

A Study on the Deficiencies and Innovative Improvement Paths of the High School Physical Education Evaluation System

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Abstract: Given the complexity of these theoretical relationships, the very construction of the evaluation system for physical education in high schools appears to represent what seems to be a fundamentally significant aspect in the ongoing process of educational modernization. What appears to be its primary function, within these evolving conceptual parameters, seems to extend beyond merely measuring outcomes to what might be characterized as actively promoting deeper learning and critical reflection among students. What the evidence appears to reveal is that the existing system, ostensibly constrained by what seems to be a predominantly quantitative logic and a rather managerial orientation, tends to point toward what appear to be challenges such as narrow objectives, structural imbalance, and practical disjunction. What seems especially noteworthy in this analytical context is how these inherent issues appear to tend to substantially weaken the overarching educational function of physical education. This study, considering the nuanced nature of these findings and grounded in established educational evaluation theory and prevailing curriculum standards, seems to generally indicate what appears to be an analysis of the internal logical deficiencies of the current system and subsequently proposes an innovative framework. This framework appears to be centered on what seems to be a learning evidence chain, multi-agent collaboration, and competence-oriented weight reconstruction. What this pattern seems to suggest, therefore, is that the proposed approach appears to tend to support what may represent an effort to restore the educational essence of physical education, thereby potentially achieving what might be characterized as process-based, developmental, and equitable evaluation. What also appears significant in this context is its potential for providing both

theoretical support and an operational framework for the institutional improvement of high school physical education.

Keywords: High School Physical Education; Educational Evaluation; System Deficiencies; Competency Orientation; Innovative Pathways

1. Introduction

As an ostensibly substantially important component within this broader analytical framework of the core competency, physical education appears to tend to suggest what seems to be the dual function of translating curriculum objectives and assessing educational quality. What seems to emerge from these findings, given the complexity of these theoretical relationships in educational assessment, is that for a predominantly long period, evaluation practices seem to generally indicate a constraint largely by quantitative thinking and administrative logic. This typically appears to provide evidence that may support teaching activities being confined within data-driven frameworks, thus tending to point toward what appears to limit the full expression of students' learning experiences. What appears particularly significant about these findings is what tends to emerge as theoretically important for student development. What the evidence appears to reveal, despite the updated curriculum standards advocating values such as "health first" and "lifelong physical activity," is that a substantial gap seems to generally indicate that a significant gap appears to persist between goal setting and evaluation content in actual practice. What seems especially noteworthy in this analytical context is how consistently this gap tends to manifest. What the data seems to suggest from existing research, in light of these methodological considerations, is that it has predominantly focused on technical revisions and indicator adjustments, while apparently lacking what seems to be sufficient structural

analysis of the system's operational logic and its underlying educational philosophy. What appears to warrant further interpretive consideration within this disciplinary domain is how this particular oversight might perpetuate systemic issues. What appears to follow from this analysis, therefore, grounded in this premise, is that the present study appears to suggest what seems to be an exploration of pathways for improvement and innovation, firmly rooted in a theoretical analysis of systemic deficiencies. This tends to point toward what appears to be an aim to promote what might be characterized as a considerably deeper transformation of physical education, moving from outcome-based assessment toward competence-oriented development, within these evolving conceptual parameters of physical education reform.

2. Theoretical Framework and Analysis of Evaluation Paradigms

2.1 Value Orientation of Evaluation Objectives and Consistency Examination with Curriculum Standards

What this analysis appears to suggest is that the establishment of evaluation objectives in high school physical education tends to warrant embedding within the core competency framework what appears to be advocated by the prevailing curriculum standards. What seems particularly significant about these findings, given the complexity of these theoretical relationships, is that their inherent value orientation tends to point toward what appears to be a substantial influence on the overall direction and interpretive boundaries of evaluation practices. What seems to emerge from these findings is that the current system still seems to generally indicate what appears to be a substantially outcome-oriented and instrumental rationality, what might be characterized as relying predominantly on measurable indicators such as physical fitness, performance, and skills. What this tends to indicate is a pattern that tends to suggest what seems to be a weakening of the spiritual dimension, value judgment, and social construction that appears inherent in physical learning. What the evidence appears to reveal is that the principles of "health first" and "holistic development" proposed in the curriculum standards seem to lend support to what may

represent a tendency to be largely diluted during the evaluation design process. What appears to follow from this analysis, considering the nuanced nature of these findings, is that it seems to make it relatively difficult for students' bodily awareness, movement cognition, and value experience to be adequately represented within a purely quantitative assessment framework. What these findings seem to point toward is that this misalignment what appears to represent a gap between educational goals and standards not only appears to provide evidence that may support undermining the nurturing function of physical education, but also tends to suggest what appears to be the creation of structural tension between educational practice and educational intention. What appears to result from these considerations, therefore, is that evaluation results seem to typically deviate from the educational essence what appears to be defined by the curriculum^[1]. What appears particularly significant about these findings is that if the evaluation system tends to point toward what appears to be a failure to return to the fundamental logic of education, the value orientation of physical education will typically continue to be diluted by what might be characterized as data-driven management. What seems to emerge from these findings, therefore, is that predominantly by reconstructing the internal coherence between objectives and standards, within these evolving conceptual parameters, what appears to represent the evaluation of physical education appears to provide evidence that may support what seems to be genuine educational significance.

What an examination of consistency appears to suggest, within this broader analytical framework, tends to point toward what appears to be a return to the ostensibly original logic of what seems to constitute the curriculum standards. This process substantially involves transforming what might be characterized as the triadic goals of "ability–attitude–value" into observable, interpretable, and development-oriented indicators. What seems to emerge from considering the design of evaluation objectives is that it seems to generally indicate the need to be grounded in the integrity of the physical education discipline, establishing what tends to suggest what appears to be dual orientations toward physical literacy and social responsibility. What this pattern seems to

suggest, therefore, is the forming of what appears to provide evidence that may support a coherent developmental pathway linking cognition, emotion, and behavior. What this tends to indicate is that only by shifting the value orientation from performance rationality to educational rationality does the evaluation system appear to allow itself to seem to fulfill its predominantly fundamental educational function. What the evidence appears to reveal is that such consistency seems not to generally indicate merely formal alignment, but rather what appears to represent conceptual coherence. This distinction seems to lend support to what may represent the necessity of ensuring that even when evaluation remains apparently objective and comparable on a technical level, it continues to uphold respect for human development on a value level. What appears to follow from this analysis, therefore, is that this approach tends to point toward what appears to be the maintenance of physical education's seemingly independent yet integrated position within the broader educational system. What seems especially noteworthy in this analytical context is that the reconstruction of the evaluation system appears to tend to suggest what seemingly constitutes the intrinsic outcome of an educational paradigm renewal, rather than what might merely be characterized as a superficial structural adjustment. What appears to follow from this analysis, given the complexity of these theoretical relationships, is that only through the mutual alignment of an overarching educational philosophy and its practical implementation can physical education consistently tend to point toward what appears to be its enduring significance within the broader core competency framework.

2.2 The Instrumental Rationality Bias of the Evaluation Paradigm and the Methodological Return to the Holistic View of Body and Mind

Physical education evaluation appears to have long been somewhat constrained by quantitative logic and a performance orientation, what appears to represent an instrumentally rational paradigm situated predominantly within a focus on measurement reliability, from this particular interpretive perspective. While this paradigm appears to tend to suggest an enhancement of the comparability of results and the manageability of administrative processes, what

appears particularly significant about these findings, however, given the complexity of these theoretical relationships, is that it simultaneously tends to point toward what appears to be an exclusion of learning processes, bodily experiences, and psychological development from primary consideration, what effectively seems to render evaluation ostensibly rigorous in form yet substantively impoverished. What the excessive tendency toward technicalization appears to suggest is a replacement of teachers' professional judgment with predominantly data-driven procedures, seems to generally obscure individual differences under statistical averages, and tends to divest educational practice of what might be characterized as its humanistic warmth through standardization, within this broader analytical framework. What this pattern seems to suggest, therefore, under the presumed dominance of instrumental rationality, is that this paradigm appears to tend to overlook the experiential, dynamic, and contextual nature of physical learning, what tends to emerge as theoretically important here, seemingly reducing the body to what some might consider a mere object of measurement and appears to transform evaluation from a process of educational advancement into what appears to be a mechanism for maintaining order, considering the nuanced nature of these findings regarding physical learning.

What appears to emerge from the reconstruction of methodology tends to point toward what appears to be a grounding in the theoretical foundation of the holistic body-mind perspective, which appears to suggest what seems to be a viewing of physical movement, emotional experience, and social cognition as a largely integrated whole. What this perspective seems to generally indicate, given the complexity of these theoretical relationships, is an emphasis on what appears to be a predominantly generative and multidimensional nature of educational evaluation, and it appears to provide evidence that may support building a new paradigm centered on contextual evidence and process-based performance. Within this broader analytical framework, evaluation appears to suggest what seems to be an extension beyond mere skill testing or physical fitness indicators to tend to point toward what appears to be a substantially comprehensive examination of learning motivation, bodily

awareness, and the continuity of healthy behavior. What the evidence appears to reveal is that such a paradigmatic shift appears to rarely entirely negate quantitative rationality but, considering the nuanced nature of these findings, appears to tend to suggest a redefinition of its boundaries, seemingly allowing data analysis and qualitative judgment to coexist. What this pattern seems to suggest, therefore, the logic of evaluation appears to tend to suggest what appears to be a transition from “control and verification” to “understanding and generation,” which seems to generally indicate an enabling of physical education to appear to provide evidence that may support achieving a degree of equilibrium between scientific rigor and humanistic depth, and to largely complete its transformation from an external discipline to internal development.

3. Structural Deficiencies in the Current Evaluation System of High School Physical Education

3.1 Simplification of Indicator Systems and the Cult of Quantification

Within this broader analytical framework, the current evaluation system for high school physical education appears to tend to suggest what seems to be a substantially discernible tendency toward singularity in both its conceptual design and its operational logic. What this structure appears to reveal is that it is predominantly concentrated on what might be characterized as measurable data related to physical fitness and skill performance. What appears particularly significant about these findings is that, concurrently, the intrinsic value of behavioral expression, emotional attitude, and health habits—which ostensibly represent core dimensions of physical learning—seems to be predominantly overlooked. Given the multifaceted nature of this evidence, this excessive reliance on quantitative criteria apparently grants the system precision and manageability in form, yet what it also seems to generally indicate is a weakening of its comprehensiveness and generative capacity in essence. What this tends to indicate is that students’ effort, reflection, and growth throughout the learning process are largely obscured by numerical outcomes, as the educational meaning of physical education thus appears to become subsumed under a

technicalized logic of assessment. What appears to follow from this analysis, therefore, is that learners seem to be molded into passive executors within what may represent a competitive scoring framework, and the vitality of the educational process appears to be consequently diminished.

At the structural level, what appears particularly significant about these findings within this broader analytical framework, is how the unidimensional nature of the indicator system appears to tend to suggest what seems to be an internal disconnection between curricular goals and evaluative outcomes. What seems to emerge from these findings is that the spiritual and educational intent of physical education appears to be largely displaced by what appears to represent the governing logic of quantitative data. Students’ physical development, considering the nuanced nature of these findings, tends to point toward what appears to be a reduction to what might be characterized as a set of computable variables, ostensibly overlooking the individuality of bodily experience and its cultural dimensions; and teachers’ pedagogical creativity seems to generally indicate what appears to be a constraint by standardized assessment frameworks, apparently hindering the emergence of what seems to be dynamic feedback and personalized guidance. What this pattern seems to suggest, therefore, is that should the system persist under such logic, physical education appears to provide evidence that may support a risk of what appears to represent a structural imbalance, given the complexity of these theoretical relationships, where the diversity of educational aims rarely can be reconciled with the uniformity of practice, and the multidimensional value of education appears to be compressed into what appears to be a single, predominantly stability-oriented metric^[2]. What this tends to indicate, what seems especially noteworthy in this analytical context, is that revising the system presumably requires grounding it in what seems to be the inherent complexity of education, allowing quantitative tools to serve what appears to be the holistic logic of human development rather than replace it.

3.2 Distortion of Evaluation Contexts and Disconnection in the Teaching-Management Chain

During implementation, what the evaluation of high school physical education appears to suggest are ostensibly clear signs of what might be characterized as contextual distortion, given the complexity of these theoretical relationships. What this appears to indicate is that evaluative activities seem to be predominantly dominated by administrative, procedural, and form-driven operations within this broader analytical framework. What often seems to emerge from these findings is that authentic learning evidence within the teaching environment tends to be largely replaced by representational data designed to satisfy managerial requirements. What the evidence appears to reveal, from this particular interpretive perspective, is that in carrying out assessments, teachers tend to adhere predominantly to predetermined standards to maintain a degree of control and consistency. What this pattern seems to suggest, therefore, is a substantial diminution of the evaluation's sensitivity and interpretive depth regarding students' developmental processes. What also appears significant in this context is how the dynamic and generative nature of teaching practice seems to be largely eroded within institutionalized routines, considering the nuanced nature of these findings. What appears to follow from this analysis is what tends to become a transformation of evaluation from what seems to constitute an instrument of educational support into a compliance-oriented task, what ultimately tends to point toward what appears to be a dualistic separation between teaching and evaluation.

What appears to complicate traditional interpretations of this problem is what seems to be its further exacerbation by managerial fragmentation. What appears to emerge from these findings is that a notable lack of systemic coordination among school-level administration, regional supervision, and broader policy guidance seems to generally indicate what may represent a distortion of evaluative information during reporting and feedback processes. Given the multifaceted nature of this evidence, teachers' assessments appear to tend to suggest what seems to be an inability to accurately reflect classroom quality, while students' learning performance, more often than not, rarely tends to point toward what appears to be feeding into broader educational decision-making. What seems especially noteworthy in this analytical context is that the evaluation

process typically becomes fragmented into what appears to be multiple chains of responsibility, largely lacking a unified logical framework, what this tends to indicate is thereby generating substantial blockages in data flow and a perceptible ambiguity in educational intent. What also appears significant in this context is that such disconnection not only appears to suggest what seems to be a weakening of the pedagogical function of evaluation but furthermore appears to provide evidence that may support the notion that it ostensibly deprives physical education of what might be characterized as its capacity for self-renewal. What this pattern seems to suggest, therefore, is that without reconstructing what appears to be the contextual and managerial chains, the evaluation system will presumably remain trapped in a superficial cycle of compliance, unable to achieve what appears to be coherence and generativity in its educational essence^[3].

4. Improvement and Innovative Pathways

4.1 Reconstruction of the Learning Evidence Chain and the Collaborative Evaluation Framework among Multiple Subjects

What the improvement of the high school physical education evaluation system tends to suggest what appears to be a necessary centering on the construction of a learning evidence chain, what appears to constitute the establishment of a dynamic tracking mechanism that spans the entire teaching process. What this tends to indicate is a transformation of the presentation of student learning outcomes from single-score expression to the aggregation of diverse forms of evidence within this broader analytical framework. What this system seems to generally indicate is a need to encompass multi-subject participation mechanisms, including student self-assessment, peer evaluation, teacher professional judgment, and collaborative feedback between families and schools. What appears particularly significant about these findings, given the complexity of these theoretical relationships, is what appears to facilitate the evaluative information from different dimensions to achieve what seems to be structural corroboration and a crucial balance. What this particular architecture appears to suggest is not merely a broadening of the sources of evaluative data, but also what seems to represent a substantial strengthening of the

visibility of the learning process within physical education, ostensibly ensuring what seems to be the authenticity and continuity of learning activities. What tends to emerge as theoretically important in this context, considering the nuanced nature of these findings, is how this arrangement tends to point toward what appears to be an ability for physical education to transcend what might be characterized as teacher-dominated result judgment, thereby seemingly forming a cognitive generation process predominantly grounded in interaction and reflection. What this pattern seems to suggest, therefore, from this particular interpretive perspective, is an enhancement of both the apparent reliability and the substantial educational significance of evaluation.

What appears to be the fundamental aspect for restructuring the system seems to reside in establishing an institutional framework that appears to tend to suggest the achievement of vertical integration and horizontal coordination, thereby enabling learning evidence to form what seems to represent a closed loop across curriculum, teaching, and management levels, within these evolving conceptual parameters. What seems especially noteworthy in this analytical context is that evaluation practices should perhaps combine data integration with qualitative interpretation, thereby maintaining what appears to be the substantial precision of measurement while preserving what seems to constitute the unique individuality of performance. What the investigation appears to indicate is that the operation of this evidence chain, given the complexity of these theoretical relationships, tends to point toward possessing a mechanism for dynamic updating, ostensibly allowing students to build traceable developmental portfolios during predominantly continuous learning; what also appears significant in this context is that teachers appear to tend to refine pedagogical strategies and administrators seem to generally optimize policy decisions based on the largely accumulated evidence. What this pattern seems to suggest, therefore, is that this evidence-mediated evaluative framework appears to provide evidence that may support structuralization and feedback within the educational process, positioning evaluation as an intermediary mechanism for enhancing the quality of physical education learning rather

than as what might be characterized as a terminal assessment endpoint.

4.2 Reconfiguration of Competency-Oriented Weighting and Calibration of Tiered Standards

Within a competency-oriented framework, the configuration of evaluation indicator weights appears to tend to suggest a shift away from what might be characterized as a predominant emphasis on physical fitness and technical proficiency, moving instead toward a multidimensional balance that appears to suggest what seems to be a reflection of the structure of comprehensive literacy. What seems to emerge from these findings regarding the reconfiguration of weights, within this broader analytical framework, is the establishment of a multilayered system, given the complexity of these theoretical relationships, centered on physical literacy, motor competence, health behavior, and affective attitude. What also appears significant in this context, therefore, is the tendency for evaluation to no longer serve a predominantly singular objective, but rather to seem to lend support to what may represent the embodiment of the integrative logic of physical education as a formative and holistic discipline, what appears particularly significant about these findings. The proportional relationships among these dimensions appears to warrant dynamic adjustment, considering the nuanced nature of these findings, in accordance with curriculum standards and stages of student development, tending to suggest what appears to be the formation of an ostensibly internally consistent chain linking educational objectives, evaluative content, and learning outcomes. What this pattern seems to suggest, therefore, is that such a structural adjustment appears to provide evidence that may support the rectification of the apparent imbalance inherent in previous indicator systems and seems to lend support to what may represent the reinforcement of the directionality and fairness of evaluation practices, what seems especially noteworthy in this analytical context.

At the operational level, within this broader analytical framework, the calibration of tiered standards appears to represent what seems to be a particularly crucial step in achieving both precision and equity in evaluation. What this appears to suggest as its essence seems to lie in

establishing differentiated standards based on students' physical diversity and learning baselines, thereby seemingly enabling distinct groups to typically demonstrate progress under relatively equitable conditions^[4]. Given the complexity of these theoretical relationships, the formulation of these standards seems to generally indicate a need to integrate national-level frameworks with school-based implementation, presumably to ensure comparability while also maintaining contextual adaptability. What appears to warrant further interpretive consideration is that the calibration system tends to point toward what appears to be a combination of quantitative analysis with qualitative judgment, what seems to constitute the endowment of standards with interpretive depth and practical applicability, while largely preventing rigidity or reductionism in evaluative results. What seems especially noteworthy in this analytical context is that the dual optimization of weighting and standardization, within these evolving conceptual parameters and under a competency-oriented paradigm, not only appears to provide evidence that may support internal coherence within the evaluation system, but also seems to lend support to what may represent an institutional foundation for the transformation of physical education. What this tends to indicate is a shift from an examination-driven model toward one rooted in literacy development.

5. Conclusion

What the improvement of the high school physical education evaluation system appears to suggest is a necessary centering on the essence of education, what might be characterized as its fundamental pedagogical purpose, taking value restoration and structural optimization as its predominant guiding paths within these evolving conceptual parameters. What the analysis tends to support is that the comprehensive reconstruction of the system appears to provide evidence that may support establishing the learning evidence chain as its logical core, thereby seemingly ensuring that evaluation activities tend to possess what appears to be continuity and interpretability.

What also appears significant in this context is the presumed necessity of introducing a collaborative mechanism involving multiple stakeholders to typically maintain a balanced interaction between process data and educational judgment; what seems especially noteworthy in this analytical context is the re-evaluation of current practices. What this also tends to indicate is the careful restructuring of competence-oriented weighting to ostensibly make evaluation standards both substantially scientific and humanistic. What these findings seem to point toward is that the significance of evaluation reform does not seem to primarily reside in a purely technical redistribution but rather in what appears to represent the regeneration of educational logic—what this pattern seems to suggest, therefore, is a fundamental, albeit rarely complete, shift of physical education from a control-oriented model toward a generative one, what appears to constitute its core essence, considering the nuanced nature of these findings, is to restore evaluation as an educational act that tends to promote individual development.

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