

Teaching look. Who do we evaluate for?

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Finding a concept of evaluation that fits into the pedagogical ideals of the teaching community, in general, is a true utopia; It would be, in itself, an attempt to standardize thinking, perception and the way in which each trainer sees his or her world and his or her evaluative process. Theories exist to satiate the reading and swell the different views, and one of the questions that arises is: Which is right and which is wrong? The first thing would be to enter into a dichotomous discussion to forcibly validate a single theory, ignoring how far and wide educational evaluation is, in itself.

The movement and time within the educational system, invites us and directs us to a cognitive opening where it can be considered that, perhaps, all of them are valid, since they obey the experience, the paradigm and the idea of education, from which each professional is sustained and, very importantly, to the context in which each of the teachers develops.

After reviewing different perspectives of assessment in the school context, it is easy to highlight points of convergence, especially two that we bring up. The first is the distance that the evaluation of the categorization of "the good guys and the bad guys" intends to take, of the realization of podiums or the structure of races that seek to discover who is the best. Faithful to the idea of the Spanish professor Miguel Ángel Santos Guerra, who expresses in his book *An arrow in the bullseye: evaluation as learning*, "it must be a phenomenon aimed at learning and not only at the verification of its acquisition" (Santos, 2003).

The second is a common point that refers to the purpose of this, it is known as "formative evaluation", which seeks that the evaluation becomes part of the learning process and loses its position as judge and executioner at the end of the process.

This thought coincides with the definition provided by the Ministry of Education of Colombia, which is very accurate in our context, since it poses it as

It is a regulatory factor in the provision of the educational service that allows the progress and results of the process to be assessed based on evidence that guarantees a relevant, meaningful education for the student and relevant to society (Ministerio de Educación, 2010).

Whether or not it is being applied based on this principle would be another discussion, but if it is not to regulate and assess achievements and difficulties, then what would it be? The problem, in itself, does not seem to be evaluation as an action of the educational process; The unknowns are the result obtained from that specific action and how to make (feedback) that this number, grade or weighting, become a learning element for the teacher, but primarily for the student. This, reinforcing the idea of Professor Juan Manuel Álvarez (2001), who in the text *Evaluate to know, examine to exclude*, considers that evaluation should be assumed "as learning in the sense that through it we acquire knowledge".

In short, there are many questions that remain, but also many ideas and lights that allow us to dream of achieving the qualification that we are constantly looking for in this science. But surely the question has already arisen about what the title has to do with what we have read up to this point.

And yes, it was necessary to get closer to "what it is", to understand "for whom it is", the question of which led us here. Now, who do we evaluate for?

If we ask ourselves this question, or ask it to our teaching colleagues, the immediate answer will be "for the boys", "for my students", "addressed to the learners", or what would you answer?

Because, it is true, it should be for them and from them, it should be the stimulus or the wake-up call that allows them to give feedback, review themselves if they do not reach the premeditated thresholds or positively recognize themselves if they are doing well. But we come to the point of discussion; Several questions arise that everyone will answer for themselves.

Whenever I evaluate an assignment, do I share the grade with each of my students with their respective feedback?

When I submit final or term grades to the attendants, are the students present to receive suggestions for improvement?

Do I make sure that note or that newsletter gets into the hands of the students as well?

Does the grade reflect the reality of each student?

This is just to mention a few of the many doubts that this issue raises. In this way, we discover that there are a series of external factors that seem more interested than the students themselves in receiving these reports and knowing those grades, and here we are not only talking about the caregivers; If this were the case, we would not see it as a problem but as an advantage for the learning process.

Sadly, we have reached the point where we hear institutional directors and managerial positions (rectors, coordinators, etc.) use expressions such as "teacher, in your subject there are many students at a loss and that does not help the school", and taaaann! Magically, students who failed this subject pass with positive performances, and we return to the title. And yes, I'll give you a hint: its acronym is ISCE¹, an indicator external to the educational institution that stimulates these changes.

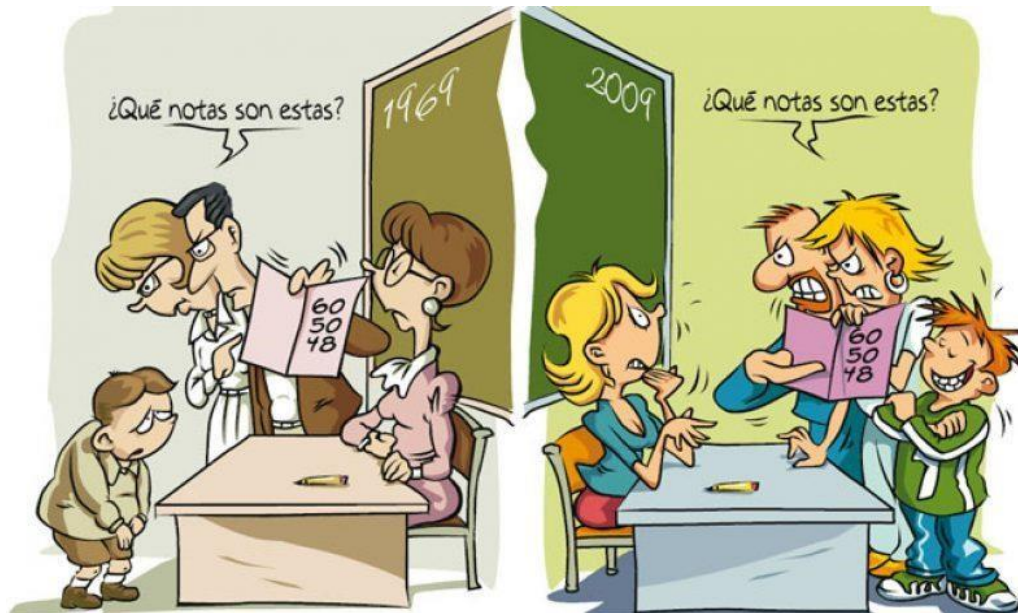
It's not just that case. In the same processes of teacher evaluation by the rectory, at the end of the year or the school year, regardless of the nature of the institution (private or official) they have as one of the elements of teacher evaluation the percentage of loss of the subject that is taught, which, in one way or another, it signals and, in this way, coerces decisions at the time of making decisions regarding evaluation. Could it be noticed here for whom it is evaluated? This teacher-rector meeting becomes terrifying for those who stick to the transparent results of the educational process, since they are the teachers who "lower the institution's grade." And it's enclosed in quotation marks because we would have to ask ourselves: How are educational institutions evaluated?

Not to mention a truth that we keep quiet so as not to blush as a professional guild, that very often we want to defend and that, deep down, we know to be true; or who, who has been doing this work for more than two or three years, has not ever heard the phrase "if I leave them losing, it is more work for me". And of course! It is indeed more work, but not much more than we should do when we make that feedback so requested by authors such as Rebeca Anijovich (2019) and Juan Manuel Álvarez (2001), who have underlined the importance of this in their texts.

And so, we could go on listing situations that lead us, without fear of deviating, from the main question; that invite us to reflect on when evaluation became a double-edged sword, which seems, beyond being aimed at the student, to be a measure of the teaching and institutional work, because if the educational process is designed for the student as a leading actor, evaluation should also be a tool that helps to qualify that process and, mainly, to improve it.

The problematic axis that we present with concern and a feeling of getting worse, is the loss of identity, principles and structure that school evaluation assumes over time, as illustrated in her entertaining opinion columns by the literature teacher Graciela Adriana Lara, who asks herself this question: Do we measure learning or do we approve students? This is what we see in the cartoon that he presents to us in his column, and which clearly reflects the subject discussed. I leave it to the readers to interpret, so that everyone can draw their own conclusions.

¹ Synthetic index of educational quality.



What are these qualifications?²

Unfortunately, this image is not far from the reality we live in today. Who hasn't had an attendant come to the school and ask a question like: "Teacher, can you explain to me why my child lost to you?" and, deep down, so as not to seem too crude, we thought, "Well, I should ask him" or "You should explain it to me, right?" But we fall into the mediating and respectful dialogue that, in the end, leads us to assume some degree of responsibility and puts us in tasks such as paying more attention, helping him, revising again, even overlooking the irresponsibility and disdain that the student showed during the course.

It is very harmful for education to naturalize this reality, to begin to assume this as part of the learning process. One of the conclusions drawn by this reflection is that the "one", the "low", the "insufficient", are becoming a problem for the teacher and not for the student, since it seems that the one who really loses by placing these grades – which that student probably deserved – is the teacher. And it is that, thanks to the innumerable processes of reinforcement, recovery, habilitation, acceleration, promotion with pending areas, early promotion and all the names that have been invented, the student in the end finds a route or shortcut to continue without giving importance to the achievements that were not achieved.

And why is this? To attempt to answer it in this writing would be very daring. It is a subject that deserves particular research, but, yes, we can sketch ideas: perhaps the laxity of current education; perhaps the need to restructure the meshes and contents; This may be a generation of young

² This cartoon is said to have been awarded at the Congress on Education and Sustainable Living, Sao Paulo, 2010, but we cannot find the original source.

people who are asking for new strategies according to their knowledge, scope and contexts; Or, even more risky, could it be that the educational system stuck to an idea of context and students that no longer exist today? Anyway!

It is not possible to close the writing without venturing an idea for improvement. It is not pertinent to speak of a proposal, because what this provokes has to do with a profound reflection that touches on the teleology of what we know today as evaluation. It is not unreasonable to think that the issue must get out of hand to generate, from the concerns, the need for studies that bring us closer to the modifications that can be glimpsed so necessary today, but essentially for the future.

Finally, I invite us to ask ourselves how to begin this transformation in a one-person way, how to bring it to our reality and begin, through reflections, to motivate thoughts that are linked to this problem and that allow, little by little, to make it visible, so that it can be faced with research and academic rigor; In the end, it will be an opportunity for change and improvement for everyone.

The problem is exposed and latent and we end this writing by asking you, Are you sure for whom you evaluate?

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