TELOS: Revista de Estudios Interdisciplinarios en Ciencias Sociales
ISSN 1317-0570 / ISSN (e) 2343-5763
Vol. 28(3). Septiembre-Diciembre 2026

TEACHERS' PERCEPTIONS OF SCHOOL EVALUATION. A CASE IN CHILE

Andrea Alejandra Mardones Medina*
https://orcid.org/0009-0006-6870-0144
Alixon David Reyes Rodríguez**
https://orcid.org/0000-0001-9857-0930
Moisés David Gallardo-Olivera***
https://orcid.org/0000-0002-7956-4575

RECIBIDO: 13/03/2026 / **ACEPTADO**: 26/04/2026 / **PUBLICADO**: 16/09/2026

Cómo citar: Mardones Medina, A., Reyes Rodríguez, A., Gallardo-Olivera, M. (2026). Teachers' perceptions of school evaluation. A case in chile. *Telos: Revista de Estudios Interdisciplinarios en Ciencias Sociales, 28*(3), 481-490. https://doi.org/10.36390/telos283.01

ABSTRACT

The purpose of this study is to analyze the perceptions of teachers at an elementary school in the Ñuble region (Chile) regarding assessment and its implementation. The study adopts a qualitative, phenomenological approach with a cross-sectional design. Sampling was non-probabilistic, and a convenience sample of 10 teachers was used. Semi-structured interviews were conducted, and the analysis was performed using ATLAS.ti software. Teachers' interest in and appreciation of assessment as a pedagogical act and a formative process stand out; there is feedback in the assessment process, although the use of assessment tools is limited; teachers are unaware of Decree 67 on assessment, its provisions, and its impact on assessment, which hinders their ability to leverage ministerial guidelines to benefit the assessment process, and especially the students. There is evidence of a tension between ministerial policy and classroom teaching practice, despite feedback exercises, which highlights the need to strengthen teachers' practices through collective reflective practices and institutional support. Conclusions: Teachers have a coherent conception of assessment for learning in its formative nature, despite some inconsistencies and contradictions in teaching practice; it is necessary to promote ongoing professional development for in-service teachers to update not only their knowledge of Decree 67, which is a regulatory text, but also their understanding of assessment alternatives and procedures. While tensions are common and normal, both the ministry and teachers, as key social actors in curriculum implementation, need to coordinate their efforts to ensure curriculum implementation.
Keywords: perception, teacher, socialization, evaluation, feedback.

Percepciones de los docentes sobre la evaluación escolar. Un caso en Chile

RESUMEN

El propósito de este estudio es analizar las percepciones de los docentes de una escuela primaria de la región del Ñuble (Chile) respecto a la evaluación y su implementación. El estudio adopta un enfoque cualitativo y fenomenológico con un diseño transversal. El muestreo fue no probabilístico y se utilizó una muestra a conveniencia de 10 docentes. Se realizaron entrevistas semiestructuradas y el análisis se llevó a cabo mediante el software ATLAS.ti. Destaca el interés y la valoración de los docentes respecto a la evaluación como acto pedagógico y proceso formativo; existe retroalimentación en el proceso de evaluación, aunque el uso de herramientas de evaluación es limitado; los docentes desconocen el Decreto 67 sobre evaluación, sus disposiciones y su impacto en la evaluación, lo que dificulta su capacidad para aprovechar las directrices ministeriales en beneficio del proceso de evaluación y, especialmente, de los alumnos. Se observa una tensión entre la política ministerial y la práctica docente en el aula, a pesar de los ejercicios de retroalimentación, lo que pone de relieve la necesidad de fortalecer las prácticas docentes mediante prácticas reflexivas colectivas y el apoyo institucional. Los docentes tienen una concepción coherente de la evaluación para el aprendizaje en su carácter formativo, a pesar de algunas incoherencias y contradicciones en la práctica docente; es necesario promover el desarrollo profesional continuo de los docentes en activo para que actualicen no solo sus conocimientos sobre el Decreto 67, que es un texto normativo, sino también su comprensión de las alternativas y los procedimientos de evaluación. Si bien las tensiones son habituales y normales, tanto el ministerio como los docentes, en su calidad de actores sociales clave en la aplicación del plan de estudios, deben coordinar sus esfuerzos para garantizar dicha aplicación.
Palabras clave: percepción, docente, socialización, evaluación, retroalimentación.

Introduction

The issue of assessment constitutes a constant point of attention in the field of education. The debate appears to revolve around the forms, timing, procedures, and conceptions of the process itself, as well as how it becomes embedded within the network of classroom relationships (Reyes et al., 2020). This is understandable, considering that it is a process that cuts across the pedagogical act, becoming inseparably linked to teaching and learning, and upon which formative and validating expectations are placed regarding the progress that students are expected to make throughout their academic trajectory.

Evaluation can be regarded as a natural human act (Foronda & Foronda, 2007). Indeed, human beings evaluate constantly, which entails generating and issuing value judgements about things, objects, events, processes and people, among others. Thus, it is not something strange or unexpected. On the contrary, because it is a process so closely linked to what human beings do, it is considered

* Master of Education, Universidad Adventista de Chile, Chile. andremardones1984@gmail.com
** *Correspondence author*. Ph.D. in Education, Universidad Adventista de Chile, Chile. alixdavid79@gmail.com
*** *** State Teacher in English, Universidad Adventista de Chile, Chile. moisesgallardo@unach.cl

a useful means of assessing what one does, thinks and learns, and how all of this is concretised and materialised. Consequently, evaluation becomes incorporated as a legitimate act and as a transversal process within the school environment.

According to Aquino et al. (2013), evaluation is understood as "the process of gathering and processing relevant, valid and reliable information to enable the interested actors to make the necessary decisions to improve actions and results" (p. 3). Zambrano (2014) defines it as a process of collecting information aimed at issuing merit-based or value-based judgements regarding a subject, object or intervention of educational relevance. Based on the insights of Aquino et al. (2013) and Zambrano (2014), evaluation retrieves valuable information that enables those who lead a training process to assess its impact on the behaviour of those who experience it, providing inputs to improve formative actions and ultimately expecting a positive effect on outcomes.

When this notion is transferred to the school context, this evaluative process may be understood as an opportunity for teachers, insofar as it supports decision-making regarding teaching and the results achieved by students—results which should point toward learning not as a mechanical act derived from teaching, but as a dialectical process mediated by the interaction of participants, by the objects around which learning is constructed, and by the contexts that may or may not condition what happens in school learning environments.

Evaluation is a systematic and personalised process whose main goal is pedagogical support within the school context through experiences that value and validate students' knowledge, skills, attitudes, values, and practices. Seen as a process, it facilitates decision-making and the reinforcement needed to consolidate substantive experiences related to learning objectives. It also involves a means of assessing whether the methodologies and procedures implemented are appropriate in relation to learning (Reyes et al., 2020). Moreover, evaluation must be understood as a dialogic exercise between teachers and students and also among peers, which allows feedback to be incorporated as a catalytic element of the process. This, in turn, promotes the recognition of strengths and weaknesses and fosters self-awareness regarding one's own learning—an awareness that will likely guide subsequent decisions based on outcomes.

In any case, the evaluative process is a fundamental intangible asset throughout the school trajectory. It is also a conscious, intentional and systematic process, and for this very reason, each national government, through the relevant agencies, generates guidelines to regulate such processes, acknowledging that evaluation is both permanent and perfectible.

There is no doubt that teachers adopt various assessment practices in the classroom to gauge learning outcomes, dedicating a considerable part of their time to assessment-related activities: preparing the environment, choosing how and how often to assess, and providing feedback to their students. For this reason, what Vera et al. (2017) state makes considerable sense: evaluation is an element of the curriculum of extraordinary importance, as it possesses indisputable transformative value.

Guidelines issued by the Chilean Ministry of Education (MINEDUC, 2018) define evaluation as a process that generates a range of actions led by teachers in order to assess teaching and learning processes, particularly students' cognitive, procedural and attitudinal achievements. Thus, evaluation makes it possible to generate certain types of evidence that enhance teachers' understanding of students' learning status, providing inputs that the teacher can compare, analyse and consider—whether to deepen certain processes, procedures and teaching strategies; to redirect what is done in the classroom with and for students; or even to undertake a complete change of direction in the didactic and formative environment.

Regarding the characteristics of evaluation that may be considered, it is noteworthy that evaluation is diagnostic, formative and expressed in descriptive-evaluative and alphanumeric terms (summative or cumulative). To state that evaluation is diagnostic is to affirm that, in the assumption of the pedagogical act, it is always necessary to assess students' current knowledge regarding the object of study, which will serve as input for planning. Generally, diagnostic processes are carried out at the beginning of a course or subject (Martínez et al., 2022). If evaluation is conceived as a formative experience, it is reasonable to consider that this process does not aim at punitive action (Reyes et al., 2020); on the contrary, it always seeks to enhance students' learning experiences by assessing their levels and degrees of knowledge acquisition and construction, identifying shortcomings and developmental possibilities, guiding and providing feedback to students regarding the dimensions that need strengthening, and enabling learning experiences that are truly meaningful (Cruz & Quiñones, 2012).

Finally, it is necessary to consider that one facet of evaluation relates to measurement. That is, the evaluation of the levels or degrees of knowledge acquisition and constitution is specified based on the alphanumeric expression of the grade. This helps determine the way in which learning is measured, for purposes such as certification, assigning grades, determining promotion, among others (Cruz & Quiñones, 2012).

In context, it is important to note that in 2018, following an extensive analysis of evaluative processes in Chilean schooling, MINEDUC issued Decree 67 on Evaluation (2018), which aims to guide this process and adapt it to the needs of students and to the education system as a whole. This decree establishes national minimum standards regarding evaluation, grading and promotion of students, and promotes the appropriation of knowledge through a formative approach that serves as the foundation of the decree. Its purpose is to strengthen school-level practices and decision-making processes related to teaching and learning. Through this decree, MINEDUC (2018) makes a concerted effort to improve evaluative processes by providing guidelines that address the multidimensionality of evaluation, with a focus on student support as a central element.

A review of the literature highlights a sustained research interest in assessment within the school context. In this regard, Ruz et al. (2024) draw on Chile's Decree 67 (MINEDUC, 2018) to argue that a conceptual duality persists among teachers regarding the nature and purpose of evaluation: on the one hand, it is centred on the dichotomy between assessment and measurement; on the other, it is associated with teachers' assessment literacy. They further state that, in many cases, an entrepreneurial logic underpins evaluation, whereby it becomes instrumentalised and operationalised according to results rather than processes.

Herrera et al. (2023), for their part, conclude that there is, within schools, a type of devaluation of formative assessment, accompanied by limited clarity regarding the criteria and procedures needed to manage and to address situations related to assessment, grade repetition, and student promotion; in addition to the fact that there is a disconnect between the schools' internal regulations and the ministry's regulations.

A study conducted by Zambrano (2022) highlights the need to approach assessment from a pedagogical rather than a punitive perspective, and to reduce grade repetition through closer support for students. All of this aims to ensure that the regulatory changes introduced by Decree 67 have a direct impact on what occurs in the classroom.

In order to understand the habitus that schools develop around educational assessment, Sánchez-Sánchez & Jara-Amigo (2022) carried out research with teachers in special education, preschool, primary, and secondary education. Their results show that teachers' perceptions, theoretical conceptions, and classroom practices regarding assessment (and other processes) are shaped by the institutions where they work and the influences those institutions exert. In other words, the climate or context in which the process unfolds, shapes the logics that guide assessment practices. Additionally, the study notes that assessment is not currently enabling integrative pedagogical functions within teaching and learning processes.

According to Magnitzky & Sepúlveda (2017), teachers' perceptions of assessment are coherent with ministerial guidelines and educational policies that emphasise assessment, as well as with specialised academic discussions. On the other hand, although teachers hold constructivist conceptions of teaching and learning, these are not accompanied by teaching practices consistent with such conceptions. Instead, they often perpetuate an encyclopaedic approach to teaching in which assessment is recognised merely as a measurement practice.

Rojas (2018) found that although educational policies promote coherent, contextualised, and situated assessment, this does not seem to be reflected in schools. This is due to the fact that paradigm shifts are slow and complex processes, and assessment practices are often based on the personal experience, beliefs, and social representations of the educational community, as well as institutional routines (Sánchez-Sánchez & Jara-Amigo, 2022; Pizarro & Gómez, 2019).

As stated by Reyes et al. (2020), learning cannot be subordinated to teaching, which means that the teaching process itself does not guarantee learning. The key is not to separate learning from assessment and to give teachers the opportunity to use a wide range of techniques and strategies that take into account students' different learning styles and paces. This means that, rather than focusing on measuring performance, assessment is understood as a mediating channel for achieving and consolidating learning.

A study by Hidalgo & Murillo (2017), which addresses conceptions of assessment and their implications for teachers' evaluative practice, shows that the topic is one of significant interest in pedagogy due to the influence of the beliefs of teachers, students, and families on evaluative practice and the formative process. Considering mathematics teachers' beliefs regarding assessment, Dolores (2016) found in her study that teachers:

> […] consider the object of assessment to be either content or measurement; establish a limited relationship between competencies and assessment; believe that knowledge alone constitutes the components of competencies; believe that, through competencies, the teaching and learning of mathematics will improve; and consider training necessary in order to implement the new curriculum and competency-based assessment (p. 31).

Gutiérrez & Rojas (2016) point out that teachers understand, assume, and practice assessment as a final product rather than as a process—treating it as a circumstantial event within the pedagogical act. Prieto & Contreras (2008) note that assessment is mostly considered a process detached from teaching and aimed at measuring, accrediting, and certifying learning outcomes. This instrumental view of assessment represents a restricted vision of the process, as it reveals only partial aspects of it. It would allow us to know what the learner claims to know, but would not provide information regarding how they know what they presumably know, why and how they came to know it, what they do not know, and why they do not know it. Thus, assessment becomes an end in itself—a means of control and a punitive instrument that ignores the particularities of each student and aims merely to "verify" their level of learning in order to assign a grade. In other words, assessment would be reduced to "counting" learning achievements as though they were an accumulative aggregate.

In another study, Prieto (2008) warns that assessment practices implemented by teachers—guided by their beliefs—have not been sufficiently recognised or studied, and argues that this has hindered understanding the extent of the influence these representations have on the assessment process itself.

This research is relevant because assessment and teachers' evaluative practices influence student learning and outcomes (Carrillo-López & Hortigüela-Alcalá, 2023). Additionally, teachers' perceptions have an impact on teaching and student performance. Since perceptions always reflect teachers' subjectivities, it is not possible to generalise the results of a perception-based study to the entire teaching population; rather, contextualisation is required.

However, a review of the evidence reveals that, while it is true at this point in history, there is clarity regarding what assessment is, its role, and its function in the pedagogical process, there are tensions between beliefs and practices, between teachers' intentions and institutional policy, and, of course, between what the evidence itself indicates and how both the institutional framework and teachers in the classroom process and act upon it. The notion of assessment from the perspective of measurement is reduced to a punitive practice (Reyes et al., 2020), without further consideration, and it is the formative purpose that must accompany the assessment process. Hence, the aim is to practice an assessment centered on learning, on creating the conditions for learning to occur and be consolidated (Reyes, 2025). Thus, the general objective of this study is to analyse the perceptions of primary education teachers at Elise Mottart School, in the municipality of El Carmen, Ñuble Region, regarding assessment and how they use it in their teaching practice.

Methodology

Research approach, type, and design

This study adopted a qualitative approach, aligned with an interpretive paradigm and a phenomenological typology (Fuster, 2019), using a cross-sectional design.

Population, informants, and geographical context

The population consisted of teachers from *Elise Mottart* School (a municipal, urban institution) located in the municipality of El Carmen, Ñuble Region, Chile. A non-probabilistic convenience sample was selected (Otzen & Manterola, 2017) during 2022, given that in the municipality of El Carmen there are only three urban municipal educational institutions: one secondary school and two primary schools. Due to the distance between the institutions and the challenges inherent in securing informants from both primary schools, it was decided to work with the teachers from *Elise Mottart* School. Consequently, the sample consisted of 10 teachers from this institution.

Data collection techniques

To document teachers' perceptions regarding their evaluative practices, in-person semi-structured interviews were conducted, following a thematic guide with open-ended questions. The interviews were digitally recorded, and each one was subsequently transcribed from the digital files. Authorization was requested from the institution's administration and the corresponding supervisors to contact the teachers. The interviewed were qualified primary education teachers or educators currently teaching at that level. A scheduled date was arranged with those who agreed to participate in the interview.

Ethical procedures

When conducting the interviews, the purpose and scope of the study were explained, along with the responsibilities concerning the use of information and the return of results. The teachers signed an informed consent form and allowed the data to be used anonymously. The study followed the guidelines for ethical evaluation of research in the Social Sciences and Humanities (Agencia Nacional de Investigación y Desarrollo, 2021) and received approval from the Scientific Ethics Committee of the Universidad Adventista de Chile. Subsequently, the phases of transcription, data reduction, and analysis of all the information were carried out.

Data analysis

Following Ayton et al. (2023), the analysis was conducted in three stages: a) descriptive coding was carried out based on the similarities in the interviewees' responses; b) the codes were grouped into thematic clusters, corresponding to interpretive coding, which led to the categorization process; c) the themes were analyzed in light of the emerging categories and the research objective. The analysis was conducted using ATLAS.ti software (V8), which enabled the development of emerging categories (Table 1). These are understood as semantic groupings that bring together informants' responses related to a topic under discussion. For responses to be linked, they must display affinities with others, containing key words that establish a semantic relationship, which are then coded using a label (Vives & Hamui, 2021).

Results

Below (Table 1) is the descriptive analysis based on the emerging categories identified through the open coding of the information obtained from the interview process, analyzed using ATLAS.ti. The operational definition corresponds to a synthesis of the literature.

Table 1.

Operative definition of categories

Emerging categories	Operative definition
1.- Good assessment	A good pedagogical assessment process integrates formative assessment, feedback, and summative assessment.
2-The 'what' of assess-ment	It refers to that which is the object of assessment, namely: knowledge, attitudes, aptitudes, concrete actions, values, skills, among others.
3.-Socialization of evalua-tion	A process through which teachers, together with their peers, review the instrument they will administer to students before its application, ensuring that it is understandable and free of construction errors.
4.- Feedback	It involves a review of assessment by all participants (teachers and students) to recognise the strengths and weaknesses in the evaluation. This allows for narrowing the gap between the student's current situation and the ideal situation they are expected to achieve.
5.-Factors related to assessment	It refers to situations and contexts that influence the assessment process and its outcomes.
6.- Possibilities for action and learning needs	It reflects an interest in innovating, incorporating new strategies, and democratizing the classroom to increase and enhance students' learning opportunities.
7.- Decree 67	It establishes national minimum standards for assessment, grading, and promotion for students following the traditional formal education pathway at the primary and secondary levels, across all differentiated programmes, in educational institutions officially recognised by the State.

The process of collecting information allowed the researchers to relate the teachers' responses and group them according to the categories described above. When the analysis was conducted using ATLAS.ti, version 8, a family of categories and codes was generated, as shown in the following figure:

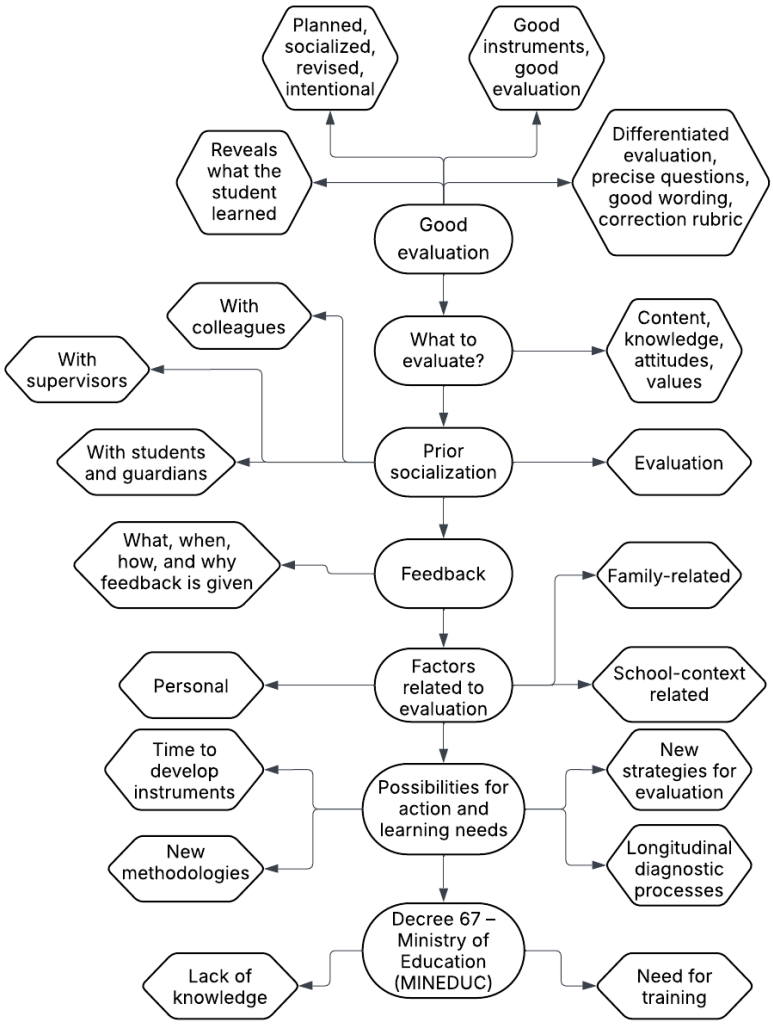

Figure 1.
Coding.

Source.

Once the information from the interviews was obtained, the results generated are presented below.

Good assessment

Regarding the category that defines a good assessment, the teachers provided some characteristics, referring to the process of developing instruments and what they consider to constitute a good assessment. Among the teachers interviewed, E7 stated: "a good assessment is one that reveals what the student has truly learned". In relation to the characteristics that a good instrument should have, E2 added:

> Assessment should be balanced in terms of the number of items included in the instrument. It should evaluate not only content but also be balanced across literal, global, and inferential questions… A good assessment instrument must assign a score to each of the indicators it intends to evaluate, and regarding the objectives of the assessment, these should be clear and cover all the learning objectives set for the unit being assessed, in addition to addressing the skills developed in the subject.

Regarding the process of developing an instrument, E9 stated:

> "The questions must be clear and specific, especially if there are alternatives; they should not be confusing. Never use a 'no' in a question with alternatives, because that tends to confuse students, and an assessment must have clear questions".

Similarly, there was a consensus among faculty that assessment must be a planned endeavor, necessitating both sufficient time-allocation and deliberate pedagogical design. E6 noted: "When the process is carried out, it should be formative, planned in advance, considering what is diagnostic; even if it is observable assessment, it still requires time and dedication—it should not be done randomly". Teachers believe that assessment should be differentiated, considering students' learning styles, and that students should know what is being assessed. In the teachers' view, the characteristics of good assessment point toward constructing a coherent, planned instrument with alignment; for written assessments, items should correspond to students' learning styles. In conversation with E5, they stated: "Assessment should consider the general skills present in the class". E2 added: "It should align with the content or skills developed throughout the unit and include an attitude indicator".

The "What" of Assessment

Regarding the "what" of assessment, teachers focus on the contents and the knowledge that students acquire and achieve throughout the process. They also emphasise the consolidation of the values promoted at school, as well as the practices that emerge and have

some impact on students' daily behaviour. In this context, E1 stated: "Yes, obviously what is assessed is important, because that is where one takes into account students' learning in relation to the objectives and the content of the lesson".
On the subject, E6 commented: "What is assessed is what the curriculum indicates, because that is what students need to learn in order to use it when they need it later on". In this regard, E9 argued: "When teaching takes place, values are also taught—values that students must put into practice; it would make no sense to teach contents that do not impact students' lives". Finally, E8 expressed:

> I believe that everything students do in the classroom must be assessed—sometimes summatively and other times formatively, but it must always be assessed. Moreover, everything done in the classroom should have an impact on practice. If that is not the case, there is a disconnect.

Based on the conversations, the interviewed teachers seem to have a clear—or at least coherent—understanding of what they say and have read regarding the object of assessment, and they focus their practice accordingly.

Socialization of Assessment Instruments

The sharing, understood as socialization, of assessment instruments is a common practice among the interviewed teachers. In this regard, they refer to the review of such instruments by the person in charge of assessment at the school; some consult other colleagues, the teacher from the School Integration Programme (PIE), students, or parents/guardians.
Teachers share the view that assessment should be institutionally reviewed. They also believe that sharing assessment instruments is positive, as it helps modify and improve them before they are administered. E5 refers to this point, noting: "The assessment coordinator reviews it, makes corrections, and then they are ready to be applied".
E7 mentions that assessment is shared with colleagues. She adds: "Yes, it is shared with colleagues; although there is no formal space for it, one seeks that space and does it". E5 also notes that assessments are shared with the PIE teacher: "Yes, here they are shared with the PIE teacher".
Teachers mention that assessments are shared with students, and they consider this a positive practice. E2 adds: "Students are shown the assessment beforehand; they are told how they will be assessed and about the tests. I carry out a formative assessment very similar to the one I am going to apply". Likewise, assessments are shared with parents or guardians so that they are aware of what will be assessed. "Yes, they are sent home in the weekly agenda so that parents read and see the materials to be used, the way of assessing, and then the work is carried out in class" (E9). According to E10, "that sharing process is always positive".

Feedback

Regarding feedback, the participants detailed the mechanisms of the process, including its temporal application, delivery methods, and underlying purpose. Furthermore, they emphasized the formalization of this feedback through its systematic documentation within the class logbook. They believe that feedback involves an intentional dialogue between the teacher and the students, guided by the teacher to focus and channel effort toward student performance or behaviour within the context of an assessment. According to the teachers, feedback on performance is based on what is being done well, in order to reinforce that behaviour, as well as on what is inaccurate or erroneous. They argue that this process should occur continuously, dialogically, and in a gentle tone, so that the student believes in their ability to correct themselves. Positive feedback is one of the most frequently cited phrases by the teachers. On this matter, E6 remarks:

> Under no circumstances should a student be told that what they write, say, or think is wrong; on the contrary, they must be supported, and one must find a way for them not to make mistakes, since otherwise the student's self-esteem is harmed. Errors must be pointed out in a way that is not frustrating.

E9 adds: "Feedback is given in a group format, and it guides the result; it analyses the results, it does not provide correct answers, and must also generate an atmosphere of active listening".
Teachers mention several ways of providing feedback. They maintain that it takes place after the evaluative moment, once the assessment has been reviewed and graded by the teacher. They also hold that feedback must be recorded in the class logbook as evidence of the process. Additionally, they note that assessments are reviewed generally or in groups, and in the case of rubrics, individually—with the purpose of recognising strengths, identifying errors, and determining how to correct them; and, if necessary, offering another opportunity for students to achieve the learning objective.

> […] it must be recorded in the class logbook because it is part of the criteria we use for assessment. The test is reviewed with the whole group or individually; and in the case of rubrics, which are more individual, one calls the child and says, "You made a mistake here; you must do it this way" (E2).

Several teachers state that feedback is a phase within the assessment process, although not a conclusive phase. For example, E10 asserts: "Feedback is necessary; it has to be given, without exception. It must take place in the classroom with all students and should generate more conversation so that students can understand the process and know how to improve". E7 believes that "feedback is not the final stage, but it is important because it can open up opportunities for new learning and for consolidating previous learning".
Some of the ways they mention for providing feedback include reviewing the test together; in some cases, teachers and students go through the test sheet question by question, analysing the results, identifying weaknesses, and determining what needs improvement. In other cases, teachers provide feedback once the assessment has been reviewed and returned to students. A correction guide is then presented, and each group reviews it so that, at the end, a whole-class discussion is held with the teacher's participation.
The informants note that there has been a significant change in the way assessment is carried out: "Here we used to rely mainly on tests, but we began implementing rubrics" (E4).

External and Internal Factors Affecting Assessment in the School

This category refers to the factors that affect assessment. According to the teachers, there is a certain awareness of how the assessment process can be influenced. In fact, E6 states:

> At the institutional level, there is a strong tendency to assess through a test (instrument), and there is a certain stubbornness in continuing this way, even though we no longer have the same students as before, nor the same society. As everything

> changes, we must change as well. So, in a given unit, I can assess with a simple practical assignment—obviously with a correction guide or rubric to support it—but a test is not always the way to assess.

Regarding the need to implement diverse instruments, teachers explain that when moving from written tests to practical tasks with rubrics and scoring guides, they encountered difficulties such as student resistance to the new assessment strategy, as well as reluctance from some teachers, since designing new instruments required more preparation time.

As for internal factors, they mention classroom climate, student discipline, noise from neighbouring classrooms, and deferred breaks. They also highlight constant interruptions—for example, someone repeatedly knocking at the door during an assessment—or, in classrooms located near the street, loud noise from passing vehicles. Teachers comment: "Constant interruptions at the door; I think the record I have is nine times someone knocked during a class, and that affects things tremendously" (E5).

Regarding external factors, E4 states: "At times, there is great carelessness and lack of interest from parents, and this affects the assessment process". They also agree that students do not always show sufficient disposition toward completing assessments and that they lack study habits.

Concerning families, it is noted that many students arrive with problems from home; some parents do not encourage their children to study, and ultimately, there is insufficient support within the household. As E7 adds: "I believe that many families do not give the proper importance to education, much less to teachers. I hear parents telling their children: 'Don't pay any attention to the teacher'".

According to E2: "Sometimes we blame students, but many times it is not their fault; they come from families with problems, with a lack of resources, and they study as best they can". On this matter, E6 comments: "One has to understand that although sometimes students do not study or do not want to study, there is a reason behind it". E6 further explains:

> […] assessment measures performance, and results are always affected by various factors: students' mood, whether they have eaten or not, how their classmates treat them, how their parents treat them, whether they have a supportive family or not. Sometimes it is the school itself that does not motivate them, or we as teachers who do not change our strategies.

Finally, E8 states: "There are many factors that affect student performance. We must understand this and foster processes in the classroom that support students".

Possibilities for Action and Learning Needs

Regarding possibilities for action and learning needs, teachers identify with the categories mentioned in the study. Some state that they rely on self-directed learning, while others acknowledge having difficulties with assessment.

Concerning needs and/or weaknesses, teachers at the institution argue that these are associated with the implementation of new teaching methodologies, the adoption of new assessment strategies, the construction of assessment instruments (and the time required for this), their sharing, and the moments and strategies needed for effective feedback. Teachers express that professional training must be continuous, and they state that they seek, on their own and in a self-taught manner, to train themselves in matters of assessment, as it is a highly dynamic and improvable process. E3 notes: "But one will always have weaknesses, because one must constantly adapt to the times and improve".

Some teachers mention that they seek new ways of assessing and that, depending on the subject, they would like to incorporate educational field trips, debates, and digital platforms that facilitate their work. Several of the interviewed teachers acknowledge shortcomings related to the construction of assessment instruments and tables of specifications for expected results.

With regard to innovation, several teachers assert that they wish to incorporate alternative forms of assessment, such as project-based evaluation and practical work that reduces student stress. E9 believes that "although it may sound strange, I think it is necessary to develop ongoing diagnostic processes throughout the year". E6 states: "We need to learn new methodologies and assessment techniques; because times have changed, we must change as well. There are field trips, artistic activities, among other things, that we can do". E3 adds: "Assessment must vary from subject to subject, understanding that not all subjects can be assessed in the same way".

Decree 67

In this category, some teachers refer to their lack of knowledge regarding Decree 67, while others, who acknowledge knowing of its existence, mention that they are familiar with only some aspects of it.

Decree 67/2018, framed within the General Education Law, is a regulation aimed at promoting inclusion in the learning process and the right to education for all. However, teachers state that they are unfamiliar with the decree, that it has not been sufficiently publicized or shared, and that it has not been introduced in a way that enables teachers to internalise it. Thus, they express: "I don't remember that decree; we haven't gone over it here yet" (E5). "I don't know much about that decree; we may have looked at it, but I'm not sure which one it is" (E8). "I can't say I know in depth what the decree establishes, because it hasn't been properly communicated. We were told we had to read it and start applying it, but that was all". E2 adds: "We were first consulted about it at the Council level".

Other teachers state that they know certain aspects of Decree 67 related to the pedagogical use of assessment and the need to reduce grade repetition by strengthening student support. For example, E5's response reflects this: "I know that the decree, as we were told, says that support for students must be improved because there is a high rate of grade repetition; that is why it mentions certain things about how to assess and promote students".

The results of this study show that there is a kind of tension between assessment (as an evaluative act that has a punitive impact on students) and the logic of an evaluative process that promotes learning. This involves issues related to the need to convince teachers of the benefits of an assessment practice that prioritizes learning, the very conception of education that is embodied in the teacher's notion of assessment, and what ultimately takes shape in the classroom regarding a pedagogical practice—whether or not the teacher is convinced of its role—and of what the teacher believes is the purpose of their participation in the educational process.

There are administrative tasks that add to teachers' workloads and serve as an excuse for delays in providing feedback to students. There is clearly a certain institutional inertia that is not reflected in what is expected of faculty support within the framework of a process that has been in place for nearly a decade, and it has not yet been possible to achieve greater coverage of what is outlined in a public policy that could benefit students.

There is a disconnect between ministerial regulations, teachers' beliefs, and pedagogical practice. This disconnect arises not only from the sense of neglect that teachers report feeling on the part of the very agency responsible for them, but also in the sense that it highlights how the implementation of the curriculum ultimately depends on teachers' actions. In other words, the issue of teacher autonomy is central. Beyond ministerial guidelines, it is the teacher in the classroom who decides whether or not to implement certain guidelines, even in the face of potential disciplinary consequences.

While it is true that the decree strengthens the field of assessment, it is essential that teachers adopt a critical stance toward it. This is not about blindly following ministerial regulations, but rather a process of ongoing professional development for teachers that, at the same time, promotes democratic, feedback-driven assessment practices, transforming the teaching process into a truly transformative one.

Discussion

Much research has been conducted on assessment and its influence within the school setting (Hidalgo & Murillo, 2017). Despite the interest in the topic, incorporating teachers' perceptions as a variable has become a concern in recent years, because what Prieto (2008) noted still persists—namely, that research in this area continues to be largely anecdotal.

Teachers' conceptions of the overall assessment process are coherent; they maintain that it is an inherently pedagogical and motivational task, and they state that assessment allows for the improvement of methodological strategies and the acquisition of knowledge. This does not mean, however, that inconsistencies do not exist between discourse and pedagogical practice. In a study addressing teachers' beliefs about assessment, García (2015) identified a partial match between what teachers believe and their actual assessment practices.

When referring to what is considered a good assessment instrument, or its characteristics, teachers describe processes related to the collection of learning data. The descriptions provided by teachers coincide with what Marchant (as cited in Vera et al., 2017) states:

> There is no doubt that teachers adopt different assessment practices in the classroom to evaluate learning outcomes, and that they devote a large part of their time to assessment-related activities, controlling learning environments, deciding how and how often to assess, and providing feedback to their students (p. 2).

As with any assessment process, once data are collected, they must be analysed, and based on the results, feedback must be provided to students. Teachers' conception of feedback aligns with Cano's (2016) view, who argues that "'feedback' can be an important catalyst for improvement. To support the ongoing development of work in progress, it is essential to provide students with useful input that enables them to view problems from new perspectives" (p. 14). In addition, it creates spaces and conditions that foster lifelong learning. Most interviewees use feedback as part of the assessment process and consider it beneficial, as it reinforces student learning. Moreover, feedback is not only positive but necessary; it must be established as a central component of the formative process, given that it is an instance oriented towards learning. Grading is necessary within the context of schooling, academic progression, mobility, and timely completion; however, if it is not accompanied by a formative-reflective stage, it ceases to be essential and fails to fulfil its purpose. Moreno & Ramírez (2022) argue along similarly.

Teaching, learning, and assessment processes are influenced by internal and external factors. Teachers acknowledge that performance and its evaluation are shaped by both internal and external elements, aligning with Martínez (2013), who highlights personal factors such as mood, self-esteem, and affectivity; family-related factors such as parental support and time devoted to study; and contextual factors such as resources and peer acceptance. Assessment must be understood not as a specific moment, but as a broader formative process that encompasses diverse elements. Thus, teachers, schools, and school institutions as systems must not only reflect on these issues but also intervene with an understanding of the multifactorial nature of assessment.

The Ministry of Education (MINEDUC, 2018) has acknowledged shortcomings in this area and, in response, introduced Decree 67. However, greater dissemination is needed to strengthen teachers' understanding of its guidelines, given the key elements the decree appears to emphasise—support, learning, reduction of grade repetition, and student promotion. Zambrano (2022) highlights not only the lack of knowledge and limited implementation of the decree in institutions in a specific region of Chile but also the need to strengthen student support as a key element in providing necessary assistance.

In some cases, discrepancies are emphasised between teachers' beliefs about assessment and their actual assessment practices; this can be attributed to administrative demands, lack of time, and routine practices surrounding assessment—factors that undermine it. In both cases, what teachers describe becomes an habitual institutional practice and affects the process. This is also consistent with the findings of Ruz et al. (2024), even though the present study does not reveal a devaluation of assessment as a process; rather, it highlights a clear need for teacher professional training.

Teachers report shortcomings in the development of new assessment skills and strategies, which is reflected in their continued use of the same assessment practices without innovating strategies, techniques, or instruments. This aligns with Sonlleva et al. (2018), who argue that teachers do not feel sufficiently trained in assessment. Thus, in the case of the present study, teachers highlight the need for training to learn, innovate, and update their knowledge, noting in some cases that autonomous professional development is considered an option for such updating. What teachers recognise coincides with Pizarro & Gómez (2019), who note that teachers are aware of the need to develop autonomous and ongoing learning processes—an endeavour that requires allocating, at different times, the limited hours available for lesson preparation, planning, and other professional duties.

If we start from the notion of the curriculum as a collective construct, and furthermore view it as a public space, we cannot assume that the relationship between curriculum guidelines and pedagogical practice in the classroom will be free of tensions. In fact, this is evident in studies such as those conducted by Díaz (2003), Cornejo et al. (2015), Assaél et al. (2018), and Arriagada-Hernández et al. (2025), who describe scenarios of tension in Chile regarding curricular logic, pedagogical practices, teacher training, and assessment. It is worth noting that tensions within this framework are normal, common, and even welcome; however, the teaching profession warrants reflection on this phenomenon, rather than negligent behavior in the face of such occurrences. It is not a matter of bowing to curricular logic, but rather of building, as a collective, proposals that embody the challenges of the school, the regulations, and the curricular architecture itself, with the teacher serving as a key social actor in realizing what is believed to be the role of the school.

This highlights the long-standing tension between assessment and evaluation as means of fostering learning. And this will undoubtedly redefine the role of teachers and the function of schools, as Zambrano (2022) points out in relation to the implementation of the decree.

Conclusions

First, the group of teachers does not articulate an explicit concept of assessment but does identify characteristics of what constitutes a good assessment instrument, emphasising the formative purpose within teaching and learning processes. This indicates a conception consistent with the fundamental principles of assessment for learning, although certain discrepancies are evident in the technical and practical domains, particularly regarding the design and/or implementation of assessment instruments.

Due to various factors, and given the importance of assessment instruments, teachers engage in peer review of assessments to ensure they meet criteria of validity, rigour, reliability, feasibility, and relevance. Designing assessments that respond to the student's context and reality provides guidelines for adjusting strategies that support the development of their competencies.

A lack of knowledge regarding ministerial guidelines, such as Decree 67, affects both teachers and students, as it places them at a disadvantage with respect to the actions that should be prioritised at the school level—actions expected to have a direct impact not only on measurable performance through grades but, more importantly, on learning as a fundamental educational process. Hence the need for self-directed professional development, but also for structured and intentional training efforts led by educational authorities.

Assessment should foster a transformation in the way student promotion is perceived and determined; more importantly, it should inform understandings of students' progressive learning achievements. Teachers can and should develop inclusive and democratic alternatives of—and for—assessment, grounded in greater support and guidance for students.

It is essential to recognise the importance of assessment as a mechanism that allows an understanding of the student's and the school's reality, supports decision-making from that perspective, and reaffirms the centrality of the student in teaching and learning.

Reflective teaching practice can serve as a beneficial mechanism, especially when implemented collectively, given that it is not merely a matter of enforcing the decree, but also concerns the impact of such a measure and how to put it into practice in a way that benefits students. Finally, teacher support is essential, especially when teachers point out that the ministry has neglected training and the necessary orientation for various processes.

Limitations and Future Research

The study's limitations include the sample size and the exclusive participation of teachers. This highlights future challenges such as increasing the sample size and involving additional actors, including educational authorities, parents/guardians, and students—who play a substantive role in the assessment process as those who experience, perceive, and are directly affected by it.

Declaration of Conflicts of Interest

They do not declare conflicts of interest.

Author´s Contribution

Autor	Concept	Curation	Analysis/ Software	Metodology	Resources	Supervision/ Validation	First writting	Final review
1		X	X	X			X	X
2	X	X	X	X	X	X	X	X
3		X	X	X			X	X

Funding

Not applicable.

References

Agencia Nacional de Investigación y Desarrollo (2021). *Guidelines for the ethical evaluation of research in Social Sciences and Humanities*. ANID.

Aquino Z., S. P.; Izquierdo, J. & Echalaz A., B. L. (2013). Evaluation of educational practice: A review of its conceptual bases. *Actualidades Investigativas en Educación*, *13*(1),1-21. https://www.redalyc.org/pdf/447/44725654002.pdf

Arriagada-Hernández, C.; Caamaño-Navarrete, F.; Fuentes V., G. y Calzadilla-Pérez, O. O. (2025). Tensiones y encuentros entre las Bases Curriculares y las políticas de desarrollo profesional docente en Chile. *Revista de Estudios y Experiencias en Educación, 24*(54), 183-199. http://dx.doi.org/10.21703/rexe.v24i54.2889

Assaél, J.; Albornoz, N. y Caro, M. (2018). Estandarización educativa en Chile: tensiones y consecuencias para el trabajo docente (1). *Educação Unisinos, 22*(1), 1-13. http://www.redalyc.org/articulo.oa?id=449657590009

Ayton, D.; Tsindos, T. & Berkovic, D. (2023). *Qualitative Research – a practical guide for health and social care researchers and practitioners*. Open Educational Resources Colective.

Cano, E. (2016). From feedback to feedforward. En: N. Cabrera, N. & M. R. Mayordomo (Eds.). *Formative feedback in higher education* (pp. 31-40). Transmedia XXI.

Carrillo-López, P. J. & Hortigüela-Alcalá, D. (2023). Teachers' formative assessment practices and academic performance in primary school pupils *Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación, 21*(1), 5-20. https://doi.org/10.15366/reice2023.21.1.001

Cornejo V., C.; Vidal E., R.; Ruay G., R. (2015). Tensiones entre una evaluación centrada en los resultados a una evaluación autentica de los aprendizajes. *Convergencia Educativa*, 5, 19-30. https://revistace.ucm.cl/article/view/289

Cruz N., F. & Quiñones U., A. (2012). Importance of assessment and self-assessment in academic achievement. *Zona Próxima. 16,* 96-104. https://n9.cl/b0x2

Díaz B., Á. 82003). Currículum: tensiones conceptuales y prácticas. *REDIE. Revista Electrónica de Investigación Educativa, 5*(2), 81-93. https://www.redalyc.org/pdf/155/15550205.pdf

Dolores F., C. (2016). Assessment according to the beliefs of mathematics teachers. *Tlamati, 7*(2),31-40. https://n9.cl/qj0tx

Foronda T., J. M. & Foronda Z., C. L. (2007). Assessment in the learning process. *Perspectivas*,19,15-30. https://www.redalyc.org/pdf/4259/425942453003.pdf

Fuster G., D. E. (2019). Qualitative research: Hermeneutic phenomenological method. *Propósitos y Representaciones, 7*(1), 201-229. http://dx.doi.org/10.20511/pyr2019.v7n1.267

García C., M. G. (2015). Beliefs about assessment. *Palabra*, 4, 52-73. https://n9.cl/3n0e66

Gutiérrez, E. F. C. & Rojas, G. H. (2016). Teachers' implicit theories of teaching and learning and their teaching practices.*Revista Mexicana de Investigación Educativa, 21*(71), 1135-1164. http://www.redalyc.org/articulo.oa?id=14047430007

Herrera B., C.; Aguirre Z., P.; Honores B., F. & Riveros D., N. (2023). How is the current regulation on assessment, grading and school promotion articulated in the school evaluation regulations in Antofagasta? *Revista Enfoques Educacionales, 20*(2), 1-26. https://doi.org/10.5354/2735-7279.2023.71690

Hidalgo, N. & Murillo, F. J. (2017). Conceptions of the student learning assessment process. *Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación, 15*(1), 107-128. https://doi.org/10.15366/reice2017.15.1.007

Magnitzky, D. & Sepúlveda, A. (2017). Assessment in music education in primary education: A reflection from teachers' perceptions. *Revista Electrónica Complutense de Investigación en Educación Musical*, 14, 239-265. https://doi.org/10.5209/RECIEM.54849

Martínez G., A.; Manzano P., A.; Buzo C., E. & Sánchez M., M. (2022). Assessment and learning in higher education: Strategies and instruments. Diagnostic assessment. In M. Sánchez M. & A. Martínez G. (Eds.), Assessment and learning in higher education: Strategies and instruments (pp. 53–63). Universidad Abierta.

Martínez R., F. (2013). Difficulties in implementing formative assessment: A literature review. *Perfiles Educativos, XXXV*(13), 128-150. https://n9.cl/w2f6a

Ministerio de Educación, MINEDUC (2018). *Guidelines for the implementation of Decree 67/2018 on assessment, grading and school promotion* [Orientaciones para la implementación del decreto 67/2018 de evaluación, calificación y promoción escolar]. Author. https://n9.cl/eny55g

Moreno O., T. & Ramírez E., A. (2022). Formative assessment and learning feedback. In M. Sánchez M. & A. Martínez G. (Eds.), *Assessment and learning in higher education: Strategies and instruments* (pp. 65–80). Universidad Nacional Autónoma de México.

Otzen, T. & Manterola, C. (2017). Sampling techniques for a study population. *International Journal of Morphology,* 35(1), 227–232. http://dx.doi.org/10.4067/S0717-95022017000100037

Pizarro G., E. A. & Gómez M., S. S. (2019). Teachers' conceptions of assessment: From guidelines to discourse and practice. *Praxis & Saber, 10*(22), 71-88. https://dx.doi.org/10.19053/22160159.v10.n22.2019.9314

Prieto P., M. (2008). Teachers' beliefs on assesment: Some incidental effects. *Revista de Pedagogía, 29*(84), 123-144. https://www.redalyc.org/pdf/659/65908405.pdf

Prieto P., M. & Contreras G. (2008). The conceptions guiding teachers' assessment practices: A problem to be revealed. *Estudios pedagógicos, 34*(2), 1-20. https://doi.org/10.4067/S0718-07052008000200015

Reyes R., A. D. (2025). Rasgos maltratados de la enseñanza: una reflexión sobre los procesos éticos, relacionales y subjetivos en la escuela contemporánea. *Revista Ensayos Pedagógicos*, *20*(2), 1-26. https://doi.org/10.15359/rep.20-2.9

Reyes R., A. D.; Reyes R., A. C. & Reyes R., C. A. (2020). Devices that mediate relationships in the physical education classroom. *REXE-Revista de Estudios y Experiencias en Educación*, *19*(41), 71–86. https://doi.org/10.21703/rexe.20201941reyes5

Rojas, J. S. G. (2018). Assessment practices in Spanish and mathematics in two primary schools. *Enunciación, 23*(1), 1-18. https://doi.org/10.14483/22486798.12363

Ruz L., D.; Pérez A., C. & Bañales F., G. (2024). Assessment, grading and school promotion in Decree 67 in Chile: Discursive analysis of conceptual perspectives and the roles of educational actors. *Discurso & Sociedad,18*(2), 337-367. https://doi.org/10.14198/dissoc.18.2.7

Sánchez-Sánchez, G. I. & Jara-Amigo, X. E. (2022). Habitus around assessment: (Dis)encounter between measurement and understanding. *Revista Electrónica Educare, 26*(1), 21-40. http://doi.org/10.15359/ree.26-1.2

Sonlleva, M.; Martínez, S. & Monjas, R. (2018). Assessment processes and their consequences: Analysis of PE teachers' experiences. *Estudios Pedagógicos, XLIV*(2), 329-351. https://n9.cl/0wr7f

Vera S., A.; Poblete C., S. & Díaz L., C. (2017). Chilean teachers' perceptions of their assessment perspectives, skills and classroom practices. *Estudios Pedagógicos, 43*(3), 361-372. https://doi.org/10.4067/S0718-07052017000300021

Vives V., T. & Hamui S., L. (2021). Coding and categorisation in grounded theory: A method for qualitative data analysis. *Investigación en Educación Médica, 10*(40), 97-104. https://doi.org/10.22201/fm.20075057e.2021.40.21367

Zambrano D., A. O. (2022). Pedagogical challenges and reflections in light of regulatory changes in assessment: Implementation of Decree 67 in Chile. *Paideia*, 70, 45-62. https://revistas.udec.cl/index.php/paideia/article/view/7668

Zambrano D., A. (2014). *Assessment practices to improve learning quality: A contextualised study in La Unión, Chile* (Doctoral thesis, Autonomous University of Barcelona). Autonomous University of Barcelona Institutional Repository. https://n9.cl/qaoyj