Abstract

This article represents a critique of the work by Backhoff y Contreras, published in issue 63 of Revista Mexicana de Investigación Educativa, with regard to grade inflation on the enlace test. I develop three comments in the form of a dialogue with the authors' statements: a) the need to consider educational evaluations in the context of tension between precision in measurement, the possibility of adjusting interventions and the rendering of accounts; b) a review of the comparison of enlace on one hand, and Excalé and Pisa on the other, with an emphasis on the limits and alternatives in this approach; and c) some difficulties regarding the authors' explanation of grade inflation due to the influence of external factors, and my proposal to consider the possible weight of an internal factor: test construction. In conclusion, I offer some factors that may be important for evaluating learning that is valid, pedagogically useful, and socially meaningful.

Keywords

Enlace test, evaluation of learning, evaluation of tests, validation of tests, criticism, Mexico.