

Theoretical Conceptions about Formative Assessment as a Teaching Tool to Transform Educational Quality

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Abstract

This article presents a bibliographic review on formative assessment and its impact on teaching practice. The quantitative research was carried out by professors from the Popular University of Cesar who have been employed in teaching roles. The objective of this study is to investigate the inclusion of training strategies in secondary education with the aim of improving student learning and teaching. It can be argued that the primary purpose of assessment is to facilitate the interpretation of learning and teaching. In essence, the objective is to identify strategies that facilitate student advancement, not merely in overcoming immediate challenges, but also in aligning their progress with the defined objectives set forth by the relevant laws, decrees, and subject-specific adjustments. This endeavor necessitates a focused effort to enhance the effectiveness of the subject's actions. The former is oriented towards an increasingly reflective, autonomous, and critical activity in the face of each of the possible actions that are presented to it.

Keywords: *Formative Assessment, Educational Quality, Higher Education.*

INTRODUCTION

Notwithstanding the occasional challenges and critical commentary present in the specific bibliography, studies examining the alignment between official normative documents and didactic practice have emerged as a prominent area of research. Additionally, the relativization of authoritarian modes of teacher judgment in the individualization of curricular content has gained traction as a means of enhancing the general tendency toward improvement. However, the transition from assertions about the successes or shortcomings of assessment choices to tangible outcomes has remained a significant challenge.

Although the term “corrective,” initially employed to denote the objective of implementing corrective measures in the event of student failure, does not inherently encompass an exhaustive conception of the evaluator, progress evaluation represents the culmination of the evaluative praxis cycle and constitutes a set of meticulously orchestrated didactic relations. The purpose of evaluation is self-justifying, assuming it as the primary means of facilitating didactic change. The equitable capacity constitutes a diagnostic expert knowledge base that allows for the acquisition of information to improve the didactics of teaching and learning processes. This information can then be acted upon quickly, fulfilling a decisive task and acting as a regulator of the course of events. It assumes the authority to intervene by modifying the different evaluative conditioning factors identified. However, it is precisely on this knowledge base that educational quality is based on its different dimensions.

The objective is to challenge the educational practices of the past, which prioritized the teacher's didactic actions and placed significant emphasis on the acquisition of knowledge by students. It acknowledges the multifactorial reality of individual differences as an immutable aspect, employing objective technical measures (measurement scale) to differentiate students into distinct groups, taking into account the characteristics of the subjects.

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LITERATURE REVIEW

Definition And Key Concepts

The objective of this study is to present a model for formative evaluation, which is defined as the collection of data from a process that is superior to the summative evaluation that is typically conducted after a process has been completed. Formative evaluation is used to modify the process during the development of teaching and learning, and it allows for the identification of potential deviations, which can then be addressed in order to improve the effectiveness of the process in accordance with the established objectives. To this end, educators must communicate the objectives of each unit, module, subject, and so forth. Furthermore, they must collect information on their students' progress and provide them with feedback regarding this progress.

The evaluation of programs and students will serve as a fundamental instrument, which must be reconsidered and utilized in its diagnostic-formative capacity, in addition to its accreditation function. Rather than reacting hastily when a student is on the verge of failing or a program is not achieving the desired outcomes, it should be regarded as an instrument of quality within the teaching and learning process. As it assesses incremental changes, selects improvements to be made in the short term, predicts obstacles to learning, and allows for qualitative improvements that enhance the quality of teaching, it can also serve as an accountability tool. This allows various agents of university education (management bodies, centers, departments, programs, etc.) to be held accountable for their work to higher authorities and society

Theoretical Framework

Fundamental Theories in Educational Evaluation

This section on the theories of educational assessment can be concluded by noting the lack of specificity in the use of these concepts in the literature: instrument, technique, procedure, and test. It is necessary to determine the specific meaning of each of these concepts. It is important to understand which one is used in formative assessment and which one is used in summative assessment. It is beneficial to clarify these concepts so that the pedagogical terminology that implies the use of one or another instrument appears and helps to relocate the concepts for a better understanding. This clarification is presented in Annex B and Annex C.

The field of pedagogy of evaluation was initiated by the contributions of figures such as Cicourel, who studied how learning is evaluated within the context of the school environment (Gimeno, 1981). Nevertheless, contributions from various disciplines and research into the intricacies of the assessment phenomenon at different levels of the educational system, as well as concerns about adapting assessment to the diversity of students at each historical and social moment (Valcárcel, 2005), have led to the development of diverse theories to support and justify specific forms of assessment, despite the sharing of basic conceptualizations. The theories on educational assessment at the level of educational systems and suprasystems demonstrate broad coincidences in terms of the ideology on which they are based and the conceptions about learning and teaching. However, their concerns, objectives, and most outstanding dimensions specify their singularity.

The legal framework has also had an impact on this path in Andalusia. In this regard, among the various educational laws that have been enacted in the autonomous community, the most recent, Law 176/2008 of July 3, 2008, of the Andalusian Educational System, stipulates that the administration is responsible for developing a model of continuous, diagnostic, and formative evaluation. This model is designed to facilitate the monitoring of the continuous teaching process and to guide the organization of educational institutions and the improvement of teaching staff. In accordance with the aforementioned legislation, the teachers of the infant and primary school levels are responsible for “preventing difficulties and evaluating and regulating the scholastic progress of the students according to the development of the different evolutionary phases.”

Constructivism and Meaningful Learning

Vicente (“cona”) notes that “constructivism, in all its forms, is based on a common set of principles. It acknowledges that human knowledge is an act of the subject, a product of their regulated cultural activity. This activity shapes their psychic organization, which in turn is influenced by external factors. Are psychic mechanisms innate? While these mechanisms are general, many of them are intuitive and physically real. These

principles cannot be applied to any discipline or nonviolent activity. They are constituted for such purposes only in a special discipline, one that is separate from and outside of human life.

A philosophical position of antithesis established by behaviorism (Skinner) but drawing different conclusions. Constructivism does not make an atomic critique of the basic principles, but rather renews the approaches and derives consequences from them for possible didactic improvements (Create-Benegas, 1997). In a similar vein, Campistol (1994) posits that “behaviorist programs are not neutral and always have an underlying anthropology behind them.” Behaviorism posits that knowledge is a quasi-magical reality whose means and levels are unknown, or at least, that they cannot be known. The human mind, like the world, is made of atoms, of elementary units of those that are, of those that hide their interactions. The reason to consider that man has a creative or, at least, modeling potential is the very processes of generation and generation of knowledge. The “ergon” of scientific knowledge, of its methodology, consists in attempting to account for it using well-defined mechanisms. In other words, science (and thought in general) discovers certain processes of knowledge construction. Consequently, behaviorism is obsolete in its educational dimension. Debates about theories, models, and processes of knowledge generation remain open, but not about the constructive nature of the mind (Campistol, A. 1994).

Formative Assessment as a Teaching Tool

Many teachers believe that all students should learn the same skills and competencies at the same rate, but it has proven to be very difficult for students to keep up. Others believe that content should be taught only once, which means that the fastest learners are likely to be bored and the others will not be able to grasp the concept. As a result, a wide variety of learners will find themselves outside of the teacher's expectations. Formative assessment allows teachers to pause, observe their students' work, and inquire about the quality of their understanding; document the mastery of concepts; and identify when and for whom additional help is needed for comprehension.

According to Nieto and Riter (2004), formative assessment is a very important tool that allows teachers to know in detail how their students' learning develops and evolves throughout the teaching and learning process, thus strengthening their autonomy and critical sense. This assessment provides teachers with a valuable opportunity to have a complete picture of their student's needs and strengths, allowing them to effectively adapt their teaching methods and strategies. By introducing formative assessment into his or her course, the teacher experiences a total and radical transformation in his or her teaching performance. The teacher begins to observe and understand the learning process of his or her students in-depth, allowing him or her to make more informed and effective decisions about how to guide them toward academic success. With prior knowledge of the strengths and weaknesses of the student group, the teacher is better prepared to address specific challenges that arise in the classroom.

For all of this to happen optimally, the teacher must follow three key steps. First, the teacher must accurately identify and recognize the strengths and weaknesses of his or her group of learners. This involves careful and systematic observation, using a variety of assessment strategies to gain a comprehensive picture of individual needs and abilities. Once the teacher has identified the weaknesses, he/she must choose the most appropriate way to address the deficiencies presented by his/her students, which involves using different pedagogical approaches and resources to effectively address each specific challenge. The teacher must be flexible and creative in his approach, adapting his didactics to the individual needs and learning styles of each learner. Finally, the teacher must evaluate whether his or her approach has been appropriate and whether he or she has achieved the expected results for the identified problem. This involves a thorough evaluation of the learner's progress, using various measures and criteria to determine whether the desired growth has been achieved. This constant and reflective feedback is critical to the continuous improvement process and to ensuring that student learning is optimal. In summary, formative assessment is an essential tool in the teaching and learning process. It allows the teacher to gain in-depth knowledge of the development and evolution of his or her students' learning, thereby strengthening their autonomy and critical sense. By following the three key stages, the teacher can effectively adapt his or her teaching strategies and methods to ensure quality learning and academic success for students.

Functions and Objectives of Formative Assessment

From the standpoint of reasoned and intentional objectives or purposes that seek to enhance the efficacy of teaching and learning, with the student situated at the center of the evaluation process and empowered to act as an active agent therein, this is considered an integrated phenomenon. The instructional process is oriented toward the detection and correction of errors, the consolidation of learning, the provision of feedback to teachers and students, the implementation of the necessary changes in the teaching process, the taking advantage of the student's knowledge, and the offering of information on the degree of progress achieved by the group. The instrument serves as a tool for making informed decisions about student progress. This perspective is reflected in the work of Sharman et al. (YEAR), who posit that assessment serves a nourishing purpose, providing food for thought for both teachers and students and guiding them toward a meaningful and optimal educational experience. Promoting the formative dimension of the student to adapt and succeed in their higher education, and of the teacher to obtain a higher quality teaching process, seems to be a priority task in these times.

The fundamental figure of the teacher emerges from the multifaceted and valuable functions of evaluation, which serve as a mediator in the complex teaching-learning process and the solid consolidation of the student's formation. In a continuous exchange with students, the teacher engages in a challenging and rewarding process of providing feedback. In this process, the teacher becomes a resilient guide, offering students a constant and valuable accompaniment in their educational journey. It is important to define what is meant by the term "feedback" in this context. It is crucial to recognize that feedback is a two-way communication process. In this process, the teacher transmits crucial information to the students regarding their behavior in the classroom, utilizing both oral and written communication. However, this communication is not merely a report or superficial comment. At its core, feedback entails an evaluative judgment component that provides the student with concrete and meaningful data regarding their academic performance (Romano, 2022). In other words, the teacher bears the responsibility of offering an objective and critical perspective on the learner's achievements and challenges, acknowledging both failure and success in a balanced and constructive manner. This valuable exchange is designed to enhance the student's personal and academic development, fostering their capacity for reflection, self-evaluation, and constant growth. Consequently, in the feedback process, the teacher assumes the role of an unconditional supporter of the student, stimulating motivation and commitment to learning. Effective communication and open dialogue enable the teacher to establish a meaningful connection with each of their students, creating an environment conducive to the construction of knowledge and the strengthening of the skills and competencies necessary for integral development. In essence, feedback is regarded as a highly effective pedagogical instrument that enables educators to provide guidance and support to their students throughout the learning process. From a constructive and personal development perspective, feedback is regarded as a fundamental pillar in the formation of individuals who are capable of critical thinking, reflective practice, and autonomous decision-making, enabling them to face challenges positively and proactively.

Impact of Formative Assessment on Educational Quality

The interrelation between these areas and the ability to promote a specific and meaningful curriculum for each student will enhance a teaching and learning process in which a formative and dynamic teaching orientation will prevail both in the evaluation and in the educational intervention itself. This will enable the active learning of students. Furthermore, with a specific professional competence on the part of the lead teacher, these activities will be oriented towards the promotion of real and transferable learning among students. It will also be possible to generate a classroom climate that favors both positive social relations and mutual respect among students and between students and teacher, as well as security and self-confidence, which will facilitate the aforementioned active learning and positive attitudes towards the contents, as well as the reduction of problematic behaviors in the classroom.

Several authors concur that formative evaluation can be employed to enhance fundamental and significant aspects of education. For instance, a curriculum with a broad conceptual base can be promoted, with disciplinary transcendence and constant development. This is because it is not an area or discipline that has a closed curriculum that prevents its change. Instead, it is subject to constant evaluations that allow its

development permanently. In addition to the aforementioned approach, a robust construction of pedagogical objects and contextual evaluation from the conceptual basis and theoretical dynamization of diverse contextual realities will imbue it with a distinctive innovative character and link it with the educational reality. Finally, some of the developments in these areas will construct and interact with the elements that constitute the classroom climate, thus enabling the evaluative action described concerning its different elements.

Improvement of the Teaching-Learning Process

It is first necessary to highlight the qualitative nature of the instruments, which are quantified in intermediate situations. Their purpose is not to conduct a comprehensive evaluation, but rather to provide guidance and focus on the formative aspect of learning. Secondly, it should be noted that the evaluation is continuous and encompasses, above all, self-evaluation by the students regarding pertinent aspects of their learning process. The objective is to provide students with information on their learning and to foster their ability to analyze the situation and generate proposals for improvement. Self-assessment is also assessed by the students themselves, but the most important aspect is that which has to do with teacher-guided analysis, reflection aloud on the student's learning process, the exchange of criteria on the quality of learning, and proposals for improvement.

Formative assessment is the teacher's decision-making based on the expected needs or deficiencies of the students, to promote student learning to the maximum extent possible. Hamilton (2008) notes that "it can affect decisions made at any point in the educational process." Given that this evaluation is fundamentally carried out on the learning process, focusing on formative aspects, its purpose is to improve student learning. Therefore, perhaps it would be more accurate to refer to it as "teacher training to improve the teaching process of students, taking into account their learning." The aforementioned evaluation process (Conselleria d'educació, 2006) and, secondly, this specific type of evaluation, which is conducted within the classroom to facilitate student self-evaluation, with the primary focus being on the enhancement of learning (Conselleria d'educació, 2006).

Formative Assessment Strategies and Techniques

It is evident that in any area or subject of the curriculum or educational program, a single formative assessment measure or strategy will prove inadequate. Rather, as has already been observed in the literature, it is advisable to use several strategies in parallel or jointly. Concerning this general theme, numerous works have been compiled in the university setting that attempt to compile the most commonly used or innovative formative assessment techniques and strategies. For example, one may consult the manuals or reference books in English or Spanish.

The term "formative assessment" was first used by the philosopher Tyler (1942) and has since been employed by some critics of assessment (generally opponents of the traditional model) to refer to the continuous processes of collecting information within the teaching-learning process. These processes are not intended to measure the level of achievement, but rather to ascertain the initial situation or to monitor the process throughout, to guide students, and to adjust the teaching intervention. Boud (1995) posits that, in practice, the primary relevance of formative assessment is the necessity of conducting it to describe and promote learning, as opposed to penalizing errors.

Classroom Observation

As with other sources of data, observation can be influenced by factors that may introduce inaccuracies, errors, or biases into the resulting information. Consequently, they advocate for the design of a scientific observation protocol that incorporates the preceding phases. These include (a) the formulation of a specific and clear question to guide the systematic observation technique; and (b) the exhaustive identification of the behaviors, indicating their characteristics. The following elements must be considered: operability, respective indicators, and context; (c) the lines of observation (variables to follow); and (d) the identification of the different phases of the behaviors, including the description of the observation format, that is, how these behaviors will be recorded.

Observation is a strategy for collecting information about teachers and students. He suggests that observation is a qualitative and extrinsic strategy, which is used to collect information, usually from interaction, as it occurs in natural settings. In fieldwork, observation itself implies the conscious and organized perception of events that are detected in the classroom environment, oriented to the solution of problems specific to the research. In this definition proposed, "... two distinct conceptualizations persist tacitly: on the one hand, a fluidist definition, according to which an event is observed as soon as it captures the observer's attention in a general sense or as soon as it reaches a previously fixed level of definition; and on the other hand, a psychophysiological conception, according to which the event must be apprehended clearly and intensely enough to be reproduced with greater or lesser fidelity and with a duration in the order of seconds or minutes (p. 72).

Challenges and Limitations of Formative Assessment

New forms of learning are emerging, including the concept of responsible learning, which is explored in a monograph. While the term "assessment" is not explicitly mentioned, it is evident that analysis, synthesis, and hypothesis testing are fundamental aspects of the individual's self-regulation process. Adult Learning Theory, developed by Dr. Rosa Auvergne, posits that adults prioritize learning in real-life contexts, draw upon their experiences to inform their learning and maintain interest in learning when they perceive that new knowledge is useful to them. It acknowledges that children's learning differs from that of young people or adults and, therefore, proposes pedagogical practices that are appropriate to the stage of the learner. It provides a framework for interpreting the effects that the introduction of new modes of formative assessment can have on both the reflection that students can make and the approaches that the instructor can formulate based on what is learned about the students.

Regarding the models of information processing, the contribution of cognitive psychology to this topic is a process of auditing needs throughout the different phases of evaluation, where correct action allows it to move forward, otherwise, it stops.

Stobart's proposal alters the instrumental relationship in decision-making in teaching. These alterations frequently have epistemological implications and facilitate progress in the quality of the processes. Several theories on learning permit the interpretation of these processes: the Historical-Cultural Approach. It is of great significance, and the experience of Piaget's microgenetic analysis demonstrates the challenges that a child may face in terms of the classification he develops to account for his experience. In order to meet the criteria of conceptual rigor, a process of creation is required, which involves a variety of mental operations.

Passing the Summative Assessment

The legitimacy that accompanies traditional evaluation processes and practices justifies the improvisation, error, and decontextualization characteristic of evaluation in our schools, ensuring the equity of the results to the extent that the same was applied to all, with the obsession of objectivity in their quantification and measurement. Conversely, the implementation of continuous and formative assessment was perceived as a challenging endeavor due to the dispersion of efforts, the disintegration of teaching expectations, and the clandestine plumbing of students' overall performance. The achievement of objectives was perceived to be random and uncontrolled, varying according to teachers and influenced by the socio-cultural conditions of students. This led to a frustrating attitude of estrangement between the values that teachers attempted to inculcate and alternative techniques to assess them, which were even further removed from them. The significance of employing appropriate assessment methodologies is of paramount importance to the advancement of an equitable and impartial educational system.

In this context, traditional assessment processes and practices have been widely accepted as a legitimate means of measuring student performance. It is, however, important to recognize that these methods have inherent limitations and can potentially lead to improvisation, error, and a lack of contextual understanding. Conversely, the implementation of continuous and formative assessment has been perceived as a challenging undertaking for educators. The dispersion of efforts, the disparate expectations, and the difficulty in measuring the overall performance of students have led to the perception that this form of assessment presents an obstacle. It has been assumed that the achievement of objectives is random and variable according to the teacher, in addition

to being influenced by the socio-cultural conditions of the students. This has resulted in a sense of frustration and alienation between the values that teachers seek to instill and alternative assessment techniques. In conclusion, it is necessary to find a balance between traditional assessment approaches and continuous and formative methods. This will ensure fairness of results, taking into account the individual needs of learners and avoiding improvisation and lack of context in assessment. At the same time, it will promote a greater connection between educational values and the assessment techniques used, creating a more enriching environment for student development.

The traditional methods of summative assessment were designed to achieve the desired results through tests conducted silently in conditioned classrooms, subjecting students to constant jolts and all kinds of unnatural activities. In this modality of the exam, the first great “prize” (in the opinion of our students), given its preeminence as a method of evaluation, the results were also more or less known and deliberately accepted, and in short, they were the fruit of the student's work. Such work is personal and irregular, not programmed and rigidly uniform in its format. In short, it is not educational.

Role of the Teacher in the Implementation of Formative Assessment

The teacher's role in reducing learning difficulties is twofold. Firstly, the teacher must facilitate their students' achievement of the objectives set out in the curriculum. Secondly, they must be able to identify and address any difficulties that arise at the individual or group level, taking corrective and individualized action where necessary (Gutiérrez Ondarza). In order to achieve this, it is necessary to validate the learning strategies, the different types of knowledge, and the styles and rhythms they possess. The teacher may propose modifications to the teaching approach, the introduction of learning strategies, and even alterations to the lesson plan to enhance motivation. To recognize the individual characteristics of each student and adopt new teaching practices, the development of the process must not be universal but tailored to each individual, taking into account their specific characteristics and pace.

The teacher in the role of trainer and guide: in addition to their role as evaluator and accompanist of the process, teachers must also possess the ability to act as trainers in the application of a wide variety of pedagogical strategies. These strategies should be aimed at significantly raising the quality of teaching and the integral development of the educational process. The teacher must provide effective guidance to students in developing critical and creative thinking skills at all levels of the educational institution. In addition to their role as educators, they must also act as trainers of critical thinking and future leaders. Similarly, educators must develop the capacity to serve as not only counselors but also highly competent and empathetic counselors. They must be willing to understand and attend to the different characteristics and needs of each member of the class group, offering personalized and effective support on the road to academic and personal success. Teachers need to maintain currency and engage in ongoing training in the latest educational trends and pedagogical approaches, which enables them to provide quality and relevant education for the students of the 21st century. It is only through such measures that educators can hope to fulfill their fundamental role as guides, mentors, and knowledge builders, thereby promoting deep and meaningful learning for their students and preparing them to successfully navigate the challenges of life.

Teacher Professional Development

In 2012, Parodi posited that the term “profession” should be understood in the sense expressed by Durkheim (1926), as distinct from the broader concept of profession as occupation or trade. He further argued that “one cannot be considered a professional without taking into account the scientific contributions on which it is based” (p. 11). Professionalism, he asserted, is a variable quality that depends on the moment in which one finds oneself. The concept of professionalism is presented as an unknown quantity, that is to say, as something that is not completely known. This means that professionalism is acquired or improved through practice and reflection on one's practice. It is therefore not enough to perform a specialized technical function to be considered a professional; one must also be organized around a theory. The level of professionalism is measured by the possession of complex intellectual systems that organize in the mind the knowledge and analysis of practical life.

As Brosilow (2000, p. 30) notes, the initiation period does not conclude with the attainment of a specific duration of training or the acquisition of a defined level of knowledge. In other words, the elements of experience and reflection are essential to overcome the beginner stage, offering a certain degree of professionalization, which will be of a higher or lower level depending on the quality of the reflections derived from this experience. In his works, Schön described and analyzed the mechanisms by which professionals proceed in their daily work. He defined professional praxis as an expert performance in a given context, whereby one simultaneously thinks and reflects. To self-denominate these performances, he established two terms: reflection on action (situating the action performed in a reflective framework) and reflection in action (making decisions that are difficult to articulate). These are interrelated in educational praxis

CONCLUSION

The experience has demonstrated that a process of continuous self-evaluation has allowed the implementation of significant improvements in the quality of education at the educational center. One of the ways in which this process has benefited me is that it has provided me with a constant diagnosis of the reality of the classroom. This has enabled me to plan more effectively to strengthen the formative processes. Furthermore, self-evaluation has enabled me to provide more expedient and comprehensive feedback on the activities within the service, to ensure that the training spaces are also productive. In the event that the mother, father, or student deems it necessary, the pertinent actions are taken.

Finally, the process has proven to be an invaluable tool for quality control over time, with the director, supervision, and counseling teams of the educational unit serving as invaluable reference points. In conclusion, it is essential to recognize that any evaluation process, regardless of its form, is inherently imperfect and susceptible to improvement, helping to reduce ambiguity and uncertainty. Conversely, by providing clear information, it may be easier to implement improvement actions that can help educational institutions achieve their desired educational quality.

Formative evaluation may assist in enhancing educational quality in accordance with the specific context of the educational institution. This could facilitate the implementation of elements of Stufflebeam's (1983) proposal, should a supplementary training proposal be presented. Nevertheless, from the perspective of the quality model employed by the educational institution, formative evaluation represents a valuable initial step. Nevertheless, we also consider that the teacher's daily self-assessment is a fundamental element of continuous assessment and offers greater reliability to the evaluation. Furthermore, in the event of an unexpected situation or deficiency occurring until the end of the school period, it is advisable to repeat the action or task by planning corrective activities.

Synthesis of the Theoretical Constructs Addressed

At the didactic level, the selection of specific forms and instruments is inextricably linked to the modality and dynamics of classroom interaction. In the field of formative evaluation, contributions are presented from different constructs of the modality, including proximity, immediacy, opportunity, permanence, and the function of the intervention. Additionally, interpretations of cultural, institutional, pedagogical, and disciplinary barriers to the unbiased development of formative assessment and teaching practice are also offered.

In this review, the representation of a diversity of scientific and pedagogical paradigms is observed. With different epistemological paths that offer different visions on formative assessment from the conceptual point of view—specifically, the assumptions about learning and the fundamental theme of the assessment modality, namely epistemology—we also note the presence of a diversity of models within the critical pedagogical paradigm that are adapted to the purposes of education.

A synthesis of the theoretical constructs addressed is presented herewith. The bibliographical review has allowed us to review the main contributions from different epistemological perspectives. Both falsificationists and constructivists have offered conceptualizations of classroom variables that are still perceived, in general terms, in the educational context. Noteworthy contributions from constructivist authors include the reconceptualization of the function of formative evaluation, the emancipatory character of “mediating” evaluation in the construction of meaningful trajectories, and the evaluation of learning as a theoretical-

methodological tool for curricular transformation. Additionally, the argument is made that an evaluative practice should be: The diacritical character that formative evaluation should assume with respect to pedagogical, learner, and didactic/disciplinary learning processes. The necessity for empirical evidence (informal, hospitable, and tensional) stimulates the identification, validation, and production of pedagogical knowledge derived from teacher evaluation.

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