Abstract

In the context of current worldwide developments, pedagogic models implemented in schools are expected to favor individual autonomy of students against the traditional central role of teachers. A model centered in the transmission of knowledge is to be replaced by one in which the teacher focuses in creating scenarios in which the student is able to find and generate adequate conditions for his own intellectual, emotional and physical development. New pedagogic trends are rich in activities by students which affect and are affected by the way in which learning evaluation is conceived. The current work takes into account all the previous arguments and, considering that evaluation does not constitute either an educational goal or a goal in itself, it proposes that learning evaluation should be based on academic production by students. The described proposal includes an analysis of the so called evaluation moments, the significance of comprehensive evaluations and, regarding the score-evaluation-grading relationship, it stresses out the need to provide numerical grading with a relevant meaning as a certification of acquired knowledge.

Keywords

evaluation - learning - university - academic production - knowledge