

The Critical Factors Of The Evaluation Of Learning By Competences: Systematic Review

Karina Erika Rubatto Flores

César Vallejo University, Lima-Perú

Orcid <https://orcid.org/0000-0002-8350-3177> erubatto37@hotmail.com

The objective of this systematic review is focused on highlighting the critical factors of the evaluation of learning by competencies in Latin America, knowing that educational policies in different countries have been facing a series of constant changes that often They don't turn out to be entirely favourable. According to the different studies carried out on the evaluation process, 50 of them have been considered, of which 25 most relevant articles are mentioned, their most important objectives and conclusions for the study, verifying in them critical factors with deficiency in the formative evolution. , feedback and reflection on the results of the evaluations, identifying that not all Latin American countries consider competency-based evaluation in secondary education. At the end of the article, a set of conclusions derived from the results obtained will be presented, which evidence the existence of weak or critical elements in the results evaluation processes.

Keywords: Evaluation of learning by competencies, feedback, formative evaluation.

Resumen:

El objetivo de la presente revisión sistemática está centrado en poner de manifiesto los factores críticos de la evaluación de los aprendizajes por competencias en América Latina, conociendo que las políticas educativas en los diferentes países, vienen afrontando una serie de cambios constantes los que muchas veces no resultan ser del todo favorables. De acuerdo con los diferentes estudios realizados sobre el proceso de evaluación, se han considerado 50 de ellos de los cuales se hacen mención a 25 artículos más relevantes sus objetivos y conclusiones más importantes para el presente estudio verificando en ellos factores críticos como deficiencia en la evaluación formativa, retroalimentación y reflexión sobre los resultados de las evaluaciones, identificando que no en todos los países de América Latina se considera en la educación secundaria la evaluación por competencias. Finalizando el artículo se expondrá un conjunto de conclusiones que derivan de los resultados obtenidos, los que evidencias la existencia de elementos débiles o críticos en los procesos de evaluar los aprendizajes.

Palabras Clave: Evaluación de los aprendizajes por competencias, retroalimentación, evaluación formativa.

Introduction

This article addresses the critical factors in assessment of competency-based learning (CLL) in Latin American countries. While it provides a useful overview, further research is required to provide a more detailed analysis. The evaluation, taking into account Industrial Revolution, was situated in identifying the population to work with, but from perspective that everyone thinks and develops in same way. This approach was impregnated in teaching work in the classroom. In the contemporary knowledge society, the diverse ways of being and learning are taken into account. It is recognized that individuals possess distinct learning styles, necessitating the need to evaluate them in different ways (Bizarro et al., 2019). The critical factors of competency-based learning assessment (FCEAC) are closely related to changes in educational models have been developed over time in different countries. These changes are in turn related to reforms in educational systems, including the competency-based approach and a competency-based curriculum. This has brought with it a comprehensive training process for teachers, a large number of forums and academic debates. Teacher training programs unintentionally perpetuate traditional models of the transmitter and reproducer cut, which is why teachers can still be identified as somewhat outdated in relation to the demands of education (Cano & Ordoñez, 2021). These critical factors are related to difficulty in application of formative evaluation for learning feedback as well as the difficulty in application of learning evaluation criteria for process of analysis and reflection of results.

A critical examination of competencies reveals primary objective of educational institutions is to prepare students for life itself. This preparation entails the ability to navigate the various situations and challenges that arise in our daily lives. In light of this, competency-based assessment assumes a pivotal role. In response to necessity for reform, countries such as Mexico, Chile, and Peru have initiated process of modifying their educational curricula. This has involved presentation of critical aspects in their educational evaluation process, which is essentially focused on Regular Basic Education, also known as secondary education. In order to ascertain the critical factors in the process of competency-based assessment, the objective was to characterize FCEAC in Latin American countries. Two questions arise to be considered, which will be supported in the results of review article: What are the defining characteristics of FCEAC in secondary education for children? What are principal thematic patterns of the studies analyze the FCEAC?. The utilization of disparate evaluation procedures, in conjunction with the meticulous observation of students' work or products, facilitates the integration of competencies to be evaluated, thereby enabling a coherent evaluation of learning (Pérez, 2021). It is evident evaluative theory is predicated on the assumption educational duty is to be carried out in a technical manner (Alfonso & Moreno, 2019). The evaluation, as the action itself, guides educational action in accordance with current educational policies. Regardless of its social or political role, it must be concretized in so-called evaluative standards. From a technical perspective, the standards serve as a unifying point between quantitative and qualitative approaches, providing guidance on interpreting results. They facilitate observation of results through scores placed in instruments (Alfonso & Moreno, 2019). Hence importance of identifying these critical factors mentioned above because they will make it possible to verify whether students achieve the competencies for the level according to the learning standard.

In accordance with Chilean educational system, greater attention is being paid to the work of teachers in classroom. They are provided with strategies that strengthen formative assessment, which enables them to know and understand ways and criteria through which students will be assessed (Benavides et al., 2022). In what is called secondary education, some high schools and colleges use competency-based assessment. However, a competency-based curriculum is not officialized in all secondary education. In Peru, the CNEB conceptualizes assessment from a formative orientation. This entails a systematic process of gathering and valuing information on students' competencies in order to facilitate their improvement through formative assessment. Formative assessment is designed to adapt learning to achieve proposed purposes. The findings indicate teachers implement official curriculum of MINEDU with a formative approach based on competencies. However, in practice, it is not possible to demonstrate the development of the competencies that are prioritized or planned for students (Nuñez et al., 2022).

In case of Mexico, the intended subject matter of evaluation remains unclear. There is a notable discrepancy between academic and educational policies, and it is of paramount importance to develop standards for evaluation. These standards should establish a clear relationship between programming and psycho-pedagogical approaches to learning (Hernandez, 2021). From a technical perspective, the EAC must be considered in order to make decisions based on a comprehensive analysis. This analysis should incorporate a process of reflective dialogue on subject matter, ensuring that the discourse on educational improvement remains apolitical. Up to this point, we can identify evaluation developed within schools, basically at the secondary level, is lacking in analysis of results, in implementing formative value of evaluation. This article will focus on identifying the critical factors that EAC is currently going through and how Latin American countries are promoting educational policies oriented towards new forms of evaluation, even though results obtained are not necessarily the most favorable. Finally, this research will contribute to further research related to competency-based learning assessment.

Epistemological Foundation

In order to understand evaluation from an epistemological point of view, it is necessary to consider an analysis of role of evaluation in determining what education should show or be. This analysis establishes the minimum learning that needs to be achieved. This occurs in the evaluation of learning, educational programs, and curriculum, which allow for observation of knowledge as final object.

The contemporary world is permeated by currents of thought with epistemological, philosophical, and axiological bases that present challenges to contemporary man in his understanding of world and his actions. These modes of thought inform principles shape political, economic, scientific, technological, sociocultural, and educational relations of a society, thereby enabling us to reconsider context within which we develop. Over time, social groups have developed various paradigmatic positions, taking into account their conceptions of the human being and world. These political concepts have oriented the relationships and production occurring in different social strata over time (Zabala & Sánchez, 2019). In light of significance of a philosophical, anthropological, and ontological perspective on the human

being, by eighteenth century, this approach had become a dominant mode of thought, reinforced by positivist paradigm. It influenced not only sociopolitical, aesthetic, and epistemological standards but also the cultural and educational landscape.

Consequently, act of evaluation enables collection and assessment of information in relation to achievement of students' competencies with a view to the achievement of their learning. In this way, evaluation becomes flexible in its pursuit of relevance and effectiveness, which are essential for the achievement of learning (Pantoja & Oseda, 2020). It is widely acknowledged implementation of a competency-based curriculum presents a number of challenges. One such challenge is limited scope of training opportunities. In response to this, it has been proposed that a shift be made from a traditional evaluation approach, where the parameters are set by teacher, to a competency-based evaluation approach, where level of development of students is sought in terms of affective-motivational, cognitive and performance (Diario Expreso, 2019).

Formative evaluation is a process through which teachers and students collaborate to set learning goals and continuously assess their progress, correcting errors while the teacher improves his or her classroom practice (Gallardo-Fuentes et al., 2020). It is essential for teachers to recognize the value of formative assessment as a process of continuous practice that provides evidence of their learning progress over time. This evidence can inform decisions about the next cycle of learning and teaching, rather than focusing solely on whether students have mastered a specific concept. Formative assessment should also assess how students are learning, aligning with learning purpose outlined to achieve feedback. This approach facilitates development of a comprehensive formative evaluation process aligns with the achievement of learning outcomes. Nevertheless, the implementation of evaluation by competencies in Latin American countries remains a challenge. This is due to lack of clarity regarding the pathways to follow. Evaluation is often conflated with pursuit of numerical grades, rather assessment of competencies. The latter enables development of more reflective and critical citizens. One of most important fields of CAE related to formative assessment is the one focused on feedback that will allow students to identify how much progress they have made and what aspects they need to improve, to realize their mistakes and not to make them again but to learn from them (Cruzado, 2022).

In this context, a series of research studies have been conducted provide a foundation for present work. For instance, Bizarro et al. (2021) conducted a systematic review of classroom studies on formative assessment. Their findings indicate formative assessment can lead to positive learning outcomes. Through formative assessment, students can engage in their own learning and make informed decisions. Additionally, formative assessment can identify challenging situations and areas for improvement in learning (p. 874). In "Formative Assessment in Education," Cruzado (2022) posits that it is essential to have a clear orientation of learning, to define the desired outcomes of formative assessment, to ascertain the initial state of the student and his or her progress, and to consider the feedback regarding the aspects require improvement (evaluation by competencies) (p. 158). Zavala & Sanchez (2019), in "Evaluate by Competence or as Power," argue evaluation of learning by competencies is the most crucial element of contemporary education, as it allows for verification of the

development of the work in classroom. However, they contend that this evaluation is limited by its orientation from the behaviorist perspective, which began with behaviorist approach to education. A reflective and critical look at evaluation of learning by competencies suggests this is most important element to be addressed today in order to verify development of work in the classroom. However, it is limited by the fact evaluation is oriented from a behaviorist point of view, which began the process. However, the new evaluation approach is translated under its intention: to qualify human group according to needs of the global market. However, this approach also requires human group be more human, that it have greater sensitivity, an ethical human being, that it reflect, believe, be critical, be capable of valuing and transforming its environment and living in society. For their part, Hincapié and Clemenza (2022), in "Evaluation of learning by competencies: A theoretical look from Colombian context" argue EAC impacts the training of students, which is why it is very relevant for teachers to carry out learning evaluation process showing ability to use various teaching methods, adapting to different school environments.

In conjunction with exposure to external elements, the evaluation of competencies is developed in this knowledge society. The theoretical framework that supports evaluation has been structured in response to practical problems, taking into account methodological and technical aspects related to educational research (Alfonso & Moreno, 2019). When considering etymology of the term, it is related to act of modeling something for a purpose. In the context of competency-based assessment or formative assessment, the term is used to describe an assessment or evaluation of a product or student performance. Both formative and summative evaluation were concepts developed by Scriven (1967) and subsequently employed to assess various elements of the educational environment, including students, teachers, and schools (Moreno, 2021).

The evaluation of learning by competencies is oriented on basis of pedagogical-psychological currents of knowledge such as constructivism. It is important to identify that the term constructivism is related to subject in its leading role in construction of knowledge. In other words, knowledge is produced when mental operations of human being are progressively integrated with the external experiences surround him/her (socioconstructivism). This implies it is generated through a process of progressive integration between individual's cognitive processes and external stimuli encountered in environment (Castellano & Peralta, 2020).

Accordingly, one of fundamental tenets of sociocultural learning theory, as espoused by Vigotsky, is interaction with others, which facilitates the acquisition of knowledge in individual.

Additionally, it considers meaningful learning, a theory proposed by David Ausubel in 1963 and 1968 and subsequently reiterated in 2000. This theory emerged concurrently with development of constructivism and advancement of discovery-based learning. Ausubel proposed meaningful learning as a psychological theory of learning (Ordoñez & Mohedano, 2019). In field of education, competence emerged as an objective of evaluation in response to the dominant position of knowledge, which was primarily concerned with "knowing what," or the acquisition of skills and abilities. This was in addition to "knowing how," which was related

to ability to apply knowledge in practical situations. In light of fact economic progress resulting from globalization necessitates enhanced outcomes in educational domain, the World Bank, the OECD, UNESCO, and UNICEF have called for reflection of educational system performance in terms of student competency achievement.

It is crucial to highlight formative assessment is inextricably linked to EAC, which necessitates a continuous guidance and support of the teacher to student, along with timely feedback on their learning to facilitate development of competencies (Quiñones et al., 2021). One of most significant areas of CAE pertaining to formative assessment is the domain of feedback, which enables students to ascertain their progress and identify areas for improvement. This feedback allows students to recognize their mistakes and avoid repeating them, rather than merely correcting them. Instead, it encourages them to learn from their experiences (Cruzado, 2022). This is related to constructive error, which involves learning from the error in consideration of formative evaluation of learning.

Methodology

This research employs a qualitative approach with a descriptive non-experimental design. Qualitative research responds to a paradigm that interprets reality in its social structure, understands reality from protagonist subjects, and is able to comprehensively understand the situation to be investigated, identify the educational problems in a given area, and how it responds to certain situations (Valle et al., 2022). It is also presented as a systematic review allows us to collect bibliometric information related to the research topic, taking into account journals indexed in databases in a period from 2019 to 2023.

The sample of scientific journals is represented by 50 scientific publications available in databases such as: The following databases were consulted for articles on critical aspects of CAD: Scopus, Scielo, Dialnet, Redalyc, Ebsco, and Google Scholar. It should be noted searches are not exhaustive, as limiting the search to these databases may result in omission of other relevant documents. This presents an opportunity to continue research process.

In formulating the search equation, the following keywords and Boolean operators were considered:

The following search terms were used:

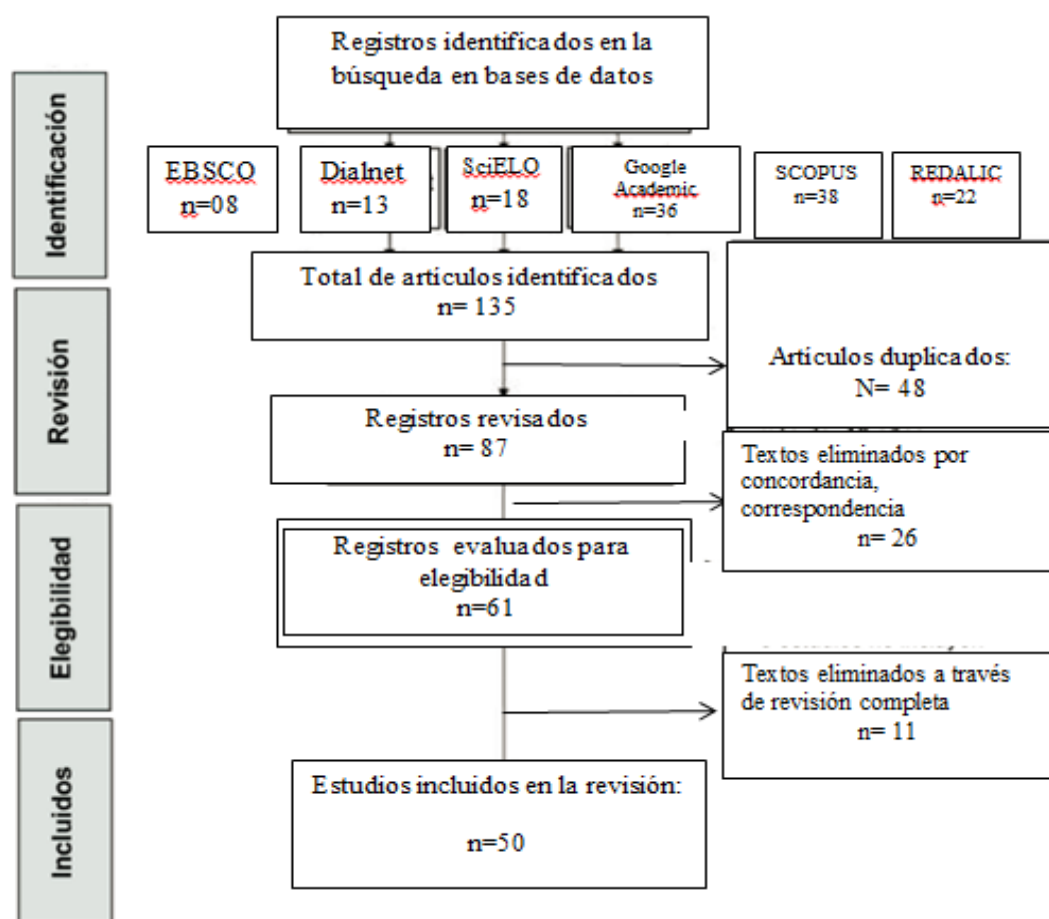
- Learning AND evaluation
- Formative assessment AND Feedback
- Curriculum AND formative assessment
- Evaluation AND Latin America OR Chile
- Evaluation of learning AND Peru

In order to successfully obtain information from scientific databases, it is necessary to use Boolean operators in order to access relevant sources of information for your research (Picalho et al., 2022).

Inclusion criteria included indexed articles related to competency-based assessment, a) formative assessment, b) assessment criteria, c) competency-based curriculum in basic education in Latin American countries, d) articles in English and Spanish.

Duplicity was identified as exclusion criteria, among other factors, leaving 50 review articles, from which the present PRISMA diagram was applied. PRISMA provides a minimum number of indispensable elements raise quality of research (Quispe et al., 2021):

PRISM SELECTION DIAGRAM:



ANALYSIS

Upon examination of above table, it becomes evident consultation was conducted in indexed sources within Dialnet (13), Scielo (18), Google Scholar (36), Scopus (38), Redalyc (22), and Ebsco (08) databases, resulting in a total of 135 bibliographic resources.

In consideration of processes of identification, review, eligibility, and inclusion, 50 texts were initially identified for review. Of these, 25 were selected as most relevant articles and most important conclusions for the study, which are presented in this article to support proposed research.

The following table presents results of the database analysis, including language and number of articles consulted.

TABLE 01: Analysis of databases, language and number of consulted articles

DATABASE	NUMBER OF ARTICLES CONSULTED	LANGUAGE
Scielo	08	07 in Spanish 01 in Portuguese
Scopus	11	09 in Spanish, 02 in English
Redalyc	10	10 in Spanish
Dialnet	07	07 in Spanish
Google Scholar	09	07 in Spanish, 02 in English
EBSCO	05	05 in Spanish
TOTAL	50	

The preceding table indicates in Scielo database, 08 queries have been verified, representing 16% of texts consulted. In Scopus, 11 queries have been verified, representing 22% of texts consulted. In Redalyc, 10 queries have been verified, representing 20% of texts consulted. In Dialnet, seven queries (seven in Spanish) represent 14% of total number of queries. In Google Scholar, nine queries (seven in Spanish and two in English) represent 18% of total number of queries. Finally, in EBSCO, five queries (five in Spanish) represent 10% of total number of queries.

Results

TABLE 02: Most relevant articles and most important findings for the study

Author	Objetive	Main conclusions
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(Bizarro et al., 2021)	To present formative evaluation through the impact on learning, analyzing articles from the last 5 years.	In formative assessment, feedback is very important in the evaluation process as it allows student to develop comprehensively, develop confidence, be more autonomous in learning, participative, improving their learning levels.
(Mujica-Johnson, 2020)	To critically analyze the objectives in learning process, evaluating school curriculum in Chile oriented to social justice..	It is not good to standardize the curriculum, but rather it is important it is oriented in an epistemological way towards a constructivist and socio-critical view.
(Quiñones et al., 2021)	To carry out a process of analysis and explanation on how the competency-based approach (CB) and formative evaluation (FE) are developed in rural schools in Peru.	PE or evaluation of learning by competencies is based on feedback in order to build learning, giving value to productions and performances, always observing those who fail to develop the proposed activities and those who need to be accompanied, providing the guidelines detailed by MINEDU, developing PE and encouraging self-evaluation, co-evaluation and heteroevaluation in Peru.
(Guamán-Gómez et al., 2019)	Establish the shortcomings and limitations in process of planning the e->a to achieve meaningful learning. .	The didactic strategies allow to achieve a significant learning, the teacher needs to know the capacity of students, must make known what is intended to be learned by the students so they can find a relationship between what they know and what they need to learn through a methodology appropriate to their needs and interests so they can take what they have learned to their context.
(Castellaro & Peralta, 2020)	Develop actions around socio-constructivism to be able to interpret the processes of building knowledge.	The vision of socio-constructivism is interaction with others in order to build knowledge.
(Gutiérrez et al., 2020)	Evaluation of the level of sustainability of a school. Las Vigas Guerrero - Mexico	The students know the environmental problems and have a good attitude to contribute to care of environment, but it is important to strengthen sustainability in its true dimension in this process of

		integral formation of the students.
(Guerra & Hernández, 2022)	To investigate the relationship between two approaches are developed in our society and that coexist in classrooms in Valparaíso-Chile: Competency-based assessment and assessment for educational inclusion.	In some schools, the presence of a multidisciplinary team is observed to verify the competency-based curriculum, which contravenes the inclusive practice in Chilean schools.
(Nuñez et al., 2022)	To shed light on the management of a competency-based curriculum, taking into account the self-perception of BS teachers, since they concretize the e->a process in the classroom.	Teachers in Peru develop a competency-based curriculum, but in practice the development of the planned competencies is not observed. It is important to take into account that they continue to evaluate content but not competencies.
(Castellví et al., 2022)	To present a qualitative-descriptive/interpretative analysis of Australia, Spain and Chile, to verify the influence of education in the future.	There is little presence of education for the future, so the role of the teacher will allow us to understand the degree of development of education in the future in order to identify what we are building.
(Mardones & Disi, 2021)	Explain how to implement a curriculum for citizenship education and the influence on future policy.	In the last 20 years in Chile, curricula have been adjusted, but they are unclear as to what they want to achieve in students.
(Carrillo, 2020)	Conduct a review of student segregation in Latin America.	Basically, segregation is identified taking into account the economic, ethno-cultural and also the economic, ethnic-cultural and also from the academic point of view. There is still a lot of research to be done in this regard.
(Hernandez, 2021)	Constantly verify how complex teaching task is in process of moving from quantitative to qualitative evaluation, taking into account educational policies, the view of world around us.	There is still no clear vision on what to evaluate, there is a break between academia and educational policies in Mexico. It is necessary to develop norms on evaluation so that there is a relationship between programming and psycho-pedagogical approaches.
(López et al., 2021)	To analyze the perspective of the GF focus groups on the	GFs can improve the quality of the educational service, but it is necessary to

	process of using curricular standards for teaching Physical Education in elementary education.	train teachers. Then working with standards in the curriculum in accordance with the GFs is an opportunity to improve learning in this area.
(Mujica & Inostroza, 2020)	Analyze the consequences of standardized tests as the non-valuation of important school subjects in Chile.	It is important that Chilean society values subjects that are not considered by the imposed neoliberal policies; schools that are committed to the integral development of the human being are needed.
(Ruz-Fuenzalida, 2020)	Reflect on the Chilean curriculum, because it not only frames the development of subjects but also the way in which learning is developed and the ways to evaluate taking into account what society we want to build..	The Chilean curriculum is based on a technical-positivist basis, the main focus is to fulfill previously elaborated objectives and develop a quantitative evaluation of learning.
(Estrella & Zakaryan, 2020)	Identify some milestones that have negatively affected the quality of programming in the past.	It is important to consider that students, taking into account the subject of study, can solve problems of their interest, learn to model, ask questions, plan, have a critical attitude, argue their explanations, etc.
(Huamán-Rojas, 2022)	To establish the concept of truth about the competency-based approach of the CNEB in Peru.	The curriculum is basically pragmatic, facing a relative truth since it depends on the useful results for the individual.
(Gallardo-Fuentes et al., 2020)	Analyze and compare how the student perceives and values formative and shared assessment (EF and C).	Formative assessment helps the student in his learning process, allows him to feel motivated and confident.
(Asún et al., 2023)	Analyze how education professionals perceive formative assessment in secondary education.	Teachers are not clear about the design for HE and there is much difficulty in implementation of formative assessment, there are still lags of traditional concepts about assessment and learning.

(Aravena et al., 2023)	To evaluate the importance of rubrics to improve teacher feedback to students in classroom.	The use of rubrics elaborated in a collaborative work manages to improve quality of feedback in the practice of teaching work in classroom.
(Herrera-Araya, 2023)	To analyze feedback in the dominant approach and how its action has been limited as a cognitive product in relation to the student's academic performance.	It is important the interaction between teacher and student to verify the use of ways to provide feedback for the construction of knowledge.
(Pedroza & García-Poyato, 2022)	Verify the characteristics of feedback to teachers.	Through the systematic review, we found coincidences in feedback practices such as those that serve for professional development, allow for the development of a positive climate, etc.
(Moreno, 2021)	Verify the latest research on assessment feedback in higher education.	Verify ways to conduct sustained feedback such as identifying information on how feedback to students is conducted, improving it, and enabling student to develop capacity to participate and learn in feedback process.
(Cruzado, 2022)	To reflect, analyzing and evidencing the importance of formative evaluation in the educational field, based on the formative approach to evaluation and setting aside the summative evaluation..	According to the analysis, formative evaluation is in contrast to traditional one, therefore it seeks that students can develop their autonomy in learning process. The achievement of learning is based on formative evaluation, so it is expected that students can develop self-evaluation, co-evaluation and heteroevaluation, through this type of learning, students need to learn how to face daily problems. Finally, one of most important elements of formative evaluation of competency-based learning is focused on feedback, since it allows the identification of progress and aspects student must improve or needs to learn. It is important student can learn from error in such a way that it is constructive.

(Espinosa et al., 2019)	To inquire about reflective processes and the foundations of mediation in teaching process developed by teachers in training in N.C.N. in development of their educational work.	It is important teacher, at the moment of elaborating his/her class, can also think about how he/she would like to be taught to reflect on what he/she learns.
(Quiñones et al., 2021)	Reflect, analyzing and explaining way in which competency-based approach (CE) and formative evaluation (FE) are developed in rural schools.	The EF is based on feedback in two aspects: constructing learning and assessing students' productions and performances, but we must think about those who do not manage to learn even though several strategies have been used having given them evaluation criteria beforehand in simple language. It can also be seen there are students who develop their autonomy and confidence through reflective dialogue teacher carries out with them, who in turn reflects on their practice, making decisions to improve it by effectively attending to students who may have difficulties.

TABLE 03: Critical factors identified, coincidences and differences between Chile, Mexico and Peru.

Critical Factors	Coincidences	Differences
In the application of a formative evaluation.	- . Through learning assessment processes, it is verified in three selected countries, an assessment of learning is developed to characterize the development of skills, knowledge and attitudes. - Education policies are oriented toward achieving a	- In the Chilean curriculum model, it can be observed for secondary education, some high schools and colleges carry out a formative evaluation also called competency-based, but basically current curriculum still develops a quantitative evaluation influenced by the positivist

	profile related to national needs and interests. - Although it is true Peru has a curriculum based on a competency-based approach, in this country as well as in Mexico and Chile, deficiencies in work of learning assessment are identified in feedback process. - The school curriculum in Chile is based on a model of objectives and summative assessment of learning. In Peru, it responds to a competency-based model and qualitative assessment.	current, while in Mexico the so-called basic education, which corresponds to young people between 12 and 15 years of age, still focuses on a quantitative evaluation. In Peru, an evaluation based on a competency-based curriculum is being developed. - In Peru, the development of competency-based learning assessment is still a difficulty due to the lack of teacher training, while in Chile and Mexico, governments invest more economic capital in teacher training and incentives. In Mexico there is no relationship between curricula and evaluations, Chile works with objective-based evaluations and is standardized without taking into account social heterogeneity of the country, while Peru works with a competency-based evaluation still shows weaknesses in its application.
In the application of feedback	In all three countries, the so-called feedback is verified.	In Peru, formative feedback is based on the competency-based approach; in Mexico and Chile, feedback is based on knowledge of the object of study.
In the process of applying learning assessment criteria for	Regarding the analysis and reflection of results, the countries consulted noted	In Chile, MINEDUC suggests evaluation indicators, standardized

process of analysis and reflection of results

deficiencies in analysis of results obtained due to shortcomings related to timely training.

The reflection of learning is verified by taking into account students' performances and productions.

objectives nationwide, and teachers are responsible for entire evaluation process. In Peru, the evaluation criteria are based on performance to be evaluated as set forth in CNEB.

Mexico works with objectives and competencies, which are not entirely clear, so evaluation continues to be fallible aspect of education in this country.

Discussion

In light of the findings of the research, it can be seen evaluation is riddled with significant flaws, particularly in light of prevailing educational policies in countries under study, which have been shaped by external influences. The evaluation of learning, as seen through lens of bibliographical review, It can be asserted Latin American countries adopt neoliberal models (Chile), as evidenced by Ruz-Fuenzalida (2020). In Chile, the curriculum's technical-positivist orientation primarily encourages students to focus on rote learning, rather than fostering critical thinking and reflection. Consequently, models in question are not aligned with needs and interests of students. Therefore, it is imperative to implement educational policies are designed in most optimal manner for evaluation and that are focused on achievement of learning with significance, which can be utilized in the context in which they develop as part of a country and not simply as pieces that complete emerging economic models in today's societies. As Cruzado (2022) posits, although Peru's education system is based on a competency-based curriculum and evaluation, it is undergoing a transition towards a formative evaluation approach to learning. During this transition, the focus remains on grading students rather than on achieving learning outcomes. This implies that although curriculum is being renewed in the case of Peru, there is still an education system is centered on doing, as in Chile. This is in accordance with assertions of both authors. Cruzado (2022) additionally posits competency-based or formative learning assessment in Peruvian education places significant emphasis on feedback process. This process enables students to ascertain their progress and identify areas for improvement and continued learning. It also allows them to recognize and rectify their mistakes, preventing their recurrence.

In Mexico, the research conducted by Hernández (2021) indicates that when developing regulations for evaluation, it is essential to ensure coherence between study programs, the psycho-pedagogical approach, the manner in which teachers develop their pedagogical work, the nature of content, and the diversity of students according to their contexts. This necessitates implementation of a qualitative proposal in the evaluation process to effectively assess formative aspects of learning. This is verified in a numerical evaluation, which is carried out

as part of a transdisciplinary process. This allows for reflection on the student's formation without separating it from a numerical evaluation, as Chile has been doing. Although in the three countries it is verified they are oriented to learning standards or achievement of profiles through evaluation, formative evaluation is still in process. While the intention of learning achievement is verified, it is still framed in requirements of educational policies implemented almost outside the context and learning needs of students as stated by the aforementioned authors. This bodes ill for future of the new generations with respect to what they learn and what they really need to learn from context of the EAC, which they must develop according to demands of this globalized society.

For its part, the evaluation of competency-based learning encompasses a number of factors, including feedback. This, in turn, has an impact on learner's self-esteem and confidence, enabling them to cope with criticism and self-criticism (Herrera-Araya, 2023). As previously stated, this process is still ongoing due to the incorporation of behavioral elements. This approach enables students to assume more complex learning situations, as they are prepared to reflect on criticism and self-criticism, as demonstrated by Espinosa et al. (2019) demonstrate that the teaching practice should not be reduced to a mere application of a prescriptive approach, but rather should be oriented towards facilitating student's capacity to reflect on knowledge acquired, thereby fostering development of an integrated and well-rounded individual. Both authors emphasise significance of an effective feedback loop encourages student to engage in a reflective process of understanding and integrating knowledge gained.

Conclusions

The critical factors of evaluation are characterized by being related to the lack of teacher training with respect to pedagogical model followed by countries such as Mexico, Chile, and Peru. These countries have developed educational policies respond to prevailing economic models. These critical factors have a significant impact on student learning outcomes, as students are often required to respond to various forms of evaluation, including qualitative, quantitative, and standardized assessments. In the case of Peru, competency-based learning assessment is developed in accordance with the educational model has been adopted. In the case of Chile, some high schools and colleges implement it, but it is not included in their curricular design. In Mexico, on the other hand, it has only recently been considered in upper secondary education. Thematic patterns that analyze the critical factors of CAE are related to application of feedback as a fundamental element for the reflection of learning and learning by error or constructive error, as mentioned by socio-constructivism. Countries such as Mexico and Chile do not fully apply this approach, which may indicate they do not have problems in their learning assessment systems for achievement of knowledge. It is crucial to recognize that the evaluation of learning by competencies yields favorable outcomes for process of reflection on knowledge acquired in social context where students develop. This facilitates their integration into contemporary society and enables them to become critical and reflective citizens.

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