State of the art on didactic evaluation planning in secondaryeducation systems

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ABSTRACT

This article presents a State of the Art on the Planning of Didactic Evaluation in secondary education, in different educational systems. The importance of this review is to obtain an understanding, of whether there is any relationship between the curricular approach detected and the planning of the didactic evaluation used. The study is exploratory in scope and uses a state-of-the-art methodology, which is documentary and critical interpretive in nature. A total of 22 education systems were analyzed, asking whether there is any official guidance on Assessment Planning, and the orientation of the curricular approach adopted. The results of the study suggest that there is mostly no guidance on evaluation planning, and although most systems are moving away from traditional approaches, it is not clear that the planning of didactic evaluation also takes this direction.

1. INTRODUCTION

The following article presents the State of the Art on how at present, in different educational systems, the aspect of Didactic Evaluation Planning in secondary education has been oriented at the curricular level. The importance of making this review lies in the recognition of the educational approaches adopted to address the object of study, as well as the theoretical-practical tendencies towards which they move. The purpose pursued is to obtain an

understanding of the type of relationship that keeps the curricular approach detected and the planning design of the didactic evaluation used.

Now, why elaborate on the State of the Art? Due to the characteristics of the study, it becomes necessary, since through it the formulation and specific justification of the research problem is facilitated (Weiss, 2005, cited by Londoño et al, 2016, p. 29), and the state-of-the-art allows us to see what has been done or remains to be done on a topic, avoiding repeating what has been found, and locate errors already overcome (Londoño et al, 2016, p.9).

It follows the conceptualization of the state of the art, which Carmona and Montoya have (2009, cited by Gómez, Galeano, and Jaramillo, 2015), "as a documentary investigation of a critical interpretative nature" (p.430). In this sense, the process of this form of research is not reduced to a documentary or bibliographic compendium on what has been written about the subject, but includes a critical and hermeneutical component, to make interpretations that expand the understanding of the findings. Likewise, it becomes essential, according to Calderón, Castaño, and Parra (2007, cited by Gómez, Galeano, and Jaramillo, 2015) to "know the inconsistencies and recurring themes of the bases that support the investigations" (p.431)

Likewise, the examination of the literature that is carried out, as recognized by Gómez, Galeano, and Jaramillo (2015), provides the researcher with an overview of what has been written about the object of study, and with these resources to be able to write about what is known (Cruz Martínez, 2018). Therefore, the purpose of the study is to analyze the specific guidelines on the planning of didactic evaluation oriented in educational systems, verifying if they are related to the official curricular approach, which allows the understanding of the current state of the matter.

2. MATERIAL AND METHOD

Type and sources of research

The type of research is a "documentary of a critical interpretative nature" (Gómez, Galeano, and Jaramillo, 2015, p.430), where the collection of bibliographic information is of utmost importance. Its exploratory scope is of qualitative emphasis since what is intended is to know a novel or little-studied phenomenon (Hernández Sampieri et al, 2014, p.97). The source from which the information is obtained is, mainly, that available in official curricular documents of the Ministries of Education of the selected educational systems, as well as relevant articles that refer to these systems.

Education
SCIENTIFIC ARTICLES

Methodological strategy

It is based on the following reflective questions: What educational systems at the regional and global level can serve as a reference for this study on the state of planning of didactic evaluation? Do these education systems have a specific orientation on the Planning of Didactic Evaluation? What curricular approach have these education systems adopted, and how do they relate to didactic planning? To carry out the study, then, the five methodological steps proposed by Gómez, Galeano, and Jaramillo (2018, p.433) have been followed, which are described as follows:

1. To investigate, to make a general trace of some educational systems, depending on the historical-cultural link with our Central American systems, or, for the regional or global impact they have, such is the case of some American, European, and Asian systems.

2. Identify and select the most representative systems by region. After consulting the literature, 22 countries were selected: Central America (4), Latin America (7), North America (2), Europe (6), and Asia (3).

3. Classify and systematize the official documentary information of the educational systems, according to the descriptors: evaluation planning, and curricular approach.

4. Analyze the information, to detect the orientation on didactic planning and the curricular approach detected in the educational systems.

5. Approach to the state of the art: obtained from the state of evaluation planning in educational systems, making a reorganization according to observed trends.

An instrument for documentary organization

To organize the information, the analytic-documentary matrix was designed (see Annex 1), in which the key elements that were searched and identified in the available literature are collected. The aspects to be considered in the Matrix are the following: a) The region (referring to the geographical continent). b) The country (is the selected system. In this order, the results of the study are shown.) (c) Specific guidance on the planning of a didactic evaluation. (d) The curriculum-oriented approach. e) Bibliographic review.

Criteria for the analysis of results

For the analysis of results, the existence of a specific orientation on the planning of didactic evaluation is identified, as well as the type of curricular approach assumed by the educational system. Systems that have similarities are grouped, and from this relationship, the state of the art that shows the tendency of the object of study is identified.

3. RESULTS

Group 1: Central America

1. *Costa Rica*

The Costa Rican educational system includes evaluation for learning with a diagnostic, formative, and summative character; for this purpose, the qualitative information obtained from the evidence of the level of achievement of the autonomous work guide (AWG), and the evidence derived from two tools of quantitative evaluation. **Evaluation** is understood as the activity that allows to verification of certain, difficulties, rhythms, and learning styles to implement educational strategies, and support the construction of knowledge (MEP, 2021, p.5). The **didactic planning** consists of the organization of concrete actions for the accompaniment and feedback of the learning that takes place during the moments of pedagogical mediation (p.7), in a sequential way, in congruence with the specific focus of the subject (p.12). As for the **curricular approach,** as of 2016, it was based on the "stimulation of skills and abilities that are emerging as critical to developing a satisfactory life project in the twenty-first century" (CONAR-PEN, 2021, p.159), based on three pillars of national educational policy: humanism, rationalism, and constructivism (MEP, 2013). Although, according to Barrón and Rodríguez (2017, p.101), curricular modalities continue to be structured by subjects and blocks under an academic approach.

2. *El Salvador*

The Salvadorian educational system considers **evaluation** as an activity of "search for information throughout all the actions of the teaching and learning process, which allows identifying the level of development and competence achieved in all areas of the integral formation of the student" (MINED-ES, 2016, p.10), for which a **curricular approach based on competencies** has been chosen. The planning of the evaluation constitutes the first step of the evaluation process, which specifies the collection of information, its analysis, and decision-making. It has the function of sequencing, logically and systematically, the route to achieve curricular intentions and classroom purposes, which must be constantly adjusted according to the needs and results of learning (MINED-ES, p.19). The planning of the evaluation considers the following key aspects (MINED-ES, p.51): a) Part of the competence or expected results; (b) Guides the type of evaluation activities, techniques and instruments to be applied; c) It occurs at the beginning and during the school year, continuously.

3. *Nicaragua*

Didactic planning is the one elaborated by the teacher and is understood as a process of selection, and organization of situations and learning experiences. **Evaluation** is understood

as a process to promote learning, and not as an external control of the student's work, as a formative and pedagogical action, which can be integrated into the learning process. It must be a reflective process, rather than a demonstrative of knowledge, where the one who learns becomes aware of himself and his goals, and the one who teaches becomes a guide that guides towards the achievement of the expected learning. The rating is shown quantitatively (MINED, p.31). **The evaluation planning** has as a parameter the established achievement indicators and the contents of the study programs, to select the appropriate activities at the student's level.

4. Panama

The Panamanian education system adopts a **competency-based approach**, "whose aim is to bring the school closer to the social, labor, a political, cultural and economic reality that the men and women of this century must face."   (MEDUCA, 2013, p.32). It considers the approach of authentic evaluation, and "tries to find out what the student knows or is capable of doing, using different evaluation strategies and procedures" (MEDUCA, 2013, p.93). Even so, **evaluation** is still considered the last element of planning. (MEDUCA, 2013, p.33); and yet, once this turn towards competencies has been made, the model of objectives continues to be worked on and related to learning achievements (MEDUCA, 2013, p.53); considering the evaluation "in terms of assertive behaviors" (MEDUCA, 2012, p.16). On the other hand, the Integral System for the Improvement of the Quality of Education (SIMECE), implemented 2016 a new National System of Educational Evaluation in, order to promote the quality of Panamanian education, through indicators and standards. (MEDUCA, 2021, p.8). The **evaluation** of learning is based on a grading system and standardized tests that allow "comparing subgroups with the general population, performing sophisticated statistical analysis and making inferences" (MEDUCA, 2021, pp.10-11).

Group 2: Latin America

5. *Argentina*

In Argentina, it has sought to promote a **comprehensive approach** that involves planning, monitoring, and evaluation in a recurrent, cohesive, and participatory manner (MECCT (2017b, p.6), according to an approach of agile methodologies, which are dynamic and iterative, requiring profound changes in mentality (p.10); as well as an adaptive planning and adaptive management approach, to make the necessary changes of direction according to the detections of evidence (p.24). The **evaluation** aims to provide elements for the understanding of what happens in the classroom therefore, it should be considered as inherent to any teaching and learning process" (CPIE, 2010, p.8). It is understood as "an opportunity for learning and reflection by the entire educational community" (2019, p.45), and its main functions are to predict, register (linked to qualification), verify (to certify and promote skills), offer returns and

guidance (feedback). **Planning** is understood as an action focused on the search for evidence of learning, as a key challenge of the teacher when designing the evaluation (Camilloni, 1998 cited in MECCT, 2017a, p.27).

6. *Brazil*

According to authors Barbosa and De Carvalho (2017), in Brazil, a difference and relationship are established between educational planning and evaluation. **Planning** is understood as an "intelligent and well-articulated forecast of all stages of school work involving the teaching and activities of students, to make teaching safe, economical and effective" (p.7). This is divided into three phases: a) the Forecast (related to the objectives); (b) the Programming (related to implementation), and (c) the Evaluation (related to results from implementation) (p.8). **Evaluation** is understood as a formative process. The student is evaluated, as also the teacher and knowledge. Its purpose is to improve the information that the teacher has, being necessary since it is responsible for achieving quality teaching (p.15). Planning and evaluation depend on each other. If there is no planning, there can be no evaluation, and since there is no evaluation "the results that show whether or not the students understood the way the teacher managed the classes cannot be collected … [nor] adapt planning to solve the problem" (p.16).

7. *Chile*

The Chilean educational system starts from the belief that **planning** is a "flexible guide that guides teaching and adjusts based on evaluation" (Mineduc, 2017, p.49). It is a didactic proposal, adequate for teachers, and capable of adjusting during the teaching and learning process, which allows aligning didactics and evaluation, to achieve the pedagogical objective (p.55). To do this, teachers can make evaluative judgments, and make adjustments to planning and teaching, depending on the development of students' potential and the achievement of curricular objectives (p.5). It must contemplate spaces to evaluate formatively, and promote feedback, with the timely adjustment of learning strategies and teacher practices (Mineduc, 2018, p.31). **The evaluation** is considered a tool to achieve the objectives, which allows evidencing the progress of learning, reflection on it, and making pedagogical adjustments and relevant decision-making, with the information obtained (Mineduc, 2018, p.7). Evaluation is conceived from a pedagogical approach, as an intrinsic element of teaching, for formative use, to make more pertinent decisions, in favor of the development of students (Mineduc, 2018, p.28-29).

8. *Colombia*

In the Colombian education system, there is a wide autonomy of schools and colleges concerning policies and methods for **evaluating** student results. The function of student

assessment has focused on educational promotion (advancing to the next grade), as well as school reinforcement activities (MEN, 2016, p.151). The **curriculum** is considered the basis for the development of various learning resources and the evaluation of learning. However, this autonomy may include the choice of curricula themselves and the determination of the type of teaching and assessment practices (p.166). This lack of a common curriculum may explain the difficulty in identifying weaknesses and transforming traditional teaching methods into more student-centered ones (p.168). While the design of **assessment** as a support tool for student learning is undertaken, it is considered important to evaluate results to quantify progress toward national learning standards (p.169). In the evaluative culture of teachers, the summative form is still used to explain learning, and rarely is the formative approach, which guides the improvement of learning, and the practices of teachers carried out (p170).

9. *Mexico*

In Mexico there is specific guidance on **evaluation planning**, which is based on a **formative approach** (SEP, 2018), where planning and evaluation are considered simultaneous and indissoluble processes; that is, learning must be planned and designed, and at the same time establish how performance will be measured and valued. Planning also defines how expected learning will be evaluated; Determine how the information will be collected, the moments, and what will be done with it. It is expected to plan authentic situations, to maintain congruence between what is planned, what is taught, and what is evaluated (p.13). The **evaluation** aims to identify the achievements and difficulties of students, and with that information become aware and be able to improve performance and make adjustments to didactic practice. (p.9). It is not a final act, but a process of accompaniment of learning, which if it becomes an "isolated act runs the risk of not being rigorous" (p.11). It is considered an advantage to incorporate evaluation into planning, which entails the promotion of reflection and the improvement of the teaching and learning process (p.12). Evaluation is used to adjust planning (p.16).

10. *Peru*

The Peruvian education system is based on a **competency-based curricular approach** (Minedu, 2016), to train people capable of solving problems and influencing the environment (p.186), whose learning standards are benchmarks for the evaluation of learning (p.36). **Evaluation** is based on a formative approach and is considered a process of communication and reflection on the results of learning. Not only is it a finalist and teaching-focused practice, necessary to certify knowledge, but it also contributes to the improvement of student learning and teaching practice, with timely feedback on progress (p.177). **Planning** is based on the reflection on how adolescence is intended to work; what are its potentialities; what are its real demands (Minedu, 2019, p.7). Planning is a creative act, a rational but flexible process,

understood as a working hypothesis; Therefore, it can be revised and modified according to the student's learning (p.18). It is important to note that once "the learning purposes have been defined, the organization of planning begins" (p.46).

11. *Uruguay*

In Uruguay, its educational system is inspired by a humanistic approach, which encourages the development of values, and theoretical and practical capacities for life (National Education Program 2010-2030, p.49), placing the **focus of its curricular transformation from a systemic and processual approach** (ANEP, 2021, p.6). It has also opted for an assessment approach that is continuous, formative, and process (CES, 2016, p.22), to provide permanent information regarding the teaching and learning process, know about the progress of students, thus carry out interventions promptly, and anticipate what is necessary for the next phase of the process. The **evaluation** should allow feedback on the performances demonstrated by the students, and through reflection carry out the planning of improvement strategies (p.24). An educational evaluation is preferred, whose results are not "a sum and average of performances, but a comprehensive assessment of both based on shared objectives." (p.23). It is also intended to allocate the necessary time for "pedagogical planning, reflection on practices and self-evaluation" (p.9).

Group 3: North America

12. *Canada*

In Canada, there is a federal ministry of education, but each provincial government administers its education system, in a decentralized way. In this case, the Ontario government's education system is taken up, which states that **assessment planning** "integrates seamlessly with instruction to produce a continuous flow of assessment information, for teachers and students to use to enhance learning" (OME, 2016, p.3). It is intended to plan the evaluation, from a **learning approach based on research** (p.33), to be able to face the challenge involved, and integrate the planning of the evaluation with the teaching (p.34). **Assessment** is considered a process of gathering information from a variety of sources (assignments, observations, lectures, demonstrations, projects, performances, and tests), which reflect how well a student is achieving curriculum expectations (OME, 2007, p.21). Assessment assumes a clear understanding of what students are expected to learn (p.7), thus proposing that assessment be designed to be educational, and therefore not separate from teaching, but integrated into it (Wiggins, 1998, cited in OME, 2016, p.14)

13. *United States*

In the United States, in terms of **evaluation**, there is a strong tendency towards the use of standardized or objective tests, which reflects a **rational-technological approach** to the evaluation process (Bradly Commission, 1989, p.28). At present, the role of assessment is strongly based on grades and examinations as the main assessment tools, seen as indicators of progress and learning, although it is recommended "not to lose sight of the fact that the objective of assessment (…) it should be to help students learn better" (Russel et al, 2014, p.64). It should be one of the main sources of feedback, both for students and their parents. **Planning** focuses on the teaching process, which can be done in three ways: a) Take as a guide the units of the textbook (traditional form); b) Carried out by teaching teams in a collaborative manner; and c) Development of teaching units by the individual teacher (Russell et al, 2014)

Group 4: Europe

14. *Germany*

In the German education system, education is regulated by various regulations of the 16 federal states. In the case of basic secondary education, "prescribed curricula include guidelines on the treatment of various teaching topics, distribution of materials and various didactic approaches" (Eurydice Germany-a, 2021). According to the source, most states have opted for a **professional approach**, to respond to the variety of learning groups and self-regulated learning, as well as a heterogeneous learning group approach. In upper secondary education, "teachers assume the responsibility of teaching in their classes, taking into account the background and aptitudes of each student" (Eurydice Germany-b, 2021), a stage in which emphasis is placed on strengthening the individualization of teaching, to promote both creativity and autonomous learning of the student. The **evaluation** is oriented to the use of rating or rating scales.

15. *Spain*

In Spain, the **educational curriculum** regulates "the elements that determine the teaching and learning processes, the criteria for evaluating the degree of acquisition of competencies and the achievement of evaluable learning standards and outcomes. Teachers **plan** according to the **competency approach** demanded in the curriculum, designing activities that allow the student to advance toward learning outcomes in several competencies at the same time, in several areas or subjects (Eurydice-Spain, 2021). The **evaluation** is necessary to identify students' progress, and use them as a starting point for the training process, to highlight the student's achievements and grant certifications; this requires obtaining evidence and carrying out the necessary tests or activities, according to the didactic programming and the adaptations made by the educational centers (Basque Department of Education, 2019, p.4-5)

16. Estonia

In Estonia, its **educational curriculum** allows the teaching process to be organized in different ways: by teaching the subjects throughout the year or teaching the subjects concentrated in a certain period; as well as by organizing the study outside the classroom (various environments or virtually). For planning, teachers freely choose the methods they will use for the achievement of learning objectives and the development of general competencies. In the planning and execution of teaching, relevant aids and assessment methods should be used, taking into account that students study with adequate effort, as well as considering their individuality (Eurydice Estonia, 2022a). **Assessment** can be both formative and summative of knowledge and skills. The teacher gives continuous oral or written feedback on results and weaknesses, encourages enthusiasm, and gives guidelines for upcoming studies, as well as planning objectives and future learning. Assessment can be done during activities or at the end of the study topic. The assessment compares the student's knowledge and skills with expected learning outcomes (based on criteria). Summative scores are based on a 5-point scale. (Eurydice Estonia, 2022b)

17. Finland

In Finland, the national basic **curriculum** is determined by the Finnish National Education Agency, from which schools develop their local curricula (Eurydice Finland, 2022). The curriculum can be considered ecological-systemic of human development, which aspires for people to play a social role, develop activities, and have interactions (Latorre Ariño, 2017, p.2). According to the National Board of Education of Finland (2004, p.260, cited by Hendrickson, 2012), **assessment** has a formative approach, employed to "guide and encourage the study and describe how well the learner has achieved the goals set for growth and learning" (p. 36). This leads to the use of frequent feedback on the student's progress; and self-evaluation, which contributes to increased learning and the feeling of self-efficacy (Black & Wiliam, 1998, cited by Hendrickson, 2012, p.36). In addition, summative assessment is used with non-numerical scales, in such a way that they are seen by students as learning experiences, instead of the typical traditional evaluation, although in the second half of the school year, a summative description of learning is given (Kasanen et al, 2003, cited by Hendrickson, 2012, p.35). These elements are taken up by teachers for the planning of the teaching process.

18. French

In France, there is no single regulation on **assessment** in initial secondary education. The work carried out by the students is corrected individually and receives a score and a detailed evaluation from the teacher (Eurydice, 2020a). In upper secondary school, **evaluation** is organized in the form of traditional written tests, according to the frequency determined by

the teacher's "pedagogical appreciation". Since 2018, the **curriculum** has guided tenth-grade students to take the so-called "positioning test", which allows the consolidation of oral and written expression, and essential mathematics, framing the curriculum in an **entrepreneurial approach** (Eurydice, 2016, p.77). Teachers **plan** to teach according to proposed methods and program materials; there is no formal guidance on the use of textbooks, as well as for homework (Eurydice, 2020b).

19. England

Within each school, teaching methods are usually decided by the subject teacher according to official regulations. **Planning** is based on national educational standards. There are no prescribed textbooks for students. All teaching materials are selected by schools and do not require government approval (Eurydice England, 2021a). Formative **assessment** is the responsibility of schools, to assess student's knowledge and understanding, and thus make adaptations to teaching. The same is true of summative assessment at school, which helps teachers assess what the student has learned at the end of a teaching period (Eurydice England, 2021b).

Group 5: Asia

20. South Korea

In South Korea, the **curriculum** is "oriented to content and exams, and the use of memory in content learning is characteristic" (Kim, 2009, cited by García and Arechavaleta, 2011, p. 211), privileging meritocracy, based on **assessments** of the traditional application of exams. From this perspective, an academic approach is contemplated, based on the ideas of Confucius, which give much more value to theoretical-literary teaching than to practical teaching such as technical and professional subjects (Sorensen, 1994, cited by García and Arechavaleta, 2011, p. 211), and according to this author, all schools use the same textbook (García and Arechavaleta, 2011, p. 208). Although this tradition exists, in the current educational paradigm it has been promoting the development of "skills and competencies for innovation and creativity" (Castro and Yun, 2016, p.174); this has led to the creation of classes where project-based and problem-based learning is used, as well as approaches to positive psychology on mental health (Castro and Yun, p.174). For teachers, the challenge is to **plan** authentic learning environments, with the analysis of cases and the discussion of ideas (Castro and Yun, p.143).

21. Japan

Japan's educational curriculum has been based on a **traditional approach**, on one hand, to ensure basic knowledge and skills, with the idea that it will be useful knowledge for the future. And on the other hand, in the new curriculum, with an inquiry-based approach, the relevance

of current knowledge is considered (Shimojima & Arimoto, 2017, p.34-35). The **evaluation** is carried out in process-based procedures (p.38), where formative evaluation is important, which also serves for solid teaching decision-making, and to be able to collectively plan the steps towards more effective learning (p.42), to achieve collaborative and student-centered learning, because as indicated by Shimojima, "The Japanese classroom has a long tradition of teacher-centered instruction" (p.41).

22. *Singapore*

The Singapore Education System (EOM, 2021) is based on pedagogical practices by the Singapore **Curriculum Philosophy**, which generates a teaching and learning model that emphasizes teacher fraternity in the educational process, as well as the centrality of the student in educational decisions. "Teachers teach students learning and thinking skills for life, to develop their full potential and enable them to take advantage of opportunities in the future" (EOM, 2021). This model fosters holistic education, and learning needs, for which a caring and safe learning environment is designed, actively building knowledge, and **assessment** is used to address children's learning gaps. According to Deneen et al. (2019), meritocracy by formal exams and tests profoundly affects evaluation in secondary education, an aspect that the Ministry of Education seeks to reduce, with support to achieve a more balanced approach and with alternative and authentic evaluations (Deneen, 2019, pp.39-40). In Singapore, according to teachers' opinion, evaluation is associated with accountability (p.45), so there is a perceived rational approach to its implementation and planning.

4. DISCUSSION OF RESULTS

The findings revealed the results, according to the curricular approach detected, education systems can be grouped into four trend groups:

- The first group is made up of systems that are still based on the traditional trend approach, rational-technological, and based on performance and accountability, which is detected in Colombia, Germany, and the United States.

- The second group is those systems that combine the traditional and contemporary tendencies, in which the use of the objective model (rational, academic) and the constructivist approach (competences, humanistic, critical) is perceived, specifically in Panama, Costa Rica, Brazil, United Kingdom, South Korea, and Singapore.

- The third group is those systems that have declared an educational curriculum based on the competency approach, in the countries of Nicaragua, El Salvador, Peru, Spain, and Estonia.

- And the fourth group is those countries that adopt rather a constructivist trend approach, based on: research, adaptive methodology, entrepreneurship, processes, systemic-ecological, systemic-processual, formative, and humanistic), in the countries of Argentina, Chile, Mexico, Uruguay, Canada, France, Finland, and Japan.

From the above, it is identified that 19 systems have followed the trend of adopting curricular approaches based on competencies and constructivism, although six of these still follow traditional trends (objective model and academic), both in their orientations and in practice. However, from the reading carried out on traditional trends, it is verified that this is related to the (rote learning) evaluation approach that students have to overcome at certain times of their academic life, to be able to advance towards academic levels or accreditation to position themselves in rankings that allow them to access higher education.

On the existence of a specific orientation on evaluation planning, according to the reading made, it was observed that in the vast majority of systems analyzed (17), there are guidelines on evaluation and planning, although seen as two didactic processes that must be carried out separately.

Only in five systems is the existence of an official orientation specifically aimed at the planning of didactic evaluation detected: Nicaragua, El Salvador, Mexico, Canada, and Singapore, taking as a characteristic that in these countries there is also an orientation towards the approach of competences and constructivism in their curricular approaches. However, from the analysis carried out in the documentation consulted. Although, a general trend towards evaluation planning based on the structure of the objective model, which follows the linear sequence of didactic planning proposed by Tyler: objectives contained activities evaluation (Stenhouse, 2003, pp.27-28); where the evaluation is placed at the end of the process. Or, planning is understood as the programming of activities at certain moments, with quantitative emphasis. And although the formative role of evaluation is mentioned, with the function of being able to give feedback to students and the process, these orientations are not observed in most systems.---

5. CONCLUSION

According to the results obtained from educational systems, it can be noted that the vast majority of these point towards the adoption of approaches based on educational competencies and constructivism. However, even after this adoption, it is perceived how the influence of the theory of the objective model, promoted by Ralph Tyler in the 50s of the twentieth century, is still valid in the conceptions and educational practices of the systems. It is noted from the results that, regardless of the curricular approach adopted, this does not imply that there is

specific guidance on evaluation planning, although, in countries where it was observed that there was, their systems tend towards non-traditional approaches.

Finally, it is perceived that the importance of the relationship between the curricular approach and the orientation on the planning of the evaluation, is an issue that has not been considered in the educational systems. And that in future research it will be necessary to deepen more about the necessary awareness, in terms of guiding that the planning of the evaluation is corresponding to its curricular approach since it should not continue planning traditionally and academically, when an alternative curricular approach has been chosen (call it humanistic, training, competences or processes).

ANNEXES

a)	b)	c)	d)	e)
Region	Country	Is there guidance on Evaluation Planning?	What guidance was detected on the curricular approach? *	Basic reference
Central America	Costa Rica	No	Humanistic, rational, constructivist	MEP 2021, 2013, 2012
	El Salvador	Yes	Competency approach	MINED 2016
	Nicaragua	Yes	Competency approach	MINED 2009
	Panama	No	Competencies and model objectives	MEDUCA 2021, 2013, 2012
Latin America	Argentina	No	Agile, adaptive methodologies	MECCT 2019, 2017
	Brazil	No	Constructivist, rationalist	Barbosa & De Carvalho, 2017
	Chile	No	Humanistic approach	MINEDUC 2018, 2017
	Colombia	No	Traditional approach	MEN 2016

a)	b)	c)	d)	e)
Region	**Country**	**Is there guidance on Evaluation Planning?**	**What guidance was detected on the curricular approach? ***	**Basic reference**
Latin America	Mexico	Yes	Training approach	SEP 2018
	Peru	No	Competency approach	MINEDU 2019, 2016
	Uruguay	No	The systemic and procedural approach	CES 2016
North America	Canada	Yes	Research-based	ANEP 2021, OME 2016, 2013
	United States	No	Rational-tech-nological	Russell et al, 2014
Europe	Germany	No	Performan-ce-based approach	Eurydice Germany 2021
	Spain	No	Competency approach	Eurydice Spain 2021
	Estonia	No	Competency approach	Eurydice Estonia 2022
	Finland	No	Ecological-sys-temic approach	Eurydice Finland 2022
	French	No	Entrepreneurs-hip approach	Eurydice Francia 2020
	United Kingdom	No	Rational approach and competencies	Eurydice England 2021
Asia	South Ko-rea	No	Academicist and competen-ces	Castro & Yun, 2016
	Japan	No	Process approach	Shimojima-Arimoto, 2017

a)	b)	c)	d)	e)
Region	Country	Is there guidance on Evaluation Planning?	What guidance was detected on the curricular approach? *	Basic reference
Asia	Singapore	Yes	Rational and critical approach	MOE 2021, Deneen et al, 2019

Annex 1: Analytical-documentary matrix

Note: The countries in each region are presented in alphabetical order.* The curricular approach can be declared by the educational system or detected in the literature. Source: authors.

CITED WORKS

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