



## Representation of evaluation at school: A professional social learning

### *Representación escolarizada de la evaluación: Un aprendizaje social profesional*

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#### Abstract

Training teachers as evaluators is a challenging task, as evaluation is a polysemous construct linked to power relations and school culture. It becomes an interesting study object as a specific learning during Initial Teaching Training, particularly when school communities expect to overcome the technical-instrumental approach. This qualitative study inquiry into the evaluation task as object of representation by primary education teachers, an educational level with a high number of enrolled students, in order to characterize the social representations on the evaluation of the teaching staff in training. Based on the assumption that social representations are built at different moments during the training route, a cross-sectional study design was implemented involving 18 students undergoing initial teaching training and 13 recently graduated students from two regional universities that are members of the Chilean Council of University Presidents. The data collection was based on focused interviews conducted from April to October 2019. The content analysis was carried out in five stages and data were organized in a consolidated sheet of emerging theoretical codes. The findings show dynamic representations about the evaluation task and the school evaluation system, as a result of social and professional self-learning at educational institutions. These results suggest that various actors from school communities impact on teachers and their literacy skill development related to educational assessment.

**Keywords:** Initial Teaching Training, primary school teachers training, school evaluation, assessment of learning, social representations, school culture.

#### Resumen

La formación del profesorado como evaluador constituye un desafío de la docencia, al ser la evaluación un constructo polisémico que está ligado a las relaciones de poder y a la cultura escolar. Esto invita a su estudio como objeto de aprendizaje específico en la Formación Inicial Docente, más aún si desde las normativas se alberga la expectativa de superar el enfoque técnico-instrumental. Esta investigación, de tipo cualitativa, indaga en la tarea de evaluar como objeto representado por docentes de Educación Básica, en cuyo nivel hay amplia cobertura, con el objetivo de caracterizar las representaciones sociales sobre la evaluación del profesorado en formación. Bajo el supuesto de que las representaciones sociales se construyen en distintos momentos del itinerario formativo, se implementó un diseño seccional cruzado, contando con 18 estudiantes en formación inicial y 13 egresados/nóveles de dos universidades regionales del Consejo de Rectores de Chile. La recolección de información se basó en entrevistas focalizadas aplicadas entre abril y octubre de 2019. El análisis de contenido se desarrolló en cinco etapas y los datos fueron categorizados con un libro consolidado de códigos teórico-emergentes. Los hallazgos revelan que las representaciones sobre la tarea de evaluar y el sistema de evaluación escolar son dinámicas, producto del autoaprendizaje social profesional en los centros educativos. Así, se interfiere la incidencia de distintos actores de las comunidades escolares en la alfabetización del profesorado sobre evaluación.

**Descriptores:** Formación Inicial Docente, formación de docentes de primaria, evaluación escolar, evaluación del aprendizaje, representaciones sociales, cultura escolar.

## 1. Introduction and state-of-the-art

Evaluating is one of the tasks that is commonly associated with the role of teachers in educational institutions. This skill is part of teaching and learning processes, “at the same time, it is an essential regulatory activity and a way to improve the learning of students” (Hernández-Nodarse, 2017, p. 2). This assessment and judgment-making is inherent to the human being and is related to various purposes (diagnosis, measurement, certification, classification or segregation), in the educational field. Hence, it is an object of interest in various disciplines, in Education Sciences.

It is also known that “the relationship between education and evaluation has been marked by power relations through assessment, test and punishment” (Londoño-Restrepo, 2015, p. 157); therefore, they are based on saction. This representation originated in China (around the II century B.C.) and links to modern schools (19<sup>th</sup> century), in which prevails an interest in results over an assessment of teaching and learning processes. This situation is contrary to the principles of the Tylerian definition of Educational Evaluation (decade 1950), the purpose of which was to determine how much has been achieved from curricular programs with a permanent review of pedagogical actions and available resources.

It is also important to consider that evaluation is often viewed as a strenuous task for a teacher. On the one hand, assessment approaches are at the level of educational discourse, i.e., it is a polysemous construct that can have diverse conceptual bases, such as technical-instrumental logic, practical perspective or a critical-transformative approach (Saul, 2001; Escudero, 2003, Moreno-Olivos, 2014). On the other hand, assessment is an activity present in schools, where premises are not necessarily explicit. For example, a shared vision of learning has been naturalized as the main object to be evaluated, an idea enhanced by the incidence of psychometrics to measure individual achieve-

vements. Consequently, academic performance is a concern for students as well as for families, managers and institutional actors responsible for schooling. In addition to this, the role of the teachers as the main educational agent responsible for granting learning achievement inside the classroom. Thus, “the teacher, in his/her role as evaluator is very important in the development of this process and sometimes ... has a wrongly power that is threatening” (Perassi, 2014, p. 48), enhancing the hierarchical and controlling position.

In other words, evaluation tends to be reduced to a technical verification process of results according to predetermined objectives, without further reflection of the formative processes, which influence its conceptualization, even knowing that the educational evaluation responds to an ethical and political commitment, which is essential to transforming education and society (Calderón & Borges, 2013). From our point of view, attending to these representations could help to understand assessment and evaluation no longer as an instructional practice, but as a skill from which is possible to (re)orient the teacher training as the main point of this research.

### 1.1. From evaluated students to evaluators

One of the challenges of Higher Education Institutions in charge of initial teacher education (ITE) is to contribute to the preparation of teachers with educational assessment knowledge, in accordance with the expectations of the school system (Boyles, 2005; Brookhart, 2011; Charteris & Dargusch, 2018). However, empirical evidence has revealed that the educational processes of teaching students are complex, with multiple factors involved in the construction of their role: from being students to being teachers.

This journey is mediated by a set of conceptualizations, representations and previous interests that operate as tacit elements of practice that influence the construction of their professional



identity (Xu & Liu, 2009; Guerra & Montenegro, 2017; Hernández-Nodarse, 2017). In this way, it is normal to note that future teachers, after four or five years of formal training, tend to repeat the models observed during their previous school experience, revealing how difficult is to switch the mindset from evaluated student to evaluator.

Additionally, it is possible to affirm that the professional insertion of teachers is influenced by everything they learned at school before ITE (Lortie, 1975; Albaud, 2004); where they return with unconscious representations related to the conceptions of teachers in the classroom. Thus, for example, there is a belief in objectivity as an expected quality of assessment or the need to control it in tests, since their results are associated with passing a subject. Assessment as quality assurance tools relies heavily on these aspects, pursuing social and share purposes.

Moreover, assessment focus on results is aligned with ideas of the Educational Reform of 1990 present in Latin America. Inzunza et al. (2011) have already warned us about this, stating that a technical approach has dominated the main policies on schools and teaching, and therefore teachers are «trapped in educational technology» without being «considered from their role as professionals». In this context, it is pointed out that those approaches have prevailed at school level, understanding education as a job that is mainly instructional and technical, generating strong pressures on the faculty to improve the achievement levels of the students. According to Cornejo et al. (2015), this phenomenon in Chile is related to the articulation of formal regulations in education. In other words, teaching assessment would be covered by a policy based on a set of criteria, such as efficiency-effectiveness, which could be analyzed during the training of the evaluator.

## 1.2. Assessment in Teacher Training

When reviewing assessment and evaluation as an object of teacher knowledge, a first point to

consider is the school record of those admitted to teaching programs. The literature on Initial Teaching Training provides evidence on the previous experiences these students have had during schooling, affecting the representation of their role (Marcelo & Vaillant, 2018). This includes their experiences at school and at teaching institutions. For this reason, it is relevant to relate both stages.

Second, authors such as Sureda-Negre et al. (2016), note the value of teaching in real contexts under the assumption that learning is built through the participation of the individual in social practices. It allows to see the approach that future teachers may have, and its influence on the evaluative decision-making of initial education teachers (Edwards, 2020), under the idea that evaluation is determined by the educational system (Remolina-Caviedes, 2012), and at the same time schooling is socially and culturally screened (Ferrière & Morin-Messabel, 2012).

Another element is the curriculum of teaching programs. The available background shows that future teachers are approaching professional practical training. This usually occurs in successive stages of access to schools after a first cycle of introductory subjects. It seems relevant to deepen on this stage, as future teachers face the challenge of discovering the reality of being a teacher during the ITE (Jarauta, 2017). This process often involves dealing with differences, which lead to changing initial conceptions about the profession and the job. Regarding the previously said de Oliveira-Chamon (2014) reports that there is a tension between the emphasis given to theory (knowledge) and to practice (classroom work) in the preparation of primary education teachers; since teacher training from an individual effort to a more complex logic of acting as teachers, confirming the need to enter the school system early. In addition, Hirmas-Ready (2014) points out that an approach based on technical logic predominates in Chile, characterized by theory preceding practice; and those conceptual



models and principles may prevail over a school reality, which should be further investigated.

Likewise, it is worth mentioning the research of Mendes and Rinaldi (2019) PE teachers studying a master degree in Primary School. This text informs how some of the participants, after facing some problems related to school and assuming a critical teaching position, manage to move from an embedded professional experience based on the symbolic evaluation as a result and selection, to a restructured one, which includes evaluation practices as a process and commitment. Following Bourdian tradition, this finding is explained by the nature of the professional environment created in an intrinsic and relational way in the different stages of the teaching career. Another example is Jiang et al. (2020), who studied the transition from pre-service teachers to beginner in English/LE teachers using the theory of social representations. These authors state that professional aspirations of future teachers are provisional during the ITE, since these may change when teacher applicants are exposed to factors such as classroom dynamics, school settings, and educational policy requirements. In other words, representations about the profession are being constructed by personal beliefs, previous learning experiences, teaching practice and the institutional culture of schools. Hence, it is interesting to survey the formation of future teacher as evaluator from a diachronic approach, considering their progress beyond the initial training stage.

### 1.3. Toward new assessment practices

Palacios-Picos and López-Pastor (2013) identify three profiles of teachers (trainers) in the ITE. First, the “Traditional Evaluator”, who performs summative and final evaluation, obtaining the score of a test and/or project, without involving the students in such processes. Unlike the previous one, the “Innovative Evaluator” often uses formative and continuous assessments tools, and tends to involve the student. Third, “Eclectic Evaluator”, usually performs formative

assessment, combines test with other learning and evaluation activities and may involve students. The most common cases are reported in the first and third profiles, from which it is inferred that it is complex to modify the assessment practices observed in ITE.

However, Murillo and Hidalgo (2018) mention that changing the type of assessment is one of the most repeated idea pointed out by teachers. In this case, aspects related to a social fair assessment (transparency, use of qualitative tests, evaluation of attitudes) are identified, giving multidimensionality to the concept. In addition, Kelly et al. (2020) incorporate historical backgrounds on teacher performance assessment and propose a Likert scale to evaluate five key dimensions of literacy assessment: validity, reliability, data analysis, fair assessment, and student choice. From our point of view, what is interesting about this research is that they clearly present some conceptual frameworks based on democracy or more comprehensive visions of education, which could enhance the (re)elaboration of teaching, learning and assessment representations, which is consistent with the expectation of moving toward a pedagogical look at the evaluative process (MINEDUC, 2018).

### 1.4. Theory of social representations

The concept of social representations was presented by Moscovici (1925-2014) in 1960 to distinguish scientific knowledge from the one based on common knowledge. Epistemologically, it is a construct that takes up the Dukhian tradition to give meaning to a type of dynamic character representation that is both individual and collective. Thus, representations “is a relationship between cognition and communication, information and meaning” (Remolina-Caviedes, 2012, p. 99), giving individuals the opportunity to build and reconstruct reality from a sociocultural perspective.

The distinction of three variables has been one of the pivotal contributions and empirical



research. Those are: attitude, information and field of representation. This three-dimensional composition allows to present the content and structure it as a whole, favoring its applicability in various disciplines, and giving stability and robustness to the construct. Another methodological advantage is the different methods to addressing and interpreting the findings: procedural, structural, psychosocial, and cultural approaches. The first two have generated empirical studies in Latin America (in Brazil, Mexico, Venezuela and Argentina) and Europe (Urbina-Cárdenas & Ovalles-Rodríguez, 2018). In general, the qualitative methodology is privileged and there is a tendency to use questioning techniques, oriented toward the understanding of meanings, derived from the verbalizations of the participants (Cuevas & Mireles-Vargas, 2016).

In this context, Castorina (2017) notes that the study of social representations is interesting for investigating various subjects in the field of Education, such as the identity of the teaching formation or the knowledge of teachers. In the case of this study, Gil-Rojas (2019), recognizes the evaluation of learning as a representative object, since it corresponds to a form of social knowledge. It is a social and historical construction, based on collective knowledge. In this way, evaluation can be described as social practice and as a value judgment on an educational process.

## 2. Methodology

Since this research aims to characterize social representations on the assessment for learning, a qualitative interpretative method was carried out (Flick, 2007). Thus, a cross-sectional design was performed, the advantage of which is to collect information at different stages of interest in the same training program, without needing a longitudinal design (Gewercc & Montero, 2015). In this study, the stages were: ITE students, alumni and teaching students of primary education trained

in two regional universities of “Consejo de Rectores de Chile” (CRUCH), made up of top-ranked universities according with the National Accreditation Board in Chile.

Intentional and non-probabilistic sampling was performed, as it allows greater control of the process (McMillan & Schumacher, 2011). Participation was voluntary and with informed consent. The group consisted of 18 ITE alumni (cohort 2017) who have completed half of the curriculum and 13 alumni (cohort 2015 or earlier). The latter have a professional qualification and/or have worked as classroom teachers in learning centers recognized by the State in the past five years.

Biographical interviews were used to collect information (Flick, 2007). These were conducted in person by the researcher with a basic script that included a generating follow-up and closing question. The content and structure of the script were reviewed by expert judges. After piloting the process, interviews were performed between April and October 2019, with an average duration of 42 minutes (D. E.12.8). Subsequently, interviews were recorded, and their transcriptions were carried out in a double review process between audio and text; with a total of 10 to 12 pages per interview. Each of the texts (unique cases) coded according to predefined labels, in correlative order of numbers and by date. Thus, E1 is interview 1 (first) and E31 is interview 31 (last). For the data collection, thematic segments were identified as units of analysis, namely, pieces of speech from participants. In all texts, spelling norms were respected, and colloquial phrases were edited in order to standardizing language.

The content analysis was carried out from the procedural approach of social representations in different states. In addition, coding units and their meanings were adapted from Cuevas (2016). The first four stages<sup>1</sup>, their analysis processes and main results are described below:



Table 1. Stages content analysis

Stage	Analysis processes	Key results
Understanding	Initial reading of the corpus and identification of recurrent subjects	Global agreements and shared terminology
Registration	Iterative reading of the corpus. Identification of unified codes review by expert judges. Emerging and theoretical code labeling. Audit for consistency analysis in coding	Initial Codes, Adjusted Codes, Consolidated Codes
Categorization	Organization of data according to the theoretical dimensions of a social representation. Final labeling and coding	Categories of analysis applied
Integration	Elaboration of analytical matrix by category and type of informant. Example in interview segments.	Analytical Matrix Thematic segments

Source: Own elaboration based on the PhD thesis, adapted from Cuevas (2016).

As shown in the table above, the research followed an inductive-deductive method for the interpretation of empirical sample. There were several stages of data analysis, monitoring aspects of credibility and consistency through inter-judge reviews in external audits (Guba, 1989), resulting in an organized corpus of data.

The following table shows the labels, acronyms and operational definitions for each of the fourteen final categories, the distribution of which was made in the theoretical dimensions of a social representation: attitude, information and field of representation.

Table 2. Categories of analysis of the evaluation as a represented object

Attitude towards assessment		It is made up of evaluative expressions in relation to the object of representation (Moscovici, 1979; cited by Cuevas, 2016, p. 122)
Negative emotions	En	Negative moods experienced when participating in an assessment, either as an evaluator or as an assessed subject.
Positive emotions	Ep	Positive moods, as a result of attaching importance to something or someone, in relation to evaluation or evaluative practice.
Personal disposition	Di	Inclination to act in a certain way in evaluative situations and/or to face the task of evaluation.
Expectations	Ex	Desires or hopes that arise around the evaluative system by the content that is evaluated.
Complaints	Qu	Claim, disgust, or resentment by the performance or behavior of someone linked to the evaluation and its implementation.



Information related to assessment		It relates to the organization of knowledge that a group possesses with respect to a social object (Moscovici, 1979; cited by Cuevas, 2016, p. 121)
Formal Learning	Af	Learning about the evaluation that is available in curricular or training in initial and continuous plans.
Professional Social Self-Learning	Asp	Valuation of peer communication and cooperation of other actors in the education system to inform or endorse what is known about evaluation.
Documents and regulations	DyN	Learning about evaluation based on texts and/or sources recognized as official references to educational policy at the country level.
Field of representation of assessment		Refers to the idea of image, social model, and the concrete and limited content of propositions concerning an object (Moscovici, 1979; quoted by Cuevas, 2016, p. 121)
Power relations	RdP	Actions of obedience and control in social interaction, consistent with the willingness to follow orders or instructions, without necessarily questioning them.
Assessment culture	Ce	Follow-up of routines and/or criteria of professional performance outside the classroom, usually based on claims of authority or custom that affect the decision-making of the faculty as evaluator.
Practice in the classroom	Pa	Individual performance of the faculty as evaluation agents. It is related to the construction and application of classroom-level assessment tools/procedures.
Types of assessment	TdE	Teachers' knowledge of the different types of and classification of assessments, apart from tests and exams.
Obstacles to assessment	OdE	Contextual aspects that are a barrier when performing assessment and that affect the making of evaluative decisions in the classroom.
Solutions to assessment	SdE	Proper professional knowledge to solve problems of assessment.

Source: Own preparation based on PhD thesis (2021).

### 3. Results and discussion

A key result was the operational definition of the assessment as a teaching task:

The teaching role focuses on learning assessment in the classroom. This activity varies in accordance with the assessment practices and regulations of the school system.

The following table shows how the evaluator is seen from literature and interviews and how are the teachers usually in charge of carrying out the assessment task.

#### 3.1. Matrix results

The interview answers were classified according to the dimensions of social representation (attitude, information and field of representation), as shown in Table 3.



Table 3. Matrix in assessment analysis

Dimension	Acronym	Student ITE	Graduate	Total	
Attitude towards evaluation	En	05	06	11	13.1
	Ep	06	00	06	07.1
	Di	18	11	29	34.5
	Ex	15	08	23	27.4
	Qu	03	12	15	17.9
	Subtotal	47	37	84	27.0
Information on evaluation	Af	28	22	50	58.8
	Asp	07	11	18	21.2
	DyN	02	15	17	20.0
	Subtotal	37	48	85	27.3
Evaluation representation field	RdP	00	07	07	04.9
	Ce	16	12	28	19.7
	Pa	01	14	15	10.6
	TdE	12	17	29	20.4
	OdE	05	34	39	27.5
	SdE	14	10	24	16.9
	Subtotal	48	94	142	45.7
Total		132	179	311	100.0
		42.4	57.6		

Source: Own preparation based on doctoral thesis.

Figures showed that much of the interview segments focused on the field of representation dimension with a frequency of 45.7%. It is followed by the assessment information and attitude toward evaluation dimensions, with fewer cases. Most of these come from graduate students, except in the attitudinal dimension where the number of ITE student observations is highlighted. This reveals that, discussions were different depending on the participants of each group. Regarding it is possible to anticipate certain dynamisms in the content of the assessment representation as they progress their training process, which is supported by other studies (Mendes & Rinaldi, 2019; Jiang et al., 2020).

### 3.2. Thematic segments and SR dimension

Personal disposition and expectations in the ITE student group prevail in the attitudes toward assessment. These refer to personal elements in the assessment task, betting on a new treatment and/or paradigm shift. For example:

Assessment must consider the subjectivity since all human beings have inner beings, and we need to be aware of this fact when evaluated them. (E12-Student ITE)

Children take all assessment activities as a competition. I think it is a big challenge as



a teacher to try to change that paradigm a little bit, since that model is not positive for every child. We must encourage fellowship and empathy among them. (E9-ITE student)

Explanations from affectivity and the omission of concrete knowledge of traditional assessment models must be pointed out, since those are findings related to our research field. Thus, there are positive or negative emotions among ITE students that show an emotional factor on the part of the interviewee. This is the case:

Assessment is a difficult process that can affect the child. I have seen how the students look at their grade and start crying. (E29-ITE student)

Another finding is how the perception of the difficulty of designing evaluations changes among the participants. This could be related to the acquisition of new knowledge as shown below.

At school I thought designing, revising, scoring, and submitting tests was an easy task. But, when I enter college and I realized it involved a method. We must be able to assess, we have rubrics, assessment tables and specific items. (E28-ITE student)

In the information dimension, most of ITE student's answers reveal a traditional conception of what assessment is. For instance:

In college we learn what assessment is. I have always thought that assessment was a grade, however, evaluating means realizing how the student is progressing. (E10-Student ITE)

I have already had two courses on assessment. The first one addressed assessment from theory and the second course, I'm taking now, is about design of assessment tools. (E27-ITE student)

In spite of the above, unlike ITEs, complaints stand out in graduate students, as seen in:

In multiple-choice tests, children just want to select an answer. They think those tests are

boring. They want to finish their test quickly because they do not represent a challenge. (E31-graduate)

It is complicated to assess each group of students. Because the number of children is significant. Then it is difficult to evaluate a child individually. However, each class should be assured of getting at least one assessment. (E15-novel)

From the interviews, it is concluded that there are disagreements about how to carry out the assessment task required in schools. In addition, there is discomfort regarding the difficulties that arise from the application of tests, since they are not associated with a positive description.

At the same time, novel interviewees recognize that insertion in learning centers has enabled them to better understand the contextual and normative aspects of assessment, showing professional social learning. Some answers are shown below:

Reflection on evaluation occurs among colleagues, just as when we address other technical aspects. Advice from colleagues at work was important. (E1-Novel)

We did a day of reflection and discussion before leaving school for winter break. We introduced and determined the assessment guidelines. (E18-Novel)

In teachers staff meetings it is where we can share our experiences, where it is possible to design assessment tools for all our students; a type of comprehensive assessment model. (E16-Novel)

Finally, regarding assessment, ITE group tends to associate school culture with the design of instruments, especially test-type, which agrees with other studies of SR in similar populations (Maldonado-Fuentes et al., 2020). This claim is supported by the following statement: "When I designed my first assessment instrument, it was a very formal exam, including different types of items" (E10 ITE student). This finding could



be explained by the teachers' experiences, since according to Perassi (2010) there are instruments that have a greater use tradition in the classroom (tests, assessment tables or rubrics), contrary to those tools designed by school themselves.

It is important to highlight how students reduce the assessment process to a figure: "I think the easiest thing to do is for the assessment to be transformed into a number. An interval of grades is made based on a grade equal to 3 or 4." (E30-student ITE).

According to Mau (2020), this situation can be explained by a quantification model prevailing in society — a "metric society" — which, far from being neutral, develops a form of data-based governance, with impact on performance appreciation and comparability.

Different things happen with graduate/novel, who mention other types of assessment tools, reporting that in the field of 'the school', in addition to tests, dilemmas need to be resolved *in situ*. These conclusions are shown below.

We know the tools for a formative assessment which is a tool for measuring the learning process. (E17) [U1-Novel]

Today I had to conduct a questionnaire, because the student did not make the scheme. I had to perform another evaluation strategy. (E3) [Novel]

At the same time, these participants use power relations and different actors in the control of assessment, whose ideas are absent in ITE cases. For example:

Chiefs of Academic Planning Unit prefer to make everything simple for children in order to avoid parents' complaints. (E31-graduate)

I prefer to design assessment guidelines so that parents clearly know what I am focusing on. (E6-Novel)

This aspect relates to the statement that "assessment, as an educational element, has political bases, therefore, it can be approached from

conservative (the teacher has absolute power) or progressive perspectives (power is distributed between teacher and student)" (Maureira-Cabrera et al., 2020, p.194), to which we could add the impact that the interventions of other agents such as the family or the school management team may have.

## 4. Conclusions

Results show that assessment represents a function that is directly related to the role of teachers in the classroom, in which negative and positive emotions converge as well as expectations and complaints. Depending on the type of interviewee, segments tend to focus on conditions that would make the assessment process more difficult or easier. In other words, the starting point is a simplistic representation of the assessment process based fundamentally on the design of tools (ITE students), and progress is being made towards a more elaborate and complex approach of the phenomenon. This approach includes the results and interaction with others (parents, colleagues, or school principals), whose experience appears to be more visible at work. In this regard, we agree with Gil-Rojas (2019) who say that during initial training, in addition to analyzing formal theoretical models of evaluation, it is necessary to link this knowledge with the one coming from the needs and dynamics of the school communities.

Also, the data show that the role of assessment is difficult to understand at school, as it requires specialized preparation and knowledge, along with a broader sense built in interaction with others during ITE. In fact, one of the main contributions of this research is that such learning is transversally softened by professional social learning. In other words, as future teachers interact with other educational actors, they understand assessment in each learning institution and are aware of the environment of the school itself. From this, the future teacher develops a more



complex perspective of assessment as an object of professional knowledge.

A specific finding is how emotions impact assessment in relation to students and their parents causing some concern among participants. Thus, it can be assumed that understanding the consequences of the assessment task is associated with the power of teachers, as social actors within the classroom. The latter recalls Lumby's essay (2013), which records how every social organization, as a human association, can be understood as "fields of power" with instructions and rules that regulate the behaviors to be followed; something that appears to be undeniable.

Finally, the three-dimensional definition of the SR made it possible to understand that there is dynamism in the construction of social relations, since the elements of the representation field are mostly visible in the last stage of ITE. This is consistent with other studies in which teachers participate, since the assessment and qualification tasks correspond to teaching activities that are carried out in the workplace itself. However, in this case there is a relationship between the training experiences, ITE insertion in schools, and the graduate students, since these are topics that have not been deepened enough in Chile (Cisternas, 2011). In this sense, a contribution of this research was the cross-sectional design, which opens further studies into the attitudes, information and field of representation of assessment, considering different stages of the training process for teachers (pre ITE, during ITE and post ITE).

## Note

- 1 All phases and results are included and available at the Ph.D. dissertation titled "From Teachers as an Evaluated Student to Teacher as Evaluator: Representations About Evaluation in Primary Teaching Training" financed by BECA CONICYT-PFCHA/DOCTORADO NACIONAL/2017-21170257.

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