

Research on the Construction of an Ideological and Political Evaluation System for College English Courses Based on OBE

Liaoyan Fu

Zhejiang Yuexiu University of Foreign Languages, Shaoxing 312000, China

How to cite this paper: Fu, L. (2026). Research on the Construction of an Ideological and Political Evaluation System for College English Courses Based on OBE. *International Journal of Educational Development*, 4(3), 55–61. ISSN Print: 3104-4263, ISSN Online: 3104-4271. <https://doi.org/10.63313/IJED.9116>
Published: 2026-10-09

Copyright © 2026 by author(s) and Erytis Publishing Limited.

This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).

<http://creativecommons.org/licenses/by/4.0/>



Abstract

Against the backdrop of Great Ideological and Political Education, College English courses urgently need to construct a scientific evaluation system for ideological and political education, so as to address the existing problems in the current evaluation system, such as vague standards and missing process data. Under the guidance of the OBE concept and in combination with rubrics, this paper constructs a "four-dimensional" ideological and political evaluation system for College English courses. Driven by objectives, advanced through processes, and verified by outcomes, this four-dimensional system integrates diagnostic evaluation at the initial stage of teaching, dynamic formative evaluation and ability-integrated evaluation during the process, and summative evaluation after the course. This system can help teachers enhance their capacity to implement curriculum-based ideological and political education, and effectively improve the scientificity and operability of the ideological and political evaluation system for College English courses.

Keywords

College English Courses; Ideological And Political Education; Evaluation System; OBE

1. Introduction

College English courses possess cross-cultural attributes and extensive coverage, and play an important role in cultivating students' international perspective and value identification [1]. The College English Teaching Guide issued in 2020 states that "College English teaching should be integrated into the university's curriculum-based ideological and political education system, enabling it to play an important role in implementing the fundamental task of fostering virtue through education in higher education institutions" [2]. Against this backdrop, College English courses not only undertake the task of language skills training, but also should shoulder the mission of value formation and the promotion of cultural

consciousness.

However, with the continuing practice of curriculum-based ideological and political education, its evaluation issues have gradually emerged. Although existing studies have explored the implementation pathways of ideological and political education in College English from the perspective of instructional design, two prominent problems remain at the evaluation level. One is a lack of a unified systematic evaluation framework, with evaluation indicators in a fragmented state; The other is a lack of data support, making the evaluation process difficult to track and explain [3]. To a certain extent, the above problems constrain the in-depth advancement of ideological and political education. Therefore, constructing a scientific and operable evaluation system for curriculum-based ideological and political education has become an important issue that urgently needs to be addressed.

2. Theory and Technical Method

Outcome-Based Education (OBE) emphasizes centering on learners' learning outcomes and focuses on ensuring that students acquire the required knowledge, skills, and qualities through clearly defined learning objectives and assessment methods [4]. Its core proposition is to take students' expected learning outcomes as the starting point for instructional design and evaluation, and to "design the curriculum backwards from the outcomes." Under the OBE framework, the core question of evaluation is: What expected outcomes have students actually achieved upon completion of the course? This concept is highly compatible with the evaluation needs of curriculum-based ideological and political education, as it translates ideological and political education objectives into observable and measurable learning outcomes, and further adopts the degree of outcome achievement as the core criterion for evaluation.

As a structured assessment tool, the evaluation rubric essentially conducts graded assessments of complex performances or works through a preset standardized indicator system, and its core feature lies in simultaneously incorporating two key elements: evaluation dimensions and level descriptions. Rubrics possess a significant instructional guidance function. In the era of digital education, the application scope of evaluation rubrics has expanded from traditional classroom teaching to online learning platforms, enabling teachers to rapidly construct digital rubrics containing multiple evaluation dimensions. Such technological integration not only enhances evaluation efficiency but also achieves automatic collection and analysis of evaluation data, thereby providing data support for personalized instruction [5].

Accordingly, grounded in OBE, this study employs rubrics to construct an ideological and political evaluation system for College English courses, and validates it through teaching practice.

3. Construction of the "Four-Dimensional" Evaluation System

3.1. Construction Pathway of the Evaluation System

Under the guidance of OBE, the ideological and political evaluation system for College English courses is oriented toward educational objectives and establishes a system of "goal-driven—process-advanced—outcome-verified." To enhance the structuredness and operability of ideological and political education evaluation, this paper constructs a four-level progressive multi-dimensional evaluation pathway encompassing objectives, cognition, elements, and evaluation.

This pathway first takes the objective level as its starting point, clarifying the core educational objectives of ideological and political education in College English courses, including value formation, cultural identification, and social responsibility awareness. This level provides directional guidance for the entire evaluation system, enabling evaluation activities to unfold around learning outcomes.

The second level is the cognitive level, which refines the educational objectives of ideological and political education in College English courses into different cognitive tiers, including the memorization of language knowledge, the comprehension of discourse content, the application of expressive ability, the analysis of logical thinking, the evaluation of cognitive effects, and innovative forms. Through the division of this level, abstract value objectives in College English reading and writing courses are transformed into observable learning behaviors, providing a tiered basis for subsequent evaluation.

At the structural level of ideological and political elements, the specific content of curriculum-based ideological and political education is further refined and concretely presented within the context of College English reading and writing courses. This is mainly manifested in the interpretation of thematic texts, the selection of language materials, and the design of reading and writing tasks. Drawing upon commonly encountered thematic units in College English courses, such as green living, social responsibility, and cultural exchange, ideological and political elements are concretely translated into value dimensions such as environmental awareness, public responsibility awareness, and cross-cultural understanding ability. In this process, language knowledge such as vocabulary is not isolated teaching content, but rather an important medium carrying ideological and political values, enabling students to deepen their value cognition while comprehending texts. Consequently, the ideological and political elements level achieves the transformation from abstract cognitive objectives to concrete teaching content, allowing value dimensions that were originally difficult to observe to be presented through specific language materials and learning tasks, thereby providing a clear and operable foundation for subsequent evaluation.

At the evaluation level, rubrics constructs language knowledge, ideological and political elements, and learning behaviors into a multi-dimensional framework.

This structure not only achieves the explicit expression of ideological and political evaluation elements for College English, but also provides a data foundation for the dynamic tracking of the learning process.

3.2. Design of the Evaluation System

With the guidance of OBE, the construction of the ideological and political evaluation system for College English is oriented toward learning outcomes and takes students as its starting point, attaching importance to differences in learning conditions and students' developmental needs; it focuses on process-based evaluation, comprehensively and visually presenting the learning process and learning effectiveness; it relies on rubrics as its technological foundation to ensure the objectivity, scientificity, and effectiveness of quantitative evaluation; and it takes the improvement of students' language proficiency and value guidance as its direction to cultivate students' practical language application ability. In this paper, taking the topic "Experiencing a Changing World" in Unit 1 of New Target College English Integrated Course 3 as an example, a detailed explanation is provided for the "four-dimensional" ideological and political evaluation system for College English.

3.2.1. Diagnostic Evaluation Based on Learning Starting Points

Diagnostic evaluation aims to identify students' application ability of the relative knowledge and value cognition level before class. Considering the context of ideological and political education in College English, this evaluation dimension focuses on observing students' initial cognition level of the theme and their English expressive ability. In the teaching of "Experiencing a Changing World," rubrics are utilized to conduct diagnostic evaluation with specific indicators such as value cognition level, language expression level, and cross-cultural awareness level.

For example, students are required to do a pre-class 20-question survey measuring smartphone codependence on the online platform. According to the results, follow-up questions are designed for further examination of students' mastery of the related vocabulary and structure. When discussing the questions, students are guided to use the words and expressions, such as the expressions of technology: AI-driven, automate, algorithm; the expression of the influence of technology: transform the way, information overload, distraction; the expressions of people's behaviors: be obsessed with, adapt to, digital detox. If students can accurately use these items, it indicates that they possess the memory and comprehension abilities of language knowledge, cultural knowledge, and ideological and political theoretical knowledge; conversely, if they use them incorrectly, it indicates that their knowledge reserve is insufficient, and teachers need to pay attention to the updating data in subsequent learning. The diagnostic evaluation data form a structured representation of students' initial cognitive state, providing a data base for subsequent tracking.

3.2.2. Formative Evaluation Based on Dynamic Monitoring

Formative evaluation is implemented throughout the entire teaching process and is therefore also referred to as process-based evaluation. This evaluation objective primarily focuses on students' memorization and application of knowledge, emphasizing the promotion of learning improvement through continuous feedback. Vocabulary micro-lectures, online tests, and extended reading materials can provide students with abundant learning resources and tools. Students' autonomous learning behaviors, such as online learning records, assignment completion rates, and test scores, provide teachers with accurate data support for observing students' learning behaviors, thereby enabling objective formative evaluation. For example, when teaching this unit, teachers can require students to watch the related TED speech and micro-lecture video about how to live a balanced life free of distractions of technology, and complete online assignments. In the context of curriculum-based ideological and political education, formative evaluation not only focuses on the development of students' language proficiency, but also pays attention to the gradual changes in students' value cognition. Rubrics can statistically generate developmental profiles of students' cognitive levels through indicators such as classroom participation and language application ability; by tracking students' behavioral data across different learning tasks containing ideological and political elements related to the ability of adapting to the changing world—such as from initially "memorizing" vocabulary, to "applying" it in discussions, and further to "expressing" it in writing. They can intuitively demonstrate the dynamic pathway of students' internalization of values into action.

3.2.3. Associative Evaluation Based on Ability Measurement

In the context of ideological and political education in College English, evaluation approaches oriented toward language skills or knowledge mastery cannot effectively reveal whether students have achieved value identification. From the perspective of cognitive structure and meaning generation, associative evaluation focuses on examining students' ability to integrate language knowledge, cultural understanding, and values, aiming to address the disconnection between "knowledge mastery" and "value construction" that exists in traditional language teaching evaluation systems. For example, the language points (digital self-discipline) of "Experiencing a Changing World" could be linked with such ideological and political elements as self-cultivation and mental health, thereby achieving the measurement of the ability to integrate language and values. Teachers design scenario-based tasks, such as interviewing peers on the balance between technology and life, to examine whether students can transfer the concept of youth self-cultivation and responsibility from textual learning to specific behaviors. College English courses often rely on open-ended tasks such as writing and speech presentations, aiming to examine whether students can change from

"comprehension of viewpoints" to "construction of positions" in language practice. Rubrics conduct quantitative evaluation of students' cognitive processes by constructing a multi-dimensional network of "thematic language—cognitive operations—value positions." If students can establish cross-dimension associations in their expression, it indicates that they have internalized value elements through learning and established connections with personal behavior, thereby achieving the transformation from "language comprehension" to "value identification."

3.2.4. Summative Evaluation Based on Learning Outcomes

Summative evaluation is mainly used for overall assessment after the completion of a course. This dimension includes the evaluation of language proficiency levels, the degree of achievement of ideological and political objectives, and comprehensive application ability. The evaluation forms mainly rely on diversified test items, such as speaking, listening, reading, translation, and writing, to conduct a comprehensive assessment of students' language proficiency. Teachers can combine dynamic data to conduct retrospective analysis of students' developmental processes and employ diversified comprehensive test papers for assessment. Based on students' scores, teachers summarize and reflect on their teaching.

4. Conclusion

Feedback on learning in ideological and political education in College English courses often relies on summative evaluations based on scores or written comments, making it difficult for students to perceive the specific development path of their own thinking processes and values. By making personal dynamic data accessible to students, this evaluation system enables them to intuitively observe the evolving relationship between their language learning and core ideological and political elements. It shifts the focus of evaluation from a single, static learning outcome to a dynamic, multi-dimensional process of cognitive development and value construction, thereby providing data for teachers' subsequent instructional design and cultivating students' self-reflection and autonomous learning abilities.

References

- [1] Wen Q.F. (2021) The connotation and implementation framework of ideological and political education in college foreign language courses. *Foreign Languages in China*, 18, 47-52.
- [2] On printing and distributing the guiding outline of ideological and political construction in colleges and universities (2020). http://www.moe.gov.cn/srsite/A08/s7056/202006/t20200603_462437.html.
- [3] Zhang L.L. and Yang I. (2024) Exploration of Practical Pathways for Curriculum-Based Ideological and Political Education in College English Courses Under the Guidance of Great Ideological and Political Education. *Journal of Shenyang Agriculture University*, 6, 651-658.
- [4] Deng X.Y. and Li B. (2025) Construction and Practice of Human-Machine Collaborative Teaching Mode for Ideological and Political Education in College English Courses under

OBE . Overseas English, 21, 121-123.

- [5] Ma L. (2026) Research on the Construction and Sustainability of the Evaluation System for Ideological and Political Education in College English in the Context of Great Ideological and Political Education. English Teachers, 26, 41-44.