

La evaluación formativa y su carácter humanista en la Educación
Básica de la sociedad actual
*Formative assessment and its humanistic character in Basic
Education today society*

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Abstract

The study aimed to show the essence of formative education adapted to the new educational paradigms at all levels of education and that responds to the needs of conceptual changes to the quantitative and qualitative transformations of society. The study design was non-experimental, cross-sectional. The sample consisted of 36 subjects and a questionnaire was used. It was concluded that the proper application of formative assessment as a process and result is an interactive responsibility of the teacher and student.

Keywords: formative assessment, teaching levels, qualitative growth.

Introduction

In the last years of the 20th century, humanity faced transformations or social changes that, with the old schemes, the world could not assume; Due to this, a reconsideration was urgently needed, which man, located at the center of the problem, was forced to face in

view of the commitment that these changes required.

As a result, today we are constantly working on the social changes involved in successfully facing what has come to be known as the "Knowledge Society". This last term, relatively new, has appeared with force at a global level, and most countries are studying

and analyzing its causes, but above all its consequences on human behavior. Among these consequences we can mention the changes in the way of thinking and acting of individuals until becoming a new social paradigm in all senses, where educational systems play a very important role in it, because as it is well known, education has always served as a support where every society is supported in its logical historical development during all its stages.

However, at the beginning of the 20th century, where the booming industrialization of developed countries was imposed at all costs with the aim of increasing production,

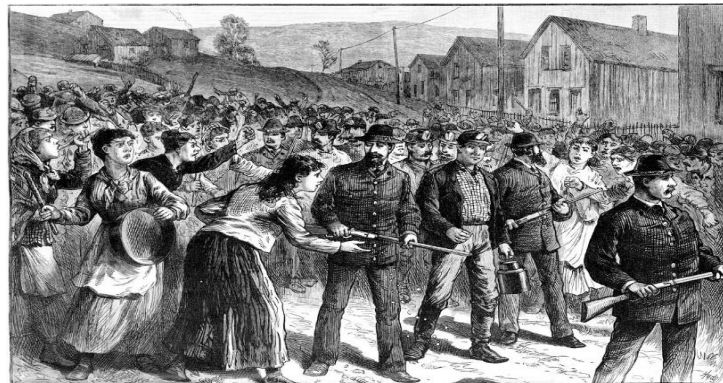
displacing any other idea on a personal, moral and social level, the educational precepts and norms contemplated in schools only constituted a formal part of a curriculum, since the student generally interacted with an environment that showed him something totally different from what he was being taught in his educational center.

It is enough to delve into recent history and judge the role of the Pinkerton¹ brothers or refer to one of Orson Welles' cinematographic works in the film.

"Citizen Kane"² where human attitudes are ignored in the face of a material avalanche of commercialism and overproduction.

Figure 1

Pinkerton agents break a miners' strike in Ohio.



Source. Image available from the Prints and Photographs Division of the Library of Congress under digital code cph.3c18122.

But going back to the changes and evolutions of society, nowadays the new paradigms need an educational system that is in accordance with these changes and that is characterized by appreciating some important features such as those synthesized in the following scheme:

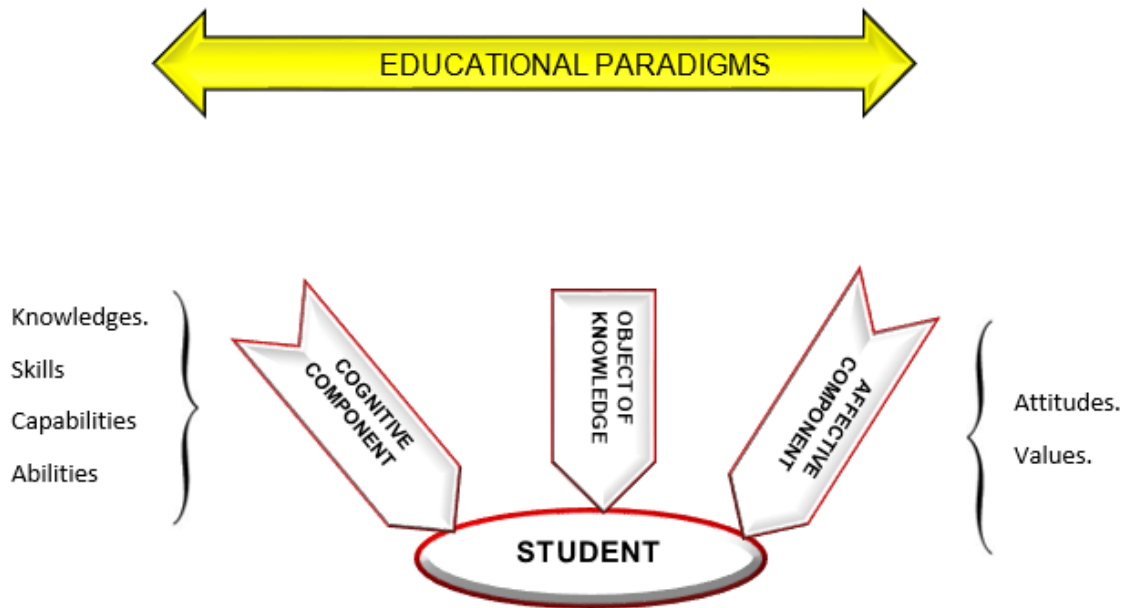
¹ The Pinkerton Agency was a detective company that was basically dedicated to breaking strikes as in the Homestead massacre where ten workers were killed and 70 were wounded.

² The film "Citizen Kane" shot in 1941, is considered one of the best films of all times

where the director (Orson Welles) brilliantly exposes the characteristics of a consumer society where the human being is stigmatized.

Figure 2

Scheme that places the student as the object of knowledge and not as the subject.



The simplified scheme points out the location of the student in the center of the educational system as the new constructivist paradigms are conceived, where he goes from being the object of knowledge to become, together with the teacher, a subject, and it is precisely there where the humanistic character of the educational teaching process lies, in that he not only acquires cognitive elements in school, but also in his complete formation he must acquire values demonstrated through attitudes as part of the affective components.

From all of the above, the following question could be asked: if, in view of the new educational paradigms, mandatory changes are produced during the process in all its components, must the evaluation also be transformed?

In order to answer this question, it is necessary to study the role of evaluation with its definitions, background, forms and functions as a fundamental component within the teaching-learning process at any level of education, both basic and higher.

The traditional evaluation

The word evaluation comes from the word evaluate, and to evaluate is nothing more than to issue a judgment on some action, some event or any object in the field of objective reality to determine its value or importance. Therefore, when you are evaluating, you are forming and issuing a judgment of something.

That is to say that in all social activity it is constantly evaluated; Thus, for example, when an individual begins to face situations unknown to him, then he begins to evaluate, putting several actions of thought starting with comparisons such as when a family moves to another city or another new area, its first intentions are aimed at forming judgments, especially concerning that environment and its peculiarities, or a director of a company that welcomes a new employee, or the doctor who begins to diagnose a new patient.

Finally, in all branches of human endeavor, evaluation is always present with the same purpose, although it teaches different structures

and forms according to the context and moments in which it is applied.

In the specific case of education, evaluation has historically gained such a boom that it has always been one of the most important components of the educational teaching process together with the objectives and methods, although according to how it is applied, to the purposes that must be fulfilled within a class or a program and, above all, to the models established within a study plan, its function varies in the same way.

Traditionally, the evaluation was applied in most of the teachings by means of an exam or written test with questions that gathered the contents of a bimester, semester, or academic course. Also (especially in universities) a list was given with dozens or hundreds of topics to be studied by the student, and at the end, in an apparently "solemn" act, the student chose a random number that corresponded to one of the topics to be developed before a faculty tribunal where his answers decided on his grade that at the end characterized his category of pass or fail. These methods lasted and still last in some study centers with the following disadvantages:

- The same evaluation act presupposed that although the questionnaires covered a large part of the contents of the course, the decisive moment of the exam was conclusive, and from the volitional point of view, individual aspects of a psychological nature that did not totally characterize the student's academic path and were only directed at that precise moment were influential.
- From the affective point of view, at the time of examination, a subject-object distance was established, which was accentuated if it was of a written nature and the evaluation departed from its humanistic sense.
- Nor did the student have time to deepen or inquire into a specific topic of the specialty, only preparing himself superficially in all the aspects of the guide received previously.
- The evaluation conceived in this way was separated from the research component as scientifically conceived in contemporary higher education.

- Almost always, the final evaluation **decided** on the total grade, detracting from the weight of systematic evaluations.

Of course, over time, the concept of evaluation evolved as the educational teaching process itself evolved, as illustrated in Figure 2, where cognitive and affective actions are shown and the student is considered the subject of knowledge and not the object as in the old behaviorist models.

Steps towards formative assessment

According to Minedu's National Curriculum of the General Directorate of Regular Basic Education DIGEBR (2019) "Formative assessment puts the focus on the continuous improvement of our students' learning. Unlike traditional assessment, this one does not only focus on the final grade."

As can be seen, what is legislated in the Curriculum regarding the change in evaluation can be considered a consequence that takes as a basis the disadvantages previously mentioned in this article, since it is conceived as a continuous and systematic monitoring of students' progress both in Secondary and Higher Education. That is to say that, once again, it is argued that there is not a sufficiently convincing clarity about teachers' mastery of formative assessment. In this sense, in a study by Falcón, Aguilar, Luy and Morrillo (2021) state in their article "Based on the analysis of the observations and responses collected, it was found that in few cases teachers propose accurate evaluation judgments, most of them do not propose or are not related to the expected achievements".

Based on similar observations and some classroom visits, it also became evident that the teachers visited continue to adhere to the old forms of evaluation that are conceptually and procedurally far removed from formative evaluation due to incomplete knowledge in their understanding and approach at the praxis level.

Nevertheless, the first steps are being taken in Peruvian education to apply this type of evaluation which, compared to the traditional one, fits in a more coherent way with the current educational models, which give relevant importance to the humanistic aspect in the role of the student within the teaching-education process.

Features and functions of formative assessment

Taking into account that this type of evaluation does not evaluate moments or instants, but the process itself, it presents a series of characteristics that traditional evaluation does not contemplate. Therefore, formative evaluation is based on the student and his metacognition within the learning process with the following particularities:

1. Gradually informs the progress of the student's knowledge where it is not valid to leave the result as a surprise for this student, without the student having any decision or participation during this process.
2. Therefore, it verifies the fulfillment of the proposed objectives so that the teacher can regulate, modify or graduate the progress of this process, always according to the learning process.
3. Formative assessment generates dialogic actions, that is, it provokes heuristic exchanges between teacher and student, where the latter provides criteria aimed at improving the educational teaching process.
4. In formative evaluation, a numerical grade is not obligatory, since by not evaluating a moment and doing it during a process, it is based on the qualitative aspects within the cognitive and affective aspects as an integral whole.
5. It is susceptible to be applied several times within a class, so it can use different methods and different times.

6. Feedback and its new concept, is closely linked to this type of evaluation, the former depending on the collective or individual results of the latter, that is, feedback can be part of it and is applied when the student requires it.

7. From all of the above, a number of valid recommendations can be made when applying formative evaluation:

- a. The teacher should not ask open-ended or too vague questions that are susceptible to several answers with different degrees of concreteness, as it would fail to fulfill most of the functions described above.
- b. The questions should be directed to the why and for what, to go deeper into the causes or essence of the problem and not only to the consequences as was common in traditional evaluation. This is why formative evaluation leads to reflection and analysis..
- c. Everything that students say, do, elaborate, create and write is evidence of learning. That is why this type of evaluation has sufficient comprehensiveness that it is not granted by a simple written test in a moment or lapse of time.
- d. Another way to generate information about student learning in formative assessment is to use questions that generate other questions and thus broaden the information, constituting a cognitive challenge for the students.

Current feedback

When we speak of feedback, it is inevitably associated with review, formerly conceived as a way of repeating content that has not been assimilated by the students. However, with the study of formative evaluation, feedback is conceived in a much more complete way in all senses within the educational teaching process.

If we assume the traditional components within the well-known process as illustrated in the following scheme:

Figure 3

Diagram that shows the main components of the educational teaching process.



Within this scheme, feedback is subordinated to formative evaluation and is closely linked to objectives and methods. The former, as a way of verifying how and in what way the objectives have been or are being fulfilled within a learning session, a system of classes or a semester or cycle, and from there, feedback begins to emphasize the methods to be transformed or perfected, causing an interactive union: objectives-assessment-feedback. Hence, if the feedback relies on reviews and these are very similar to what has already been done before, which logically, has not had good results, they will probably not be the best pedagogical strategies.

The rubrics, unlike the old grading keys that were characterized by their rigidity, when combined with formative assessment, must be

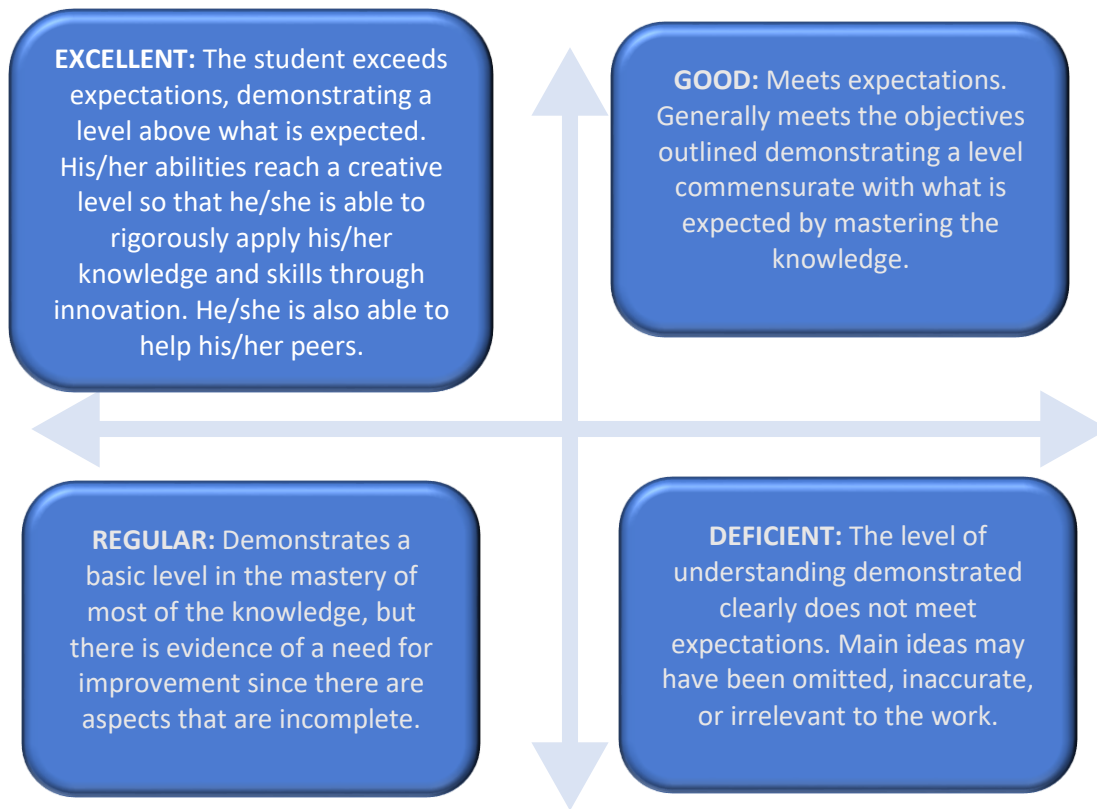
sufficiently elastic to allow a better assessment of the student (much more complete both in cognitive and affective aspects).

In traditional evaluation, how many times in our educational work have we not heard expressions by experienced teachers such as the following?

- What a pity, this young man who was doing so well in the course and at the time of the final exam, he falls and I have no choice but to fail him!

However, with the new concept of evaluation, the teacher is placed in a much freer and analytical context, but following the rubrics and these new concepts, in their general features they should have a structure approximately like the one offered:

Figure 4

Evaluation Criteria

Of course, there are several types of rubrics for formative assessment, and they can change in form regardless of the level of teaching, but in essence they must comply with the principles that give them their flexible character without renouncing the rigor that they must have in the articulation with the objectives, which in fact are also eminently qualitative, and according to their depth, so will be the level of such assessment.

Method

According to Hernandez (2014) the simple descriptive level of research consists of seeking "information of characteristics, profiles, groups, communities or any other phenomenon of a research on the concepts of the variable." (p 95). That is, we are going to describe the

gross psychomotor skills of 3-year-old students.

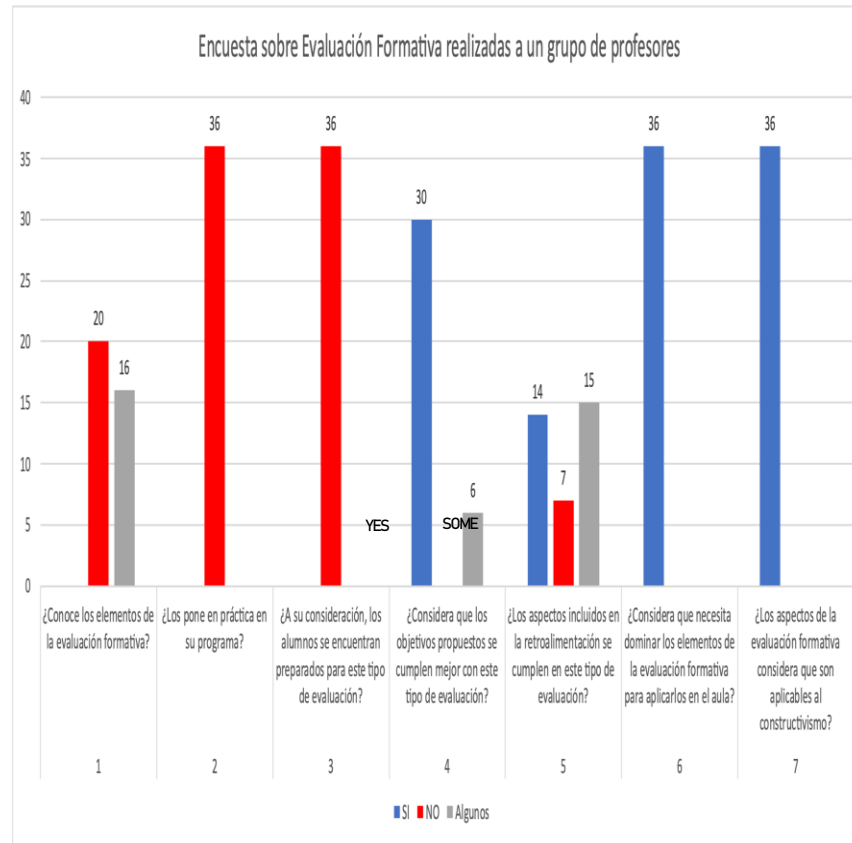
The research is descriptive type, according to Bernal (2010) is descriptive because it will determine the knowledge, describe the data and characteristics of a population in gross motor skills and its design is non-experimental, cross-sectional, because the variables can not be manipulated data, given the objective that exists between two variables. According to Hernandez et al. (2014) "transectional or cross-sectional research designs investigate data at a single point in time, one could say describe variables and analyze" (p54).

Results

Below we offer the descriptive results

Figure 5

Graph from the previous survey.



Comment according to the results:

- No teacher considers that knows all the elements of formative assessment.
- Of course, none of them apply them in their syllabus either.
- All the answers are agreed by the teachers, about the lack of preparation of the students to face this type of evaluation.
- The majority of teachers (83%) recognize that the objectives set out in the program are better met with this type of evaluation.
- 39% of the teachers surveyed consider that the aspects included in the feedback correspond to formative evaluation, 19% consider that they do not correspond, and 41% believe that only some correspond.
- All respondents agree that, as teachers, they need to master the elements of formative assessment to apply them in the classroom.

g. And in the same way, they also agree that the elements of this type of evaluation are applicable to constructivist models.

Several answers can be inferred from the above, the main one being related to the training of teachers to correctly apply this type of evaluation and how necessary it is, adjusted to the current educational models, since the student is also a participant in the educational teaching process, being able to self-evaluate and help his peers in this process, committing himself to it.

Discussion

The research was carried out in a group of 35 teachers and after the analysis, the results of the research show that the tendency of teachers towards the application of formative evaluation reveals that no teacher considers that he/she

knows all the elements of formative evaluation and therefore applies them in his/her curriculum. In addition, all the answers are coincident on the part of the teachers, on the lack of preparation of the students to face this type of evaluation. Thus, the majority of teachers (83%) recognize that the objectives outlined in the program are better met with this type of evaluation. In addition, 39% of the teachers surveyed consider that the aspects included in the feedback correspond to formative evaluation, 19% consider that they do not correspond and 41% think that only some correspond.

Currently, feedback in its functional form is accompanied by rubrics which, according to the definition of Condemarín and Medina, (2000) are nothing more than "an assessment guideline that provides a description of a student's performance in a given aspect (learning achieved) through a continuous process, giving greater consistency to the results". In that sense, the National Curriculum (2019) states that "Formative assessment puts the focus on the continuous improvement of our students' learning. Unlike traditional evaluation, this does not only focus on the final grade", but even so, as an approach, formative evaluation has not convinced most teachers, as Turpo (2012) warns that in the teaching work, the coexistence of some traditionalist evaluative approaches persists, since they indicate that it is necessary to have a reflective support to be able to move towards new approaches seeking to improve our educational reality.

As perspectives Tovar-Gálvez (2008) proposes an adequate multidimensional evaluation taking into account that in the educational teaching process there are several elements that change as the process itself does, and one of the most important is the evaluation, which at the same time has other elements that vary as well. Linked to the main theme, we present, above all, samples related to feedback treated under a different prism from the way it has always been conceived, in tune with the same process of integral formation that, undoubtedly when teachers put it into practice, will allow

important achievements of Peruvian education in the qualitative order.

Conclusions

It was concluded that the majority of teachers (83%) recognize that the objectives outlined in the program are better met with this type of evaluation. In addition, 39% of the teachers surveyed consider that the aspects included in the feedback correspond to formative evaluation, 19% consider that they do not correspond and 41% think that only some correspond. However, there is a sector that develops different and varied activities in the classroom, laboratory, home, etc., individually, in pairs or in groups, and where the processes are tested to achieve mastery.

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