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Practical Approaches of Artificial Intelligence Empowering Teaching Evaluation

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Abstract: ***With the deepening reform of educational assessment, exploring the pathways for deep integration of technology and education has become particularly urgent. Against the backdrop of digital technology's profound integration into educational evaluation, this study focuses on the practical approaches through which artificial intelligence empowers teaching evaluation, addressing both policy directions and real-world challenges. By analyzing the limitations of traditional evaluation models in terms of methods and content, it clarifies how AI drives a shift in the core logic of evaluation from "judgment" to "development," manifested in data-driven multidimensional dynamic assessment, personalized diagnosis, and the construction of instant feedback loops. Furthermore, it systematically examines innovative practices in technology integration and adaptation to educational contexts across the data layer, algorithm layer, and application layer. Simultaneously, the study emphasizes risk mitigation, proposing strategies such as establishing ethical frameworks and safeguarding human agency, aiming to provide theoretical reference and practical guidance for advancing educational evaluation toward greater scientization, personalization, and diversification.***

Keywords: Artificial Intelligence, Teaching Evaluation, Educational Evaluation, Practical Approach.

1. Introduction

Driven by the digital wave, the reform of educational assessment is entering a critical window for transformation. In recent years, multiple policies have been introduced at the national level to chart the course for this reform. The 2020 "Overall Plan for Deepening Educational Evaluation Reform in the New Era" explicitly calls for "innovating evaluation tools," and the 2023 Ministry of Education "Guiding Opinions on Artificial Intelligence Empowering Education Action" further advocates building an "intelligent, process-oriented, and diverse" evaluation system. These policies convey three clear signals: it is imperative to break through the blind spots of traditional pen-and-paper tests in assessing innovative thinking and practical abilities; to establish dynamic assessment mechanisms that promote students' all-round development in moral, intellectual, physical, aesthetic, and labor education; and to realize feasible pathways for large-scale personalized assessment. This aligns with the global trend of educational evaluation shifting towards a "competency-based" orientation, whose core objectives include enhancing student employability, resonating intrinsically with the competency-focused assessment direction emphasized in higher education [1]. However, the current evaluation system still faces numerous challenges. Traditional assessment methods primarily rely on paper-and-pencil tests and classroom observation, suffering from shortcomings such as singular means, narrow content, and limited efficiency. This model excessively focuses on academic scores and final outcomes, making it difficult to capture students' effort, progress, and individual differences during the learning process, and failing to comprehensively reflect their holistic competency development. This represents a core dilemma encountered by primary and secondary school teachers when implementing process-oriented assessment [2]. Furthermore, traditional assessment suffers from lag and incompleteness in data collection, which compromises its accuracy and reference value. Against this backdrop, artificial intelligence (AI) technology demonstrates unique application potential. AI possesses powerful data processing and analytical capabilities, enabling real-time monitoring and precise assessment of the learning process to support personalized feedback. Intelligent technology can also generate diverse evaluation tools, such as adaptive testing and contextualized assessment systems, overcoming the limitations of traditional methods. Relevant research has revealed the trend of technological integration in the field of online teaching evaluation through bibliometric analysis [3]. How to effectively leverage this technological opportunity to build a more scientific and effective teaching evaluation system has become a crucial issue urgently requiring exploration in the current educational field.

2. The Era's Demand for Evaluation Reform and the Technological Opportunity

Currently, China's basic education is in a critical period of profound transformation from being "knowledge-based" to becoming "competency-based." The traditional teaching evaluation system, due to its inherent limitations, can no longer meet the demands of educational development in the new era. Meanwhile, the rapid advancement of artificial intelligence technology provides an unprecedented historical opportunity to address evaluation challenges and promote profound reform of the evaluation system.

2.1 The Pressing Real-World Constraints: The Era's Demand for Traditional Teaching Evaluation

For a long time, traditional teaching evaluation, primarily relying on paper-and-pencil tests and standardized examinations, has played a significant role in efficiency and standardization. However, its inherent drawbacks have become increasingly apparent, giving rise to an urgent demand for reform. Functionally, it emphasizes "screening and selection" through summative evaluation, neglecting the incentivizing and regulatory role of "promoting development." This runs counter to the fundamental task of fostering virtue and cultivating talents, making it particularly inadequate for evaluating courses like ideological and political education that aim to guide students' ideological development [4]. In terms of content, it focuses on quantifiable subject knowledge points, failing to effectively assess core competencies such as critical thinking and innovative ability. This leads to the narrowing of teaching and the phenomenon of "high scores but low competence," overlooking the personalized development of students' multiple intelligences [5]. In methodology, it tends towards the singular model of "one final exam deciding everything," lacking a multidimensional investigation of the learning process and thus unable to fully reflect students' growth dynamics. Regarding feedback, there exists a severe "spatiotemporal delay," where teachers struggle to obtain precise learning data in a timely manner to support instructional intervention. Consequently, optimization measures often rely more on experience than on data.

2.2 The New Engine of Quality Change Empowering Transformation: The Technological Opportunity Brought by Artificial Intelligence

The integration of artificial intelligence technology provides fresh momentum for the reform of educational evaluation in the new era. Its core value lies in constructing a multidimensional digital profile of students that covers the "pre-class, in-class, and post-class" phases through the seamless collection and fusion of whole-process, multimodal data, thereby laying the data foundation for comprehensive evaluation. For instance, some smart classroom systems can perform multidimensional recognition and recording of teacher-student behaviors, speech, PPTs, and blackboard writing, generating structured classroom reports. In terms of evaluation dimensions, AI technology is driving the transformation of assessment from static knowledge to dynamic capabilities. By analyzing unstructured data such as theses and project reports, AI can conduct preliminary assessments of students' core competencies like logical rigor and innovative thinking. The "Xidian Smart Evaluation" system developed by Xidian University, for example, achieves dynamic evaluation of student abilities by constructing "capability maps" and "digital profiles." Furthermore, AI drives the instantaneity and personalization of evaluation feedback. Systems can analyze learning data in real time, dynamically track progress, and accurately push learning resources to students, forming a virtuous cycle of "learning with immediate evaluation, evaluation with immediate feedback." This highly aligns with the evaluation models advocated in cutting-edge research, which integrate technological platforms with feedback from multiple stakeholders [6]. Ultimately, artificial intelligence aims to facilitate the transformation of the teacher's role, liberating them from repetitive labor such as heavy grading and statistics, enabling them to focus more on higher-order tasks like personalized student care, ideological guidance, and fostering innovative abilities. This places new demands on teachers' smart teaching capabilities and assessment literacy [7], thereby fostering a new educational ecosystem characterized by human-machine collaboration that empowers the holistic development of students.

3. The Core Logic of AI-Empowered Teaching Evaluation: From "Judgment" to "Development"

Traditional teaching evaluation predominantly focuses on assessing the extent of students' knowledge acquisition, primarily through paper-and-pencil tests, sample questionnaires, and classroom observations. It suffers from issues such as strong reliance on experience, low efficiency, and high subjectivity, making it difficult to fully reflect students' learning processes and diverse abilities. With the empowerment of artificial intelligence, the core logic of teaching evaluation is gradually shifting from mere "judgment" toward "development" that promotes students' holistic growth.

3.1 Conceptual Ascension: Reconstructing Goals from Screening and Selection to Fostering Development

Leveraging intelligent tools such as IoT sensing, video surveillance, and online learning platforms, artificial intelligence enables the dynamic capture of multimodal educational data, including classroom performance, homework completion, and exam scores. This recreates authentic and natural educational contexts, enhancing the objectivity of evaluation evidence. During the data collection phase, fine-grained collection and analysis of student learning scenario data are achieved, enabling intelligent, precise, and objective evaluation. In the data analysis phase, algorithmic techniques like educational data mining and learning analytics are comprehensively applied to clean, process, and transform multimodal educational data. Interpretable evaluation models are established to uncover the educational value and patterns implicit within the data. During the data feedback phase, big data visualization technologies are employed to present the results of evaluation data analysis in an intuitive and concrete manner, accurately depicting the growth trajectory of the evaluated subjects. This continuously enhances the effectiveness of evaluation feedback and makes the interpretation of evaluation results more accessible. For example, Jiangsu Vocational College of Economics and Trade developed a "Light-Touch" smart evaluation system. Utilizing 148 AI sensing nodes, it collects 12 behavioral indicators—such as teacher-student interaction and practical engagement—in real time, forming a three-dimensional dynamic model of "Process-Outcome-Value-Added." Lushan International Experimental Primary School in Changsha, Hunan, employs a matrix evaluation scale to align classroom performance and homework data with disciplinary core competencies, making previously implicit abilities like artistic creativity and logical thinking "measurable and visible." This evaluation philosophy, which focuses on growth and value-added, aligns with the "Value-added" models gaining significant attention in moral education evaluation for repeat classes [8] and in college general education evaluation [9]. It signifies a fundamental reconstruction of evaluation objectives from managerialism to developmentalism.

3.2 Personalized Diagnosis: The Shift from "Seeking Commonality" to "Preserving Differences"

Traditional teaching evaluation often measures students against uniform standards, neglecting individual differences. Empowered by artificial intelligence, teaching evaluation can comprehensively analyze students' knowledge foundations, problem-solving techniques, and subject abilities, holistically characterizing their higher-order thinking skills. This facilitates a shift from single-source to multi-source evidence, which aligns with the direction of differentiated and personalized evaluation advocated by Gardner's Theory of Multiple Intelligences. By employing methods such as knowledge graphs, cognitive diagnosis, and affective computing to comprehensively analyze students' academic characteristics, customized learning interventions can be provided. This promotes the transition of educational evaluation from diagnostic assessment to feedback-oriented assessment, constructing a closed-loop model based on "diagnostic feedback" to enhance the role of evaluation in improving educational practice. Research based on AI technology for automated classroom teaching evaluation has yielded findings in areas such as student attention analysis, automated attendance, and evaluation of teacher-student dialogue and interaction based on conversational text. This approach can comprehensively consider various factors including classroom teaching behaviors, instructional methods, and teaching strategies. It promotes teacher professional development, diagnoses teaching practices, and improves instruction through evaluation. For instance, the "AI Learning Companion" system in Shanghai's Minhang District uses decision tree models to identify individual bottlenecks. For students who frequently change variable parameters, it identifies them as having "prominent strategic iteration awareness but insufficient systematicity" and pushes tiered open-ended questions. For students reliant on fixed solution methods, it generates cross-disciplinary analogy tasks (e.g., deconstructing economic models using physics leverage principles). Hongyan Primary School's "Joyful Assessment" system uses four thematic scenario modules (e.g., "Dreamcatcher in the Illusion Maze") to capture students' unique response patterns in interdisciplinary tasks, designing alternative assessment plans like comic strip continuations of texts for introverted students. This respect for and effective assessment of individual differences is precisely the core pursuit in constructing a differentiated teaching evaluation system for primary and secondary school classrooms [10].

3.3 Functional Evolution: Role Reconstruction from Static Summation to Dynamic Process

Artificial intelligence enables the rapid processing and analysis of evaluation data, providing timely feedback to both teachers and students. This facilitates the swift application of evaluation results to improve instructional practices. Through the dynamic modeling and analysis of teaching and learning using multimodal data, key issues can be promptly identified and addressed, effecting a shift from outcome-based to process-oriented evaluation and providing a reliable guarantee for the effective implementation of educational assessment.

Building upon big data analytics and model-based evaluation feedback, a cyclical "Assessment — Guidance — Shaping — Re-assessment" follow-up behavior correction pathway has been explored and established. For example, Yantai High-Tech Zone has utilized a digital platform to construct a matrix of smart education platforms, establishing channels for comprehensive learning-data collection and governance across all scenarios. This has led to the creation of an intelligent diagnostic evaluation system encompassing pre-class, in-class, and post-class stages, achieving "precision learning" for students and "precision teaching" for instructors. A closed-loop model of "Evaluation Design — Evaluation Implementation — Evaluation Feedback" is constructed. During implementation, the focus must be on the evaluation content itself and the core factors influencing the subjects being evaluated, delving deeply into critical issues. In the feedback stage, intelligent technological tools are employed to conduct in-depth analysis of these key problems, generating customized solutions such as personalized learning interventions and tailored teaching plans. Evaluators must strengthen the verification of feedback effectiveness, investigating whether the feedback solutions can provide positive input for optimizing educational practice, thereby aiding in the refinement of feedback strategies and enhancing the practical utility of educational evaluation.

For instance, Beijing's "Shicheng Wanxiang" model is packaged as an integrated application. In essay grading, it not only identifies grammatical errors but also recommends mind-mapping tools in real-time to reinforce logic training. Pinggu District's teacher evaluation software establishes an "Assessment-Feedback-Development" closed loop; when the system detects insufficient depth in a teacher's classroom questioning, it automatically pushes micro-lessons on Bloom's Taxonomy questioning methods. This dynamic and continuous evaluation process is key to achieving the integration of instruction, learning, and assessment, as well as advancing student learning experiences, for courses like Ideological and Political Education in primary and secondary schools that emphasize experiential and practical learning [11].

4. Constructing the Pathway for AI-Empowered Teaching Evaluation in Primary and Secondary Schools

The practical approach to empowering teaching evaluation with artificial intelligence must prioritize the adaptation of technology to educational contexts, not technological dominance. It requires constructing an integrated system across three layers: the data layer, the algorithm layer, and the application layer. The data layer breaks down information silos through multimodal perception networks, laying the foundation for objective evaluation. The algorithm layer develops education-specific models to ensure the evaluation logic aligns with educational goals. The application layer focuses on three typical scenarios—classroom instruction, competency tracking, and teacher decision support—to propel evaluation from a "static judgment" model toward a closed loop of "dynamic empowerment." The core lies in domesticating technological tools according to the laws of education. Through the vertical integration of "data-algorithms-scenarios," an intelligent evaluation ecosystem characterized by "unobtrusive data collection, evidence-based analysis, and well-founded intervention" is built. The success of such systematic transformation often requires, as revealed by the "Four Frames Model" from organizational science, collaborative advancement in updating evaluation processes from perspectives including structure, human resources, politics, and symbols [12].

4.1 Data Layer: Building a Foundation of Omni-situational Perceptive Data for Intelligent Evaluation

A holographic database is needed to integrate multi-source heterogeneous data and establish dynamic mapping rules, addressing the fragmentation and latency issues of traditional evaluation data. Technically, this relies on IoT perception terminals (e.g., the dual-camera and microphone array in Changhong's AI system) to unobtrusively collect multimodal data such as teacher-student speech, behaviors, and interactions. Cross-platform interfaces are used to bridge discrete data sources like academic performance (from exam systems), process performance (from classroom AI analysis), and practical activities (from project platforms). For instance, Jiangsu Vocational College of Economics and Trade deployed 148 AI sensing nodes to capture 12 types of behavioral indicators—such as teacher-student interaction and practical engagement—in real time. At the data governance level, drawing on reference schemes like Shandong's, a hierarchical classification and labeling system is established. Collected text, video, and sensor data are multi-modally labeled according to "disciplinary core competency dimensions" (e.g., mapping "frequency of participation in group discussion" to the "critical thinking" competency indicator), forming a traceable and analyzable competency gene map. In typical cases, Beijing's "Polaris" evaluation field has built a dynamic database covering 9 major subjects and over 110 competency dimensions, supporting full-scenario invocation from intelligent Q&A to learning analysis. The matrix evaluation scale used by Lushan International Experimental Primary School in Changsha, Hunan, leverages AI to correlate classroom performance data with core competency data, making implicit abilities like artistic creativity "quantifiable." This holographic data foundation, constructed around the elements of students' holistic development, is a prerequisite for supporting the integrated teaching evaluation across primary, secondary, and tertiary levels, including for ideological and political courses [13].

4.2 Algorithm Layer: Innovating Competency Assessment Models Based on Big Data Algorithms

Developing education-oriented specialized models is the core of achieving AI-empowered teaching evaluation. These models must employ algorithms such as machine learning and deep learning to conduct in-depth mining and analysis of data within the holographic evaluation database, based on educational objectives and assessment needs. For example, value-added models are adopted to measure the teaching effectiveness of schools or teachers by comparing student academic performance at different time points, providing a more objective assessment of instructional impact—an approach already validated in value-added evaluation within college general education. Simultaneously, knowledge graph technology is utilized to construct subject knowledge systems, analyze students' learning paths and mastery levels, and provide a basis for personalized learning recommendations. Furthermore, adaptive learning models can dynamically adjust instructional content and difficulty based on students' learning progress and mastery, catering to diverse learning needs. When developing specialized models, it is also essential to emphasize algorithm fairness, transparency, and explainability to avoid the impact of algorithmic bias on evaluation results and ensure scientific rigor and impartiality. This is an inevitable requirement for constructing a more inclusive teaching evaluation system [14].

4.3 Application Layer: Implementing Three Typical Scenarios

Instant Classroom Evaluation: AI Assistant Analyzes Group Discussion Quality and Generates Improvement Suggestions. In the aspect of instant classroom evaluation, AI assistants play a significant role. Through natural language processing and computer vision technologies, AI assistants can analyze students' performance in group discussions in real time, including speaking frequency, speech quality, and level of collaboration. For example, the intelligent evaluation system developed by Beijing Normal University can monitor and analyze teacher-student teaching behaviors in the classroom in real time, generating intuitive charts and reports to help teachers promptly understand classroom dynamics. Meanwhile, AI assistants can also generate targeted improvement suggestions based on the performance of different groups, such as adjusting discussion topics or optimizing task division, assisting teachers in enhancing classroom management and promoting better student participation and learning effectiveness. This type of instantaneous evaluation is a key link in the digital transformation of teaching evaluation, fundamentally aimed at promoting the dual enhancement of student core competencies and teacher instructional capabilities [15].

Comprehensive Quality Tracking: Dynamic Dashboards Visualize Student Growth Trajectories. Comprehensive quality tracking is another crucial application area for AI-empowered teaching evaluation. Leveraging dynamic dashboard technology, students' comprehensive performance across academic achievement, moral development, artistic literacy, and social practice can be visually displayed. A student comprehensive quality evaluation system uses dynamic dashboards to show students' scores and progress trends across various indicators, allowing teachers, parents, and the students themselves to clearly understand the growth trajectory. This dynamic evaluation method focuses not only on outcomes but also values the developmental process, helping to identify students' strengths and weaknesses in a timely manner, providing reference for personalized cultivation, and promoting students' holistic development.

Teacher Decision Support: AI Identifies Instructional Blind Spots. Artificial intelligence can also provide decision support for teachers, helping them discover blind spots in their teaching process. Through in-depth analysis of teaching data, AI systems can identify teachers' shortcomings in areas such as content coverage, method selection, and student engagement. For instance, a teacher big data platform can analyze teachers' instructional data to generate teacher profiles and teaching analysis reports, offering personalized professional development suggestions. This assists teachers in promptly adjusting teaching strategies, optimizing the teaching process, improving teaching quality, and achieving more scientific and precise teaching decisions.

5. Challenges and Prospects: Towards a New Humanistic Ecosystem of Intelligent Evaluation

The deepening integration of artificial intelligence in teaching evaluation urgently requires the construction of an ethical safety net and an anchor point for human subjectivity. By implementing technical constraints and fostering humanistic collaboration, three core risks must be avoided: algorithmic bias potentially leading to systematic discrimination against disadvantaged groups in evaluation outcomes; technological dependency potentially weakening teachers' professional judgment; and human-machine separation potentially stripping evaluation of its educational warmth. Guided by the principle of "ethics first, human-centric benchmarking," protective mechanisms must be embedded in algorithm design, functional positioning, and operational procedures. This ensures that technological empowerment consistently serves the essential purpose of "cultivating individuals" rather than replacing human value judgment.

5.1 Real-World Challenges: Evaluation Data Privacy and Technological Ethics

In the process of AI-empowered teaching evaluation, algorithmic bias is a potential risk that may unfairly impact students. Bias in the training data of AI models or flaws in algorithm design can lead to unjust evaluation outcomes for different student groups. For instance, algorithms may exhibit bias against specific groups based on gender, race, or other differences. To address this issue, introducing fairness detection mechanisms is crucial. These mechanisms can test and evaluate models during both the R&D phase and the practical application phase. During development, the diversity and representativeness of training data are scrutinized to ensure coverage of student groups from varied backgrounds, thereby providing a more comprehensive learning foundation for the model. In the application phase, cross-validation methods can be employed to comparatively analyze evaluation results across different groups, identifying potential biases. For example, statistical methods can test for distribution differences in evaluation results between students of different genders or academic foundations. If significant disparities are found, the algorithm is adjusted and optimized. Concurrently, a diversified evaluation team—including education experts, data scientists, and sociologists—can be established to oversee and review algorithmic fairness. Through fairness detection mechanisms, the impact of algorithmic bias on teaching evaluation can be minimized, ensuring the justice and rationality of evaluation results and providing a fair evaluation environment for every student. Safeguarding fairness in educational AI systems requires building a full-process bias prevention and control system. In the data collection stage, techniques like stratified sampling and Generative Adversarial Networks (GANs) are used to eliminate sample bias. Tools like EdFair, developed by the U.S. Institute of Education Sciences, can automatically detect imbalances in gender or race representation within training data. During the algorithm design stage, fairness constraint optimization (e.g., Equalized Odds) adjusts model parameters. Frameworks like EduFair, developed by Tsinghua University, can control the prediction accuracy disparity among different student groups within 3%. In the application stage, a dynamic monitoring mechanism is established, employing toolkits like IBM's AI Fairness 360 for regular audits. Practices by the Shenzhen Municipal Education Bureau indicate that such a system increased the evaluation accuracy rate for disadvantaged student groups by 18.7%, effectively preventing the widening of the "digital divide." Cross-cultural research suggests that compared to centralized evaluation emphasizing quantitative compliance, inclusive evaluation mechanisms that focus more on formative feedback and the co-participation of teachers and students can better safeguard fairness at its root [16].

5.2 Future Direction: Constructing a More Scientific, Inclusive, and Warm Evaluation System

Against the backdrop of continuous advancements in AI technology, the education sector may witness over-reliance on AI, which could undermine the agency and subjectivity of both teachers and students. To prevent this, it is essential to clarify the "assistive" positioning of AI in teaching evaluation. AI serves as a tool and technical means, aiming to support and aid teaching evaluation, not to replace the leading role of teachers or the subjective status of students. In teaching evaluation, teachers' experience, professional expertise, and deep understanding of students are irreplaceable. For instance, regarding student classroom performance and homework completion, teachers can discern learning attitudes, motivation, and practical difficulties through observation and interaction—nuances that AI struggles to capture accurately. Therefore, teachers should make comprehensive evaluations and decisions based on the data and analytical results provided by AI, combined with their own understanding of the students. Simultaneously, emphasis should be placed on cultivating students' self-evaluation and self-directed learning abilities, encouraging them to actively participate in the evaluation process rather than relying entirely on AI-generated results. For example, students can be encouraged to conduct self-assessment and peer assessment, guiding them to reflect on and summarize their learning outcomes and processes. By clearly defining AI's assistive role, deeper engagement of both teachers and students in teaching evaluation is promoted, leveraging their respective strengths to realize the true value of educational assessment.

6. Conclusion

This study aims to explore the practical pathways for empowering teaching evaluation with artificial intelligence to construct a more scientific and dynamic evaluation system. By building a holistic evaluation database, developing education-specific algorithmic models, and applying them in typical scenarios such as classroom instant feedback, comprehensive quality tracking, and teacher decision support, the research promotes a shift in evaluation logic from "static judgment" to "dynamic empowerment." Concurrently, by establishing fairness detection mechanisms, clarifying AI's assistive role, and designing human-machine collaborative report generation models, ethical risks are mitigated, and human subjectivity within education is safeguarded. Looking forward, with technological progress and scenario deepening, continuous optimization of data and algorithmic models, enhancement of teachers' technological literacy, and refinement of ethical frameworks are necessary. The ultimate goal is to foster a new intelligent evaluation ecosystem that promotes the holistic and personalized development of every student.

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