Abstract

Education is a social practice, and evaluation is one of its main components and commitments. Education is not thought of without evaluation. During the last twenty years we have seen the resignification of the concept and the analysis of its repercussions on the school atmosphere. Both aspects have been approached from different perspectives. We acknowledge the importance gained by qualitative evaluation; in some institutions, it has been generalised and regulated. However, we do believe that this has not been enough to understand its true dimension and incidence on the teaching-learning process. This paper presents some analysis criteria within the framework of qualitative evaluation.

Keywords

Pedagogy, educational evaluation, qualitative evaluation, teaching techniques, basic education.