pre-class learning preparation, it shifts towards teaching development and feasibility analysis of input evaluation. It is necessary to pay attention to core elements such as faculty investment, funding support, and organizational framework, evaluate the adequacy and effectiveness of input resources, and ensure the implementation conditions of teaching; Process evaluation is the core of the model, which provides formative evaluation of the entire process of teaching activity design, implementation strategies, etc. [9] By continuously monitoring students' learning progress and creative process, teachers can provide timely guidance and feedback, and continuously optimize teaching strategies; Based on the evaluation of teaching effectiveness based on results, a summary evaluation is conducted to comprehensively assess students' learning outcomes and teaching effectiveness, providing improvement directions and suggestions for subsequent art teaching.

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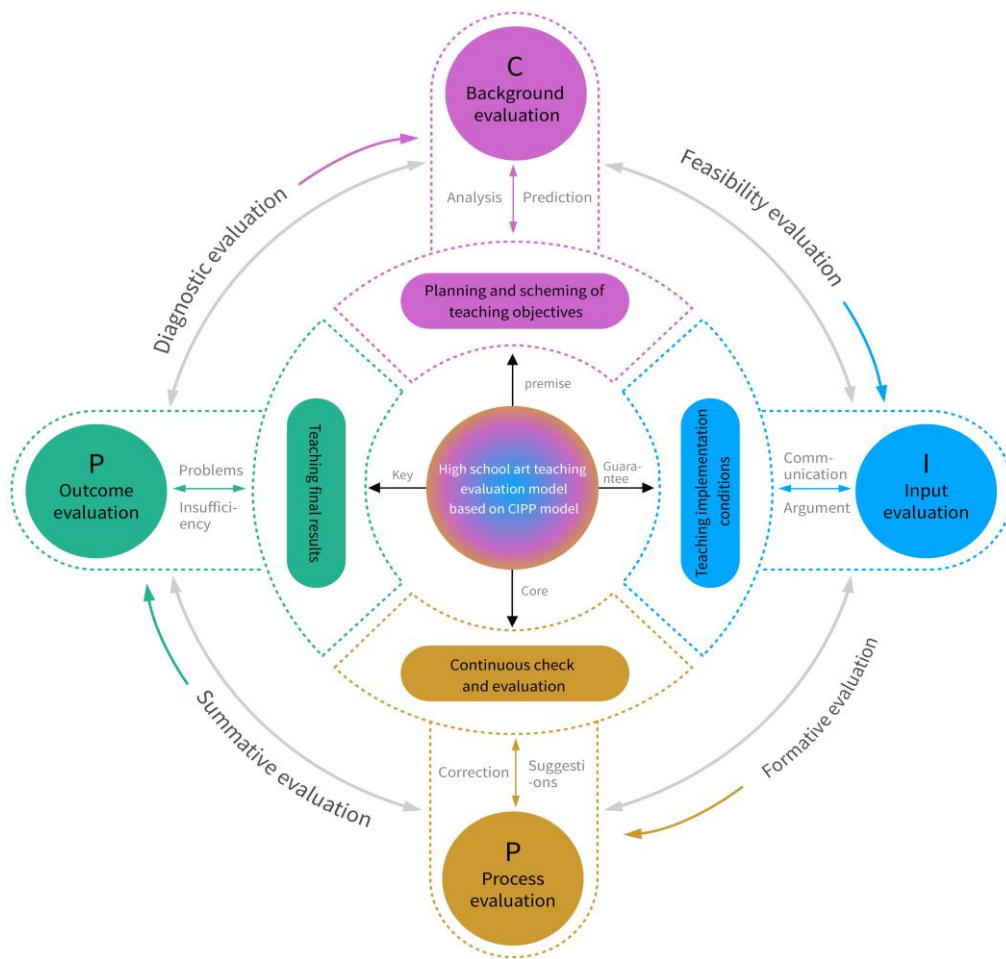
Figure 2 CIPP decision evaluation model.

4. CONSTRUCTION AND APPLICATION OF CIPP MODEL IN HIGH SCHOOL ART EVALUATION SYSTEM

4.1 Background Evaluation: In-depth Understanding and Clarification of Students' Art Foundation and Interests

As the starting point of the CIPP model, background evaluation includes five secondary indicators: students' basic situation, learning needs and motivation, teaching resources and processes, teaching goals and positioning, and social and behavioral needs. Background evaluation focuses on the environment and conditions of art teaching settings, including teaching objectives, student needs, and socio-cultural backgrounds. The background evaluation guided by the educational orientation of the curriculum ensures that teaching activities fully implement the Party's educational

policy and fulfill the fundamental task of cultivating morality and nurturing people[10].[10]

Firstly, it is necessary to have a comprehensive understanding of students' art appreciation starting point, interests and preferences, learning styles, and expectations for teaching content. This requires teachers to analyze students' individualized information through various channels such as interviews, questionnaire surveys, and classroom observations, which serve as the cornerstone for constructing teaching content, teaching methods, and evaluation standards. On this basis, teachers should focus on cultivating core competencies in the field of art, including image recognition, artistic expression, aesthetic judgement, creative practice, and cultural understanding. [11] To achieve these goals, on the one hand, teachers can flexibly use

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modern teaching methods such as visual aids and multimedia resources; On the other hand, teachers should actively introduce diversified teaching forms such as group discussions, interactive learning, and creative practices to stimulate students' intrinsic learning motivation, enhance their classroom participation and learning effectiveness, and effectively promote the comprehensive development of students' overall quality. Finally, based on the information collected during the background evaluation stage, teachers can develop specific and targeted teaching plans. The specific indicators and requirements for evaluating the background of high school art teaching are shown in "Table 1".

Table 1. Evaluation indicators and requirements for high school art teaching background

Evaluation indicators	Observation indicators and evaluation levels					
First level indicators	Second level indicators	Observation indicators	A Excellent	B Good	C Qualified	D Unqualified
Background Evaluation	Basic information of students	① Assess students' interest and learning motivation in art courses; ② Examine students' existing artistic background knowledge and art appreciation abilities; ③ Judge the starting point of students' learning, including knowledge foundation, skill level, and learning attitude				
	Student needs and motivation	① Identify students' personalized needs in art learning; ② Explore effective strategies and paths to enhance students' learning motivation; ③ Establish practical and clear learning goals based on the specific situation and personalized needs of students				
	Teaching resources and processes	① Examine the physical conditions such as hardware facilities, spatial planning, and lighting environment of the art classroom; ② Assess the completeness and applicability of teaching materials, teaching aids, and multimedia resources required for teaching; ③ Analyze the application effect of information technology in teaching				
	Teaching objectives and positioning	① Maintain consistency between teaching objectives and curriculum standards, reflecting students' needs; ② Analyze whether the teaching content meets the curriculum standards and students' needs; ③ Explore suitable teaching methods and strategies				
	Social and industry demands	① Insight into the demand trend and career expectations of society for art talents; ② Research the future trends and innovative trends of cutting-edge technologies and concepts in the art industry; ③ Plan and lay the foundation for students' career development				

4.2 Input Evaluation: Carefully Planned to Ensure the Matching of Teaching Resources and Goals

As the core task of the CIPP model, input evaluation includes four secondary indicators: teaching plan and scheme, teaching resource allocation, teaching strategy selection, and teacher quality and ability. In the preparation stage of high school art teaching, input evaluation includes integrating and optimizing the allocation of teaching resources, such as teacher qualifications, textbooks, multimedia resources, etc. There is a necessity to analyze the current resource situation and background assessment, further clarify and refine teaching objectives, in order to enhance overall teaching effectiveness. At the level of curriculum architecture and program design, evaluating different teaching models has become an essential part, including group cooperative learning, situational simulation learning, and inquiry based learning, to ensure the diversity and adaptability of teaching methods and meet the learning needs of different students. In addition, in order to effectively guide teachers' teaching practices, an evaluation index system has been designed to provide clear direction and guidance for teachers' daily teaching, ensure the execution and optimization of teaching plans, thereby enhancing students' art appreciation ability and promoting the comprehensive development of their artistic literacy. The specific indicators and requirements for input evaluation of high school art teaching are shown in "Table 2".

Table 2. Indicators and requirements for high school art teaching input evaluation

Evaluation indicators		Observation indicators and evaluation levels				
First level indicators	Second level indicators	Observation indicators	A Excellent	B Good	C Qualified	D Unqualified
Input Evaluation	Teaching plan and scheme	① Check if the curriculum plan is consistent with the high school art curriculum standards; ② Analyze whether the course plan is suitable for students' current level and needs; ③ Check whether the course plan has innovative and unique teaching methods and content				
	Teaching resource allocation	① Examine the richness of teaching resources; ② Evaluate the efficiency and rationality of the use and allocation of teaching resources; ③ Explore whether teaching resources can timely introduce new teaching resources and information				
	Teaching strategy selection	① Determine whether the selected strategy can effectively promote students' learning progress and development; ② Whether the analysis strategy is designed and adjusted based on individual differences and learning needs of students; ③ The flexibility of the assessment strategy is to cope with changes in different teaching scenarios				
	Teacher quality and ability	① Evaluate the artistic education background and teaching ability of teachers; ② Assess teachers' professional background, teaching experience, and research achievements; ③ Evaluate the collaboration among teachers in teaching work				

4.3 Process Evaluation: Real-time Monitoring, Dynamic Adjustment of Teaching Strategies

Process evaluation is a key component of the CIPP model, which includes four secondary indicators: teaching implementation, student learning status, teaching resource utilization, and teaching management and monitoring. Process evaluation focuses on the process of teaching implementation, including teaching methods, classroom interaction, and student participation. It involves continuous supervision, meticulous inspection, and immediate feedback. In high school art teaching, teachers should maintain insight into students' learning dynamics and use diverse methods such as real-time classroom observation, group discussions, and student feedback to comprehensively collect student information. Based on this, teachers should adjust their teaching strategies in a timely manner to ensure the efficiency of the teaching process. In addition, process evaluation emphasizes students' active participation and encourages them to actively participate in the evaluation of their own art works, learning to self analyze the strengths and weaknesses of the works. This process not only cultivates students' critical thinking and self-awareness abilities, but also stimulates their confidence and enthusiasm for learning. In order to construct a three-dimensional teaching evaluation system, qualitative evaluation methods have been integrated into teaching practice, providing educators with a perspective and data support to analyze the current situation and improvement directions of education. This not only contributes to the continuous improvement of teaching quality, but also provides a basis for optimizing and innovating curriculum design. Finally, regularly collecting and analyzing students' feedback is a key step for teachers to grasp students' needs and implement targeted policies. The specific indicators and requirements for evaluating the process of high school art teaching are shown in "Table 3".

Table 3. Indicators and requirements for high school art teaching process evaluation

Evaluation indicators		Observation indicators and evaluation levels				
First level indicators	Second level indicators	Observation indicators	A Excellent	B Good	C Qualified	D Unqualified
Process Evaluation	Teaching implementation	① Evaluate whether the teacher is teaching according to the predetermined teaching plan; ② Observe whether the teaching methods and tools adopted by teachers are appropriate and effective; ③ Analyze the interaction between teachers and students during the teaching process				
	Student learning status	① Observe students' learning participation and engagement in the classroom; ② Evaluate students' progress and effectiveness in the learning process; ③ Analyze changes in students' learning attitudes and interests				
	Teaching resource application	① Thoroughly examine and evaluate the applicability of teaching resources; ② Observe whether teachers have fully utilized existing teaching resources				
	Teaching management and monitoring	① Evaluate the effectiveness of teaching management and monitoring mechanisms; ② Check if teachers promptly identify problems and make adjustments and improvements				

4.4 Outcome Evaluation: Comprehensive Evaluation, Parallel Reflection and Improvement After Class

Outcome evaluation is the final stage of the CIPP evaluation model, which includes three secondary indicators: learning outcomes and performance, teaching effectiveness and feedback, and achievement of teaching objectives. The outcome evaluation focuses on the achievements of art teaching, including students' skill development, cognitive ability improvement, and art appreciation ability. Through this evaluation, students' progress and growth can be quantified, providing a basis for teaching adjustment and optimization. Within the scope of high school art teaching, diversified evaluation strategies can be used to assess students' cognitive levels and appreciation abilities towards art works. For example, by planning art exhibitions and encouraging students and teachers to review each other's works, it not only promotes the display and exchange of students' creative achievements, but also enhances their sense of participation and confidence. In addition, guiding students to write research reports can require them to deeply explore the intrinsic meaning and external influence of artistic works, thereby exercising their critical thinking. It is also a way for teachers to understand students' appreciation and thinking abilities. Incorporating the improvement of artistic literacy into the core indicators of the evaluation system is a crucial aspect for teachers to comprehensively evaluate students' learning outcomes. This measure facilitates teachers to grasp students' learning dynamics and needs, laying the foundation for implementing personalized teaching strategies in the future. The specific indicators and requirements for evaluating the results of high school art teaching are shown in "Table 4".

Table 4. Indicators and requirements for high school art teaching process evaluation

Evaluation indicators		Observation indicators and evaluation levels				
First level indicators	Second level indicators	Observation indicators	A Excellent	B Good	C Qualified	D Unqualified
Outcome Evaluation	Learning outcomes and performance	① Measure students' mastery of appreciation knowledge through exams, assignments, and projects; ② Assess whether students can independently complete tasks such as appreciation, analysis, and creation of their works; ③ Evaluate the quality of students' homework, with a focus on the innovation and artistic expression of their works				
	Teaching effectiveness and feedback	① Track students' progress in art skills such as painting, sculpture, and design; ② Assess whether students' attitudes have become more positive during the learning process; ② Assess whether students' attitudes have become more positive during the learning process; ③ Check whether students critically analyze art works; ④ Pay attention to whether students have established correct aesthetic and artistic values through art learning;				
	⑤ Reflect on teaching and propose improvement measures to enhance quality based on the evaluation results	① Check if the set teaching objectives have been achieved; ② See if students can use the knowledge they have learned to create and evaluate their own works; ③ Compare the changes in students' abilities before and after teaching, and evaluate whether the teaching is effective				

5. CONCLUSION

"The evaluation objective is not to prove, but to improve." This article analyzes the appropriateness of the four evaluation processes of background, input, process, and results in high school art teaching evaluation, establishes a CIPP model for high school art teaching evaluation theory, and innovatively constructs an indicator system covering the four evaluation processes. The high school art teaching evaluation system based on the CIPP model can provide decision-makers with accurate and real-time information, help teachers understand the comprehensive teaching situation, formulate and adjust targeted teaching strategies, and thus achieve the improvement of teaching quality. In order to efficiently implement the CIPP evaluation model, the first is to strengthen the qualitative evaluation, and on the basis of quantitative evaluation, emphasis can be placed on evaluating students' emotional experience, creativity development, and other aspects. The second is that improving teachers' professional competence and comprehensive ability can effectively implement the CIPP evaluation model. Finally, it is necessary to simplify the evaluation system appropriately to reduce unnecessary workload for teachers. On this basis, teachers should uphold the educational philosophy of openness, inclusiveness, and innovation, explore new teaching models and evaluation methods, integrate traditional art teaching, and add new vitality. In short, the improvement of the high school art teaching evaluation system based on the CIPP model is still in the process of continuous development, constantly exploring and updating in practice, and continuously achieving the increasingly perfect system.

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