


The assessment of reflective competence in critical reading from the socio-formative approach.

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Abstract: The absence of educational tools by teachers to assess reflective competence in critical reading comprehensively in primary school students is a fundamental piece in order to determine their achievements, opportunities and difficulties. Therefore, the design of an evaluation instrument under a socioformative approach makes it possible to fully assess the development of this competence in each of its indicators and levels of mastery, in such a way that they respond to the international requirements of competence formation. To achieve this purpose, a documentary analysis was made, contrasted with the experience regarding the evaluative practice of critical reading in the Spanish language area, obtaining as a product the design of a rubric that meets the criteria of the socioformative approach, by allowing feedback, systematization and evaluation of the teaching processes in the development of reading competences.

Keywords: reflective competence, critical reading and socioformative evaluation.

Introduction

Competence-based assessment consists of a systematic and holistic process that seeks to integrate knowing, knowing-how and knowing how to be. From this perspective, evaluation seeks to evolve the canons of a traditional evaluation, where the acquisition of knowledge promotes transcendental changes in the creation of each individual's life project for their own benefit and that of society in general;

in terms of Tobón (2013), it is the process by which it seeks to improve the attitudes and aptitudes of students for a comprehensive training through the involvement of all actors in the educational process (parents, managers, teachers and community) within an environment that enables dialogue, ethical values and mediation.

Therefore, competence-based assessment is an integrative, constant, inclusive and systematic pedagogical tool that generates an improvement in the acquisition of learning in life and for the life of learners; a conceptualization that differs from the traditional assessment of learning since it does not seek a qualification of the development of being in all its dimensions; Carretero (2006) states that assessment must take into account the performance of students in different activities: the problems of the professional, social and scientific context, taking evidence and indicators as a support. Thus, competence-based assessment is the product of a systemic, firm, proactive, reflective, participatory and critical activity. This evaluative process is fundamental because:

- 1) it is based on meaningful experiences; 2) it is based on the determination of strengths, opportunities, and aspects to be improved; 3) it allows for constant feedback in the learning process; 4) it helps

demonstrate the achievement of competences through a process mediated by means of contextual problems; and 5) it is a multidimensional entrepreneurial process by merging the development of multiple intelligences and the Zone of Proximal Development (ZPD) of each student, aspects that are anchored in the consolidation of their ethical life project (Tobón, Pimiento & García, 2010).

It is necessary to emphasize that there are different approaches to evaluate learning, such as the traditional evaluation based on the mastery of a particular knowledge, which consists of an assessment of the ability to memorize information without giving place to its exploration, understanding and analysis. However, evaluation, from the constructivist approach, is considered as a tool that has been put into practice in social projects from a critical and constructive consensus, as a result of a set of agreed criteria on a series of activities of an intentional plan of continuous actions by the student mediated through their peers and teachers (Román, 1999). On the other hand, evaluation, from the socio-formative approach, is defined by Tobón (2013) as:

A framework of educational reflection-action that aims to generate the essential pedagogical conditions to facilitate the formation of integrated and competent people to face the challenges of personal development, life in society, ecological balance, cultural - artistic creation and professional - entrepreneurial performance, from the articulation of education with social, community, economic, political, religious, sporting, environmental and artistic processes in which people live, implementing meaningful training activities (p.23).

From this new approach, the cognitive, behavioral, procedural and attitudinal aspects of the student are integrated, in order to generate new spaces for the development of a more reflective and critical thinking of all people, through a more inclusive educational process, where the human condition and its actions in the context is truly linked to the intention of a formation in life and for social

integration. Therefore, the socio-formative evaluation consists of:

A process of diagnosis, feedback and continuous support to individuals, teams, organizations and communities so that they learn to solve challenging context problems, improve their performance and develop the necessary talent for the knowledge society, through self-evaluation, co-evaluation and hetero-evaluation, based on the development of products (evidence) and indicators (or instruments) that enable metacognition, through collaborative work and complex thinking (Tobón, 2015, p.17).

The socio-formative evaluation is a significant advance in the way to comprehensively evaluate the student, generating spaces for mediation, dialogue, action, feedback, during the process of activating the zone of proximal development (ZPD), in order to empower the student towards the acquisition of knowledge and the application of this know-how in significant situations of life and for the good of society with ethical and ecological sense. In this way, through ICTs, spaces are generated to read, infer, understand, reflect and generate critical positions that help generate new knowledge or new ways to solve the different conflicts or needs of man within a global village.

Thus, the socio-formative evaluation is a "process through which it is sought that students develop talent and improve in their comprehensive training through continuous feedback from themselves, teachers, principals, parents and the community in general" (Tobón, 2013d), integrating throughout the process the different agents that are actively involved and that, with their actions, make the system a dialogical and dynamic process.

At the end of the day, it can be affirmed that the socio-formative assessment in its design and development is systemic as each of the actors of the formative process that have a direct impact on the students intervene to generate a successful qualification of the students'

performance in the different scenarios of life. In the words of González (2017), formative assessment is a mechanism of transformation of the student's knowing, doing, being and living together by understanding their own action and functionality on what they learn and on what they will have to exercise for the resolution of a problem-situation. Therefore, the significant scope of socio-formative assessment transcends the simple fact of learning to know or learning to do by involving an ethical and social sense in the teaching process.

The main characteristics of socioformative assessment according to Valdez and Tobon, (2018) are:

- 1) it addresses real problems of the context; 2) students' performance is evaluated through the verification of the products; 3) products are analyzed with concrete instruments, which allow for a comprehensive assessment of the process; 4) it allows for collaborative work in order to activate and enhance performance; 5) it provides access to the socialization of experiences and evidence of the learning process; 6) it is flexible in its process, since

it allows for the creation of spaces for feedback and for collaborative work; and 5) it is characterized by the use of ICTs to be in line with the vanguard of technological media as a means to provide feedback and to work collaboratively; 6) it is flexible in its process, since it allows spaces for feedback and to work collaboratively; and 5) it is characterized by the use of ICTs to be in accordance with the vanguard of technological means as didactic means that approach and generate proactive spaces for the systematization of knowledge in authentic contexts (p.35).

From the pedagogical current of constructivism and socioconstructivism, evaluation has the following purposes: 1) generate processes to build knowledge that allow students to grow as people, through critical participation with their environment (Hernández, Tobón & Vázquez, 2014); 2) reaffirm the significance of new learning through its application in problem solving and in the construction of new knowledge, i.e. it evaluates its functionality (Serrano & Pons, 2012); 3) forge processes to create knowledge that helps students grow as people, through critical participation of their environment (Hernández,



Tobón & Vázquez, 2014); and, 4) creativity and transversality of learning make evaluation a continuous and permanent process at all times. However, the two have common axes such as: 1) expected learning outcomes as a product of the teaching process; 2) the instruments used to assess the results are varied; and 3) the approval and promotion of a level of learning.

Continuing this analysis, it can be inferred that in spite of the advances in assessment, there are still problems underlying its design: 1) the emphasis marked by the accumulation of content, without reviewing challenging aspects of the socio-cultural problems of the student's context; 2) the use of tests focused on the verification of conceptual mastery or collection of knowledge that are checked in the elaboration of written work, which are subsumed in a collection of varied sources without obtaining a contribution in the generation of knowledge; 3) the ghost of the traditional paradigm, marked by a quantitative qualification and not in a qualitative and formative result that helps the individual know himself, to know the other and to generate spaces for a better coexistence with his fellow human beings and nature, that is to say, that orients an integral and holistic formation of the being. Hence, in order to determine the progress towards a socio-formative evaluation, a case study was made of a teaching practice in Politécnico Sede D school, in the program of development of the reflective competence in critical reading, in the subject of Spanish language with third grade students of elementary school.

The purposes of the case study were: 1) to determine the educational or pedagogical approach followed in the assessment experience analyzed; 2) to establish the achievements and areas of opportunity in each of the processes implemented to assess the development of reflective competence in its critical level, based on the contributions of the socio-formative approach to move towards the challenges

of sustainable social improvement with the support in a rubric validated from the subject of Spanish language; 3) to propose actions to improve the planning of the assessment and the design of the instruments used, in order to strengthen the orientation towards the approach of problems and products relevant to the context; and 4) to suggest some elements to improve the implementation of the assessment based on collaborative and mediated work.

Methodology

Type of Study

A qualitative methodology was followed, with a case study design; the basic characteristic of case studies is that they intensively approach a unit, which can refer to a person, a family, a group, an organization or an institution (Stake, 1994). For this research, a group of third-grade at Politécnico Sede D school was taken as the population unit: a group of 34 students belonging to the Girardot neighborhood, located in the northwestern sector of the city of Bucaramanga, Colombia.

From the data obtained in the school control records of the second semester (Plataforma integra Instituto - Politécnico, 2019) it was possible to subtract the following main characteristics: the ages of the students range eight and nine years old, their families belong to the economic strata one and two of the northwestern commune of the city of Bucaramanga. It is necessary to emphasize that all individuals in the sample were girls (it is the only branch the school that remains an all-girls school).

Semi-structured interviews, directed to students and the teacher (Martinez, 1998) validated by expert judgment and executed according to the theoretical guidelines of Cabero & Llorente (2013), were used in order to obtain comprehensive information on the characterization of the population and the various situations on the problem studied.

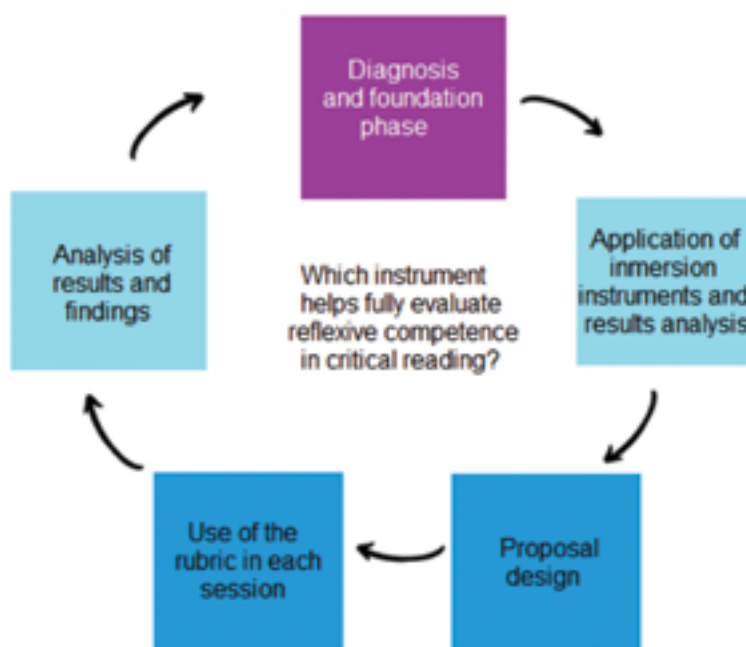
With regard to the students, it was possible to subtract the following characteristics of the population unit: a marked desire to learn, a great potential in their creativity and playful ability (specifically in singing, dancing and drawing); however, despite this, there is a minimum number with a varied scale of special educational needs, among which are: visual, cognitive, behavioral and with diagnosed attention deficit (Simat - Instituto Politécnico Bucaramanga, 2019). From this varied range of interests and needs, the need arose to promote inclusive learning processes, addressed from a socio-constructivist pedagogical approach, in order to generate favorable spaces for the development of each of the basic competences proposed by the institutional curriculum and national educational guidelines.

The research purpose was a study of the situation of the teacher regarding the instruments used to evaluate; it was possible to ratify with the semi-structured interview that in the educational practice the only instrument used is the workshop. From there, the need

arises to design diverse didactic strategies that can be effective to foster the development of the reflective competence in critical reading and of a grid to value the different domains in these two competences in the population object of study within the design exposed by Yin (1994) as a method characterized by the election of the object of study, as proposed by Stake (1994); having a descriptive - explanatory scope in the measure that seeks to narrate and interpret in a deep way the aspects that configure the process investigated, starting from the theoretical and pragmatic assumptions that exist in high school on this subject.

The methodological design route had five phases: diagnosis and foundation, application of immersion instruments and analysis of results, design of the proposal, implementation of the rubric in each session and analysis of results and findings. It is important to note that the study did not start from theoretical assumptions, but sought to infer the results of the actions, knowledge, attitudes and values of the subjects that made up the research sample (Arias, C.2019).

Figure 1. Phases of the methodological design.



Source: Own elaboration.

Taking into account what is proposed in Figure 1, and following Hurtado (2000), each of them is explained below.

Phase of diagnosis and foundation: The diagnosis helped determine and delimit the subject of the research, having as central theme the design of a socioformative evaluation instrument in the development of reflective competence in critical reading.

Phase of application of immersion instruments and analysis of results: in the development of this phase, the techniques and instruments of immersion were applied to the unit of analysis such as the students and teachers of the third grade at Politécnico Sede D school. It is important to highlight that the information collected in the instruments determined the main emerging categories of this study (socio-formative evaluation, reflective competence and critical reading) which resulted in the construction and refinement of the pedagogical proposal.

Phase of implementation of the proposal: in this phase, the strengthening program was carried out, which consists of six strategies,

under a series of themes corresponding to the Spanish language program of the third grade of elementary school education.

The workshops were designed under the socioconstructivist approach to generate, through the implementation of each one of them, the strengthening of reflective competence in critical reading and implement the socio-formative evaluation rubric in order to determine the level at which students advanced with the implementation of the intervention proposal and the reliability of the instrument in each of its criteria and indicators.

Phase of design of the proposal: The data obtained in the immersion instruments to the population under study served as support to formalize and specify the proposal for the design of teaching strategies under a socioconstructivist approach in order to strengthen the reflective competence in critical reading. For this purpose, an analysis was carried out with the Atlas.ti tools, with the aim of categorizing the information and determining the action plan to be followed in its implementation as shown in Table 1.

Table 1. *Design of didactic strategies under a socioconstructivist approach.*

NAME OF THE STRATEGY	WHAT IT CONSISTS OF	GUIDING PRINCIPLES	MOMENTS THAT WILL GUIDE THE STRATEGY IMPLEMENTED IN THE WORKSHOP.	THEORIES ON WHICH THE STRATEGY IS BASED
From the significance of the text.	It is a tool to support the daily activity of the teacher in the classroom, in the sense that it seeks the development of reflective and creative thinking, as well as to enhance students' abilities to search, organize, create and apply self-reflection on learning.	<p>The activities should be oriented to:</p> <ul style="list-style-type: none"> • Motivating students about the content to be covered. • Designing questions that relate to the subject matter or to the topic to be covered. • It is suggested within its development activities such as: • Emphasizing the title, subtitles, chapters to promote inference and comprehension processes. • At the end, an integration or synthesis is made. 	<p>A generalizing question: this question should be focused on the introduction of the topic.</p> <p>Conceptualization: Information about the learning object is provided.</p> <p>Focusing activities: consists of applying a set of activities aimed at scaling the different levels of reading.</p> <p>Reinforcement activities: specifically designed to provide feedback on the different comprehension processes.</p>	<p>Onrubia (1995) Ausubel, Novak & Hanesian (1983) Goodman (1995) Pepper (2012) Tobon (2005)</p>

NAME OF THE STRATEGY	WHAT IT CONSISTS OF	GUIDING PRINCIPLES	MOMENTS THAT WILL GUIDE THE STRATEGY IMPLEMENTED IN THE WORKSHOP.	THEORIES ON WHICH THE STRATEGY IS BASED
The reflective act.	The strategy is based on the reader's generative activity of constantly questioning what he/she reads and reconsidering the ideas; this process leads from a literal reading to an inferential and critical reading based on his/her own experience.	Among the criteria that guide the strategy are: involving activities that allow reflection, questioning and therefore the conjugation of creativity to further understand the meaning of the text. During this process, oral and written activities can be combined.		Smith (1994) Cassany (2005) De Bono (1994) Villa & Poblete (1994)
Digital reading	It is based on the use of different technological tools.	The strategy is oriented from: Activities that allow the student to discover, reflect, make inferences and argue. The strategies to be proposed: • Sensory exploration. • Orientate the meaning of the text. • Reflect and take a position regarding the text.		Nonberg (1995) Albarelo (2001) Lipman (1998)
From the structure and elements of the text	It consists of scrutinizing the different aspects that make up the text, its elements and organizational structure.	It is suggested to approach the text from questions that help identify its elements and structure in order to find situations and underlying meanings. Subsequently, inference is reached to culminate in a summary or commentary of the text.		Cassany (1999)
Balanced model -Ailem		The model is based on three fundamental characteristics: • The contents must have meaning in the child's life. • Realistic: The texts must deal with real-life situations. • Authentic: Integrating linguistic and communicative processes. Oral, directed and shared reading should be part of the process.		Baeza. B. (2006) Ferreiro & Teberosky (1992)
The prediction	It is based on the ability to deduce and conclude about those components implicit in a text.	The strategy is governed in three moments (before, during and after the reading): • The ability to anticipate content. • Formulation of hypotheses. • The verification of hypotheses and the construction of concepts.		Solé (1999)

Source: Agudelo, L. (2020)

Each of the strategies was articulated with the firm purpose of strengthening and empowering the development of reflective competence in critical reading.

Phase of application implementation of the rubric in each session: this phase of the research process was carried out with the implementation of the proposal so that, once the session was over, we were able to evaluate the achievements reached in each one of them using the rubric.

Phase of analysis of results and findings:

In this phase, a descriptive and explanatory analysis of the scope achieved with the implementation of the didactic intervention proposal to strengthen reflective competence in critical reading was carried out; using the designed rubric for this purpose.

For this study, it was essential to design a series of strategies and an evaluation rubric to assess the achievement of the goals proposed in the design of the didactic sequence for the development of reflective competence in critical reading, addressing the following levels of mastery: formulating questions before reading a text; participating and collaborating in a team within a climate of healthy coexistence; identifying and developing their own posture of thinking; understanding and justifying their deductions; systematizing and organizing information, and generating coexistence strategies with an ethical sense in order to understand the practice of values.

In the first phase of the research process, the socio-formative evaluation instrument was designed to measure the initial state of the students with respect to two important categories in reflective competence and critical reading. This diagnostic instrument was applied before the pandemic in the classroom in order to give security to the participant and thus avoid inhibiting them from expressing what was necessary to each of the pre-established questions in the designed questionnaire. Within the information obtained by applying the grid described in Table 2, the following results regarding the first diagnostic reading session were evidenced:

In relation to criterion one, consisting of formulating questions before approaching the reading, a pre-formal level of mastery was obtained, that is to say, a greater number of students retake the reading without first questioning the title, the theme or authors of

the text which is of great importance to delve into the meaning of the text.

Regarding the results obtained in criterion two, where the way of participating and collaborating as a team within a climate of healthy coexistence was evaluated, it was observed, with the application of the grid in the processes of self-evaluation, co-evaluation and hetero-evaluation, that the students belong mostly in a receptive level, that is, they get together for the development of an activity, but they only partially fulfill each of the assignments contemplated in the sessions.

In criterion three, aimed at assessing whether they identify and develop their own posture of thinking, understanding and justifying their deductions, the results of this first session showed that they are all accustomed to giving justifications in monosyllables (yes-no) without stopping to give an answer that supports their positions. Nevertheless, it was verified that they identify only some basic elements that are necessary to approach a reading from the literal level without resolving the problem-situation of the session, attaining only a pre-formal level.

Regarding criterion four, which consists of systematizing and organizing information, the results of this diagnostic stage show that most of the girls are at a pre-formal level, since they do not use any strategies to organize their work or workshops in their folders in the area of Spanish language.

Regarding criterion five, consisting of evaluating coherence and responsibility in their decisions and way of acting, it was observed in the self-evaluation and co-evaluation records that a large number of students do not think before making a decision, a situation that ratifies the lack of designing strategies in order to empower the reflective capacity to always question themselves before making a decision and its possible consequences, attaining only pre-formal level.

From the diagnosis made through the initial application of the socio-formative evaluation grid, it can be affirmed that students have a basic level of performance in reading; this ratifies that they can only identify some elements that are described literally in the reading. As for the level of comprehension and argumentation of the ideas underlying the text, it was noted that they have great difficulty and even their answers are sometimes far from the meaning of the question itself. These situations led the teacher to implement strategies to mediate and direct the questions so that the students would understand the meaning of the text.

The case study consisted of evaluating, using a socio-formative approach, each of the didactic strategies applied to the development of reflective competence in critical reading in the subject of Spanish language. For this study a didactic proposal was designed, which contains a set of strategies taken from the theoretical proposals put forward by Cassany (2007), Solé (1999), Camp (1994), Goodman (1982), Baeza, P. (2006), Mateos (1995) and Stawartz (2010), all of them grounded within a socio-constructivist approach, which together sought to generate new spaces to take reading comprehension from the literal level to the critical level.

The specific didactic strategies applied were: brainstorming, exploratory questions, construction of meaning, generation of ideas with foundation, formulation of hypotheses, deductions, self-questioning, directed reading, shared reading and mediated reading, all focused on developing reflective competence in critical reading.

Institutional context

Table 2 describes the characteristics of the institution and the group or area served.

Table 2. *Characteristics of the educational institution*

Name:	Instituto Politécnico
Address of the institution:	Bucaramanga, Santander, Colombia.
Educational levels served:	Preschool, elementary school, secondary school and vocational high school.
Number of students:	2200
Number of teachers:	118
Management team:	Four (4)
Characteristics of the institution:	Official institution that provides training in inclusive education and develops three technical specialties such as: business management, object-oriented programming applied to robotics and design and clothing.
Characteristics of the group:	It is a group of thirty-four (34) students; all of them from families belonging to a vulnerable economic sector of the northwestern commune of Bucaramanga.

Own elaboration

Instrument

The diagnosis around the evaluation process of the didactic proposal for the development of reflective competence in critical reading in the subject of Spanish language of the third grade of elementary school was carried out based on the application of an evaluation rubric of reflective competence in critical reading from socioformation (Table 2), which was designed and validated by the teachers of the subject of Spanish language of the school (2019). This instrument seeks to determine the level of development of reflective competence in critical reading, as an essential component in the comprehensive training of students from the early years of schooling in order to empower the development of reflective and critical thinking from an early age and thus prepare them to meet the challenges of the knowledge society and sustainable social development.

It assesses fourteen essential indicators in the assessment of learning, through five levels of mastery in which the socio-formative taxonomy is applied (Tobón, 2018b): Pre-formal, Receptive, Resolute, Autonomous and Strategic. Each of the indicators is complemented by an analysis of achievements and aspects to improve in each of them. In this case analysis, the rubric was applied in person to each of the students.

Table 3 presents an example of an improved rubric to evaluate the reflective competence in critical reading in the area of Spanish language in such a way that, under the precepts of the socio-formative evaluation approach, it allows us to take up the theoretical aspects to make the instrument a useful tool in educational practice, with the purpose of evaluating the different levels of mastery (reflective competence - critical reading) in students in the third grade of elementary basic education.

Table 3. Structure of the evaluation rubric of the reflective competence in critical reading from the socio-formation in the subject of Spanish language - third grade of elementary school.

Subject: Spanish Language						
Didactic sequence: Critical reading project (reading as a space for the construction of knowledge).						
Learning Outcome: Uses diverse strategies to reflect on the different elements that make up a text in order to express a critical stance.						
Product: Elaboration of a portfolio based on the development of each one of the activities of the didactic sequence to develop the reflective competence in critical reading in the third grade of basic primary education.						
Instructions: For each of the indicators to be evaluated, mark with a letter X (X) the valuation you consider according to the performance levels:						
Pre-formal: Does not have the competence.						
Receptive: Poor command.						
Solving: Applies basic concepts - Solves simple problems.						
Autonomous: Has own criteria, argues and solves problems.						
Strategic: Applies creative strategies and acts based on universal values.						
After marking the level in each indicator, students complete their self-evaluation, co-evaluation (a classmate or peer) or hetero-evaluation (the teacher), writing down their achievements or suggestions; once the marking is completed, their grade is taken according to each weighting. Then the total of the three grades is added together and divided into three.						
Finally, the sum of the partial grades is added up and divided into fourteen, obtaining a grade that will indicate the student's general level of mastery of the reflective competence in critical reading.						
Criteria	Proficiency level indicators	Pre-formal - (10)	Receptive - (20)	Solving - (30)	Autonomous - (40)	Strategic - (50)
Criterion one: Ask questions before reading a text.	1. Make questions about the title to discover the meaning of the text.	Asks questions that have nothing to do with the title, topic, or authors to be addressed in the reading of the text.	Asks questions not focused on the title, topic, or content of the text without regard to wording or spelling.	Asks questions that allow him/her to address the title, theme or content of the text.	Asks key questions that allow him/her to approach the text in advance, showing correct wording.	Asks and organizes questions according to the importance of the topic, title or content to be addressed and writes them down showing correct writing and spelling.
	Weighting 50 points:					
	Self-assessment:	Achievements:		Suggestions:		Score:
	Co-evaluation	Achievements:		Suggestions:		Score:

	Hetero-evaluation					
		Achievements:		Suggestions:		Score:
	Total:					
	Partial score (divide the total into three):					
	2. Write coherently and in relation to the text each of the questions that help approach the content of the text.	Asks meaningless questions.	Asks some questions appropriately without spelling rules in mind.	Asks each question with spelling in mind	Asks all questions in a coherent manner, with correct wording and spelling.	Proposes strategies to ask the questions in a clear way and coherent with the topic or text to be addressed, always following spelling rules.
	Weighting 50 points:					
	Self-assessment:					
		Achievements:		Suggestion:		Score:
	Co-evaluation:					
		Achievements:		Suggestion:		Score:
	Hetero-evaluation:					
		Achievements:		Suggestion:		Score:
	Total:					
	Partial score (divide the total into three):					
Criterion two: Participate and collaborate as a team in a climate of healthy coexistence.	3. Perform activities within the allotted time frame.	Joins a group, but fails to complete assignments within the stipulated time.	Joins a group and partially does the assigned tasks.	Does the assigned work or tasks.	Monitors the development of the work within the assigned times with a remarkable contribution.	Generates strategies so that teamwork is oriented and developed successfully within the established time.
	Weighting 50 points:					
	Self-assessment:					
		Achievements:		Suggestions:		Score:
	Co-evaluation:					
		Achievements:		Suggestions:		Score:
	Hetero-evaluation:					
		Achievements:		Suggestions:		Score:
	Total:					
	Partial score (divide the total into three):					
	4. Participate actively and contribute to the construction of the work with their knowledge and experience.	Is absent and does not participate for the benefit of the group.	Sometimes contributes to the development of teamwork.	Participates with their experiences and knowledge in the construction of the group work.	Promotes participation and improves the quality of the results of their work.	Leads and his/her contributions are important for the quality and success of the group work.

Weighting points:	50					
Self-assessment:						
	Achievements:		Suggestions:		Score:	
Co-evaluation:						
	Achievements:		Suggestions:		Score:	
Hetero-evaluation:						
	Achievements:		Suggestions:		Score:	
Total:						
Partial score (divide the total into three):						
Criterion three: Identify and develop their own position of thinking, understanding and justifying their deductions.	5. Solve problems or situations applied to a real context.	Does not understand the terms of the situation.	Identifies some basic elements to understand the problem-situation.	Interprets the elements necessary to solve the problem-situation.	Infers and integrates elements to solve a problem-situation.	Generates and shares strategies for problem solving within real-world contexts.
Weighting points:	50					
Self-assessment:						
	Achievements:		Suggestions:		Score:	
Co-evaluation:						
	Achievements:		Suggestions:		Score:	
Hetero-evaluation:						
	Achievements:		Suggestions:		Score:	
Total:						
Partial score (divide the total into three):						
6. Identifies main ideas, themes, or concepts as a product of reflection on a text or situation.	Confuses main ideas, themes or concepts. Does not understand the meaning of the text.	Determines some themes, ideas, or concepts, but not completely.	Identifies themes, ideas or concepts to respond to each situation, but not in a concrete way.	Identifies the basic information to answer each question concretely.	Prioritizes on the fundamental ideas to solve each situation.	
Weighting points:	50					
Self-assessment:						
	Achievements:		Suggestion:		Score:	
Co-evaluation:						
	Achievements:		Suggestion:		Score:	
Hetero-evaluation:						
	Achievements:		Suggestion:		Score:	
Total:						
Partial score (divide the total into three):						

7. Reflect on the main elements, situations or themes of a text.	Answers without reflecting and inferring the main elements to each situation.	Partially identifies the main elements, situations or themes.	Makes explicit reflections on some elements, situations or themes.	Interprets and reflects on each of the elements, situations or themes.	Shows a process of identification, synthesis, analysis and contextualization in his/her reflections.
Weighting 50 points:					
Self-assessment:					
	Achievements:		Suggestion:		Score:
Co-evaluation:					
	Achievements:		Suggestion:		Score:
Hetero-evaluation:					
	Achievements:		Suggestion:		Score:
Total:					
Partial score (divide the total into three):					
8. Express their own position by departing from collective conceptions and contextualize them.	Assumes as their own judgments, ideas or decisions made by others.	Relates to certain positions without departing from his/her own conception and without contextualizing.	Expresses some positions without giving an example of each one of them.	Expresses a position to each situation, illustrates it and shares it respecting the different ways of thinking.	Exposes and analyses his/her own position from a constructive point of view for others.
Weighting 50 points:					
Self-assessment:					
	Achievements:		Suggestion:		Score:
Co-evaluation:					
	Achievements:		Suggestion:		Score:
Hetero-evaluation:					
	Achievements:		Suggestion:		Score:
Total:					
Partial score (divide the total into three):					
9. Explicitly express their thinking in written form in different reports, narratives, or diaries.	Is unable to write down what he/she thinks in each of the reports.	His/her reflections are brief, superficial and scarce in written reports.	Makes written reflections for each activity.	Makes written reflections adjusted to each situation in a clear and concrete way.	His/her written reflections are comprehensive and generate positive contributions for his peers.
Weighting 50 points:					
Self-assessment:					
	Achievements:		Suggestion:		Score:
Co-evaluation:					
	Achievements:		Suggestion:		Score:
Hetero-evaluation:					

		Achievements:		Suggestion:		Score:
	Total:					
	Partial score (divide the total into three):					
	10. Participate individually in each session, workshop or discussion.	Maintains a passive attitude and does not participate in each session.	Finds it difficult to participate in each session.	Participates sometimes	Participates actively in each session or meeting.	Participates constructively and contributes to generate spaces for reflection and controversy in a constructive way.
	Weighting 50 points:					
	Self-assessment:					
		Achievements:		Suggestion:		Score:
	Co-evaluation:					
		Achievements:		Suggestion:		Score:
	Hetero-evaluation:					
		Achievements:		Suggestion:		Score:
	Total:					
	Partial score (divide the total into three):					
Criterion four: Systematize and organize information.	11. Takes into account the points of view or contributions of the members of the group and gives constructive feedback.	Disqualifies input from group members.	His/her interventions are redundant and not very significant for the development of group work	Welcomes the opinions of the members of the group and knows how to give his/her point of view in a tolerant and respectful way.	Encourages dialogue, respect and participation of the other members of the group for the development of the assigned work.	Integrates the opinions, experiences or knowledge of the members of their group in a positive way to maintain a climate of cordiality and respect.
	Weighting	50	points:			
	Self-assessment:					
		Achievements:		Suggestions:		Score:
	Co-evaluation:					
		Achievements:		Suggestions:		Score:
	Heteroevaluation:					
		Achievements:		Suggestions:		Score:
	Total.					
	Partial score (divide the total into three):					

	12. The portfolio is organized sequentially according to each session developed in the didactic sequence.	Submits an internally unorganized portfolio.	Submits some activities without any organization.	Presents most of the activities in a complete manner, but lacks sequential organization.	Organizes the portfolio taking into account: <ul style="list-style-type: none"> • Cover. • Table of contents. • Introduction. • Activities developed in a sequential way. • Conclusions. • Recommendations. 	Customizes his/her portfolio by giving it his/her own stamp, presenting it in a complete and organized way.
	Weighting 50 points:					
	Self-assessment:					
		Achievements:		Suggestions:		Score:
	Co-evaluation:					
		Achievements:		Suggestions:		Score:
	Hetero-evaluation:					
		Achievements:		Suggestions:		Score:
	Total					
	Partial score (divide the total into three):					
	13. Use diverse strategies to share the information obtained as a product of the learning process.	Does not share the information or products of the learning process.	Has difficulties to use at least one strategy to share the information (presentation, technological tools, posters, among others).	Shares or presents some aspects related to the learning product using some strategies.	Shares each of the preliminary aspects of the final product through some technological means.	Generates strategies to share information in a clear, simple and complete way.
	Weighting 50 points:					
	Self-assessment:					
		Achievements:		Suggestions:		Score:
	Co-evaluation:					
		Achievements:		Suggestions:		Score:
	Hetero-evaluation:					
		Achievements:		Suggestions:		Score:
	Total:					
	Partial score (divide the total into three):					
Criterion five: Generate strategies of coexistence with ethical sense in order to understand the practice of values.	14. Act with coherence and responsibility in their decisions and way of acting.	Excludes in his/her conduct a reflection for his/her own benefit.	His/her reflections are subsequent to his/her own way of acting.	Assumes a forward-thinking and responsible attitude in his/her actions.	Shows a coherent attitude between his/her way of thinking and his/her actions in favor of his/her life project and peaceful coexistence.	In his/her actions always seeks coherence with the practice of the values he/she declares.

Weighting 50 points:			
Self-assessment:			
	Achievements:	Suggestions:	Score:
Co-evaluation:			
	Achievements:	Suggestions:	Score:
Hetero-evaluation:			
	Achievements:	Suggestions:	Score:
Total:			
Partial score (divide the total into three):			
Partial grades total:			
Final grade (divide the total of the partial grades into three):			

Own elaboration

It is important to point out that the elaboration of this rubric was designed based on the formulation of five levels of performance and five assessment descriptors, proposed from the theory of the socio-formative assessment approach; these improvements result in having a more objective look at the level of competitiveness in each of the students with regard to reflective competence and critical reading. On the other hand, it is valid to point out that the criteria taken into account in past experiences to assess reading skills only covered each of the reading levels (literal, inferential and critical).

Results and discussions

The implementation of the pedagogical proposal with its corresponding didactic strategies served to empower the intellectual processes of the girls in relation to reflective competence, demonstrating, through the application of this new rubric, the possibility of integrating the three levels of reading (literal, inferential and argumentative) to strengthen reflective and critical thinking from the first years of school life.

Among the strategies implemented and evaluated in practice, it was possible to corroborate that there were some that provided better situations to empower students to develop reflective competence in critical reading; among them are:

Strategy from the meaningfulness of the text: the strategy had its benefits in its application because meaning causes emotion, awakens interest and, why not say it, leads the student to generate a series of questions or hypotheses about the object of the text to be treated. From this point of view, the magic of the meaningful transcends in the sense of leading students to carry out processes of search and selection of information; this confirms the thesis that children are thinking beings and that, in turn, have a fertile ground to strengthen scientific thinking as well as to focus their life project based on self-discovery that sometimes goes unnoticed by teachers.

The strategy allowed access -through the reading of fables- to the development of reflective thinking and to strengthen the interest in ecology due to the fact that most of the characters are immersed in this area of natural sciences.

On the other hand, it was evidenced that, by means of the dialogic mediation between the feelings that converge between the student, text, context and teachers, they provided a number of meanings in the former as protagonist in the learning process, constituting the significant strategy in a medullar axis for the formation of reflective children and consequently critical readers.

Strategy from the reflective act: the strategy provided spaces for reflection, making this process a conscious act and closely linked to critical thinking, since reflection demands to be a metacognitive process and the reading of discontinuous texts gives students enough elements to activate and externalize either orally or in writing what they think about a certain text.

Additionally, from a research point of view, the strategy provided important elements to strengthen oral communication skills (active listening, empathy, non-verbal language management, verbal fluency and situation resolution), written composition (coherence in writing either through images or texts that respond to different literary styles), and in cognitive aspects (ability to infer and select topics), which added to develop their level of reflection and argumentation, as stated by Villa & Poblete (2007).

Strategy from the structure and elements of the text: following the perspective of Cassany (2006), this strategy allowed us to investigate through questions the organization of the text, its structure and its meaning to generate intellectual and metacognitive processes in learning. This strategy led students to improve their decoding and inference processes and consequently to strengthen their reflective competence in critical reading.

With the application of this strategy, it was possible to produce a written text that allowed students to reflect on the situation that the world experienced after COVID-19. Within this

process, the organization of information and the structure of a text that responds to the indicators of the proposed activity became visible (See Figure 2).

Figure 2. Reflection: life with COVID -19.



Source: virtual session.

The strategy combined processes of oral reading, directed reading and shared reading which strengthened reflection and critical literacy.

Strategy for reading digital texts: In this session, students were able to concretize the information using different graphic organizers in such a way that helped them structure the information obtained in the different search engines and socialize it in an assertive way with their classmates.

Similarly, a culture of respect for the ideas expressed by their peers or for the ideas illustrated by some authors in their digital content was generated, with the aim of strengthening ethical thinking and the culture of peace.

Table 3 shows the results of the evaluation of reflective thinking in critical reading in the subject of Spanish language for third grade of elementary school. It shows the integrated product of a qualitative and quantitative assessment by integrating the results obtained from self-evaluation, co-evaluation and hetero-evaluation:

Table 3. *Synthesis of the results of the application of the rubric*

Criteria	Proficiency level indicators	Level obtained	Achievements	Aspects to improve
Criterion one: Ask questions before reading of a text.	1. Question the title in order to discover the meaning of the text.	Autonomous level.	Most of the students -through the development of each session and the activities prior to reading the text- were able to construct questions and hypothesis to approach the text or situation properly.	It is important to give a good explanation of each of the activities included in the workshop to improve its results.
	2. Write coherently and in relation to the text each of the questions that help approach the content of the text.	Resolutive	Most of the students constructed some questions following spelling rules.	It is recommended to reinforce some criteria for the construction of questions in order to improve coherence and relevance in their written constructions.
Criterion two: Participate and collaborate as a team in a climate of healthy coexistence.	3. Performs activities within the allotted time frame.	Resolutive	Most students complete each of the activities within the allotted time.	It is suggested to simplify the number of activities so that students can successfully generate their products.
	4. Participate actively and contribute to the construction of the work with their knowledge and experience.		Most of the students participated with their experiences and knowledge in the development of teamwork.	It is necessary to implement mediation strategies (agreed rules of participation, rules of dialogue and tolerance to make progress in the processes of elaboration of their productions).

Criteria	Proficiency level indicators	Level obtained	Achievements	Aspects to improve
Criterion three: Identify and develop their own position of thinking, understanding and justifying their deductions.	5. Solve problems or situations applied to a real context.	Resolutive	Most students interpret the elements necessary to solve a given problem or situation.	The transversalization of the problem-based teaching strategy was implemented in order to generate an open and creative attitude.
	6. Identify main ideas, themes, or concepts as a product of reflection on a text or situation.		A large number of students identify basic and relevant information to answer each of the questions or situations in a concrete way.	With the girls who present difficulties, it is suggested to work on activities of the literal and inferential level, in order to understand a text and identify the main information from the secondary information.
	7. Reflect on the main elements, situations or themes of a text.	Self-employed.	With the development of each session or activity programmed in the didactic sequence, it was demonstrated that a large number of students interpret and reflect adequately on some elements, situations or themes proposed in each session or workshop.	It is suggested that this type of activities be transversalized with other areas of knowledge in order to empower the reflective level and obtain a better development in reading comprehension.
	8. Express their own position by departing from collective conceptions and contextualize them.		Most students showed a critical stance towards each of the situations presented, making significant progress in oral and written expression in a clear and coherent way. The written part was supported by illustrations (discontinuous text).	It is proposed to strengthen teamwork and collaboration among peers to bring students with difficulties to higher levels in this indicator.
9. Explicitly express their thinking in written form in different reports, narratives, or diaries.	At the same time, they are able to socialize in every sense their way of thinking and of seeing each situation or issue raised.	It is important to encourage the processes of written composition in order to concretize and systematize the processes of maturation of students' thinking for those who have difficulties in this indicator.		

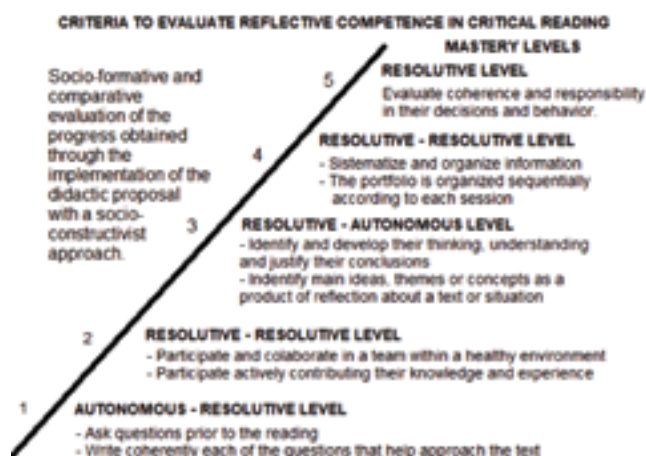
Criteria	Proficiency level indicators	Level obtained	Achievements	Aspects to improve
	10. Participate individually in each session, workshop or discussion.		Within the achievements of the didactic sequence, it could be proved that a great number of students make written reflections adjusted to each situation in a clear and concrete way. Most students actively participate in each session or meeting.	It is recommended to generate more spaces to empower the participatory attitude of those students who are shy to express themselves or their ideas in front of a group.
	11. Take into account the points of view or contributions of the members of the group and give constructive feedback.		All students welcomed the opinions of the group members and expressed their own point of view in a tolerant and respectful way.	To advance in this indicator, it is suggested to encourage dialogue and integration of ideas through the implementation of various group strategies, such as the debate and the round table among others.
Criterion four: Systematize, organize and socialize the information.	12. The portfolio is organized sequentially according to each session developed in the didactic sequence.	Resolutive	A large number of the students presented in the portfolio most of the suggested productions within each session.	It is important to reconcile, agree on and clarify each aspect of the organization of the portfolio prior to the development of each session.
	13. Use a variety of strategies to share the information obtained as a product of the learning process.		A large number of the students share or present some aspects related to the learning product using strategies such as exposition.	To achieve a better level, it is suggested to provide more opportunities or a space for the submission of the final product in order to be able to concentrate a greater number of people sharing the final learning product.
Criterion five: Generate strategies of coexistence with ethical sense in order to understand the practice of values.	14. Act with coherence and responsibility in their decisions and way of acting.	Resolutive	Most of the students assumed in the development of the activities foresighted attitudes and with responsibility for the execution of the respective actions.	It is suggested to emphasize -through the case study- the importance of the practice of values for a better group coexistence.

Criteria	Proficiency level indicators	Level obtained	Achievements	Aspects to improve
	Group average	Resolutive	Score:	37
Level of mastery of the group with regard to reflective competence in critical reading.	<p>Achievements:</p> <p>Students demonstrated achievement at the resolutive level of reflective competence in critical reading.</p> <p>The strategies implemented in the didactic sequence strengthened the development of reflective and critical thinking.</p> <p>The development of reflective competence allowed students, for the most part, to organize their way of thinking before making a decision to solve the problems posed.</p> <p>The strengthening of the reflective competence strengthened the development of the research spirit in students, to the extent that it motivated them to use simple tools of confrontation and inquiry of information.</p>		<p>General suggestions:</p> <p>It is necessary to implement each of the strategies proposed in the didactic proposal to strengthen the reflective competence in critical reading in other areas of knowledge.</p> <p>Similarly, it is of vital importance to institutionalize the proposal to generate better results in internal or external tests.</p>	

Source: Own elaboration.

Based on the analysis of the exposed case, it could be observed that in the evaluative practice of the reflective competence in critical reading that was offered in the subject of Spanish language in the third grade of elementary school, the socioconstructivist approach was strengthened and emphasis was placed on aspects such as the marked influence of the zone of proximal development (ZPD) as a functional process to provide support in strengthening said competence, always seeking mediation in the teaching and learning processes (Coll, 1995).

Figure 3. Comparison of results: diagnostic and final phase



Source: own elaboration.

With the application of the socio-formative rubric to evaluate reflective competence in critical reading, it was possible to reaffirm significant progress in each of the criteria described in Figure 2, where students were able to make progress from a preformal or receptive level of mastery to a resolutive level. The participants revealed abilities to solve simple problems in their key aspects and, understand the information with the inclusion of essential concepts.

However, there were some criteria where the student's mastery reached an autonomous level, meaning that they demonstrated a series of skills such as: arguing and solving problems with a variable, using their own criteria and reliable sources to seek effectiveness and efficiency in the presentation of information.

The implementation of strategies such as problem-based learning, the formulation of questions before, during and after reading a text progressively generate in the student the development of autonomy and self-control over each of the levels of mastery of reflective competence, in such a way it led to the development of a final product independently (Engel, 2008), allowing for a continuous adjustment in each of the processes due to the difficulties and progress shown by students during the development of the didactic sequence (see Figure 4).

Figure 4. *Set of portfolios made by third-grade girls.*



Source: Closing Session

It is feasible to say that there are some advances towards socioformation (Tobón, 2013), such as: the evaluation approached from a learning outcome, the determination of the scope of learning indicators that lead to consolidation of a macro product as is the portfolio, the evaluation instrument as a feedback process that integrates the three forms of evaluation (self-evaluation, co-evaluation, and hetero-evaluation), the rubric based on the levels of mastery described by Hernández & Vizcarra (2015), Tobón (2013) -preformal, receptive, resolutive, autonomous and strategic levels.

In line with the above, it is valid to emphasize the media need for inclusion within the design of qualitative and quantitative assessment to fully account for the level of performance achieved by the student or group of students, with special attention to determine the degree of scope in the metacognitive processes in the development of the competence of knowing, knowing-how and knowing how to be. Based on the above, it is worthwhile to establish a relationship based on the development of the taxonomy under a socio-formative approach that integrates all levels of mastery of the components and indicators of reflective competence in critical reading.

It is worth mentioning that with regard to other experiences that show significant advances in the implementation of socio-formative assessment in the area of Spanish language, didactic strategies are presented such as: socio-drama, brainstorming, previous organizers, collaborative learning, problem solving, activities that favor the development of conceptualization, creativity, transversality and knowledge transfer.

The planning of the evaluation within the didactic activities was a vital tool to empower the teaching and learning processes within a focus on competence training, becoming a key element in the design of the micro-curriculum,



as in the subjects, modules or training projects or development of didactic sequences (Tobón, 2013, p.235), directed and fed back through the determination of the competence and the criteria to be evaluated. To this end, the structure of the didactic proposal was established as evidence to be evaluated, stipulating the indicators or descriptors to assess the scope of each level of mastery, agreeing on the weighting of the criteria and indicators of the level of competence, establishing the processes of self-evaluation, co-evaluation and hetero-evaluation, determining the moments in which it will be evaluated and the way in which feedback will be carried out. Hence, with regard to the development of the study, significant achievements were found, such as:

- A scope in the resolutive level of reflective competence in critical reading.
- The strategies implemented in the didactic sequence helped develop reflective thinking in critical reading, placing most of the students in the resolutive level according to the taxonomy of the socio-formative approach.
- The use of a wide range of texts and technological tools made the acquisition of the diverse learning objects more flexible, embedded in a constructivist perspective that gave value to meaning in the action-reflection as a fundamental principle in the development of critical competence in reading as shown by Cediél (2020).
- The development of the reflective competence helped generate a more organized thinking in the generation and argumentation of ideas according to the problems or situations set in each session of the didactic sequence.
- The processes implemented in pursuit of the development of reflective competence, allowed, in turn, for the promotion of the research spirit in students

by integrating activities such as: inquiry, consultation, observation, comparison, analysis, organization and socialization of information.

- The portfolio as a product and pretext for the development of reflective competence in critical reading empowered aspects such as self-esteem, creativity and the exploration of skills in various fields of knowledge.
- The planning of evaluation, its organization and presentation allowed the student and the teacher of the course to see an improvement in the results in the development of the activities as well as in the final product.
- The feedback, the continuous mediation in the teaching process and the socio-formative evaluation contributed to the development of the competences of knowing, knowing-how and knowing how to live together in an integrated way in most students.

However, regarding the scope of the levels of mastery and the corresponding indicators to evaluate reflective competence in critical reading, the following aspects were determined to be improved:

- Refine the number of indicators described in the rubric for assessing reflective competence in critical reading, in such a way that other criteria suggested by a group of experts are taken up in order to make the design of the rubric a universal model for other population groups, permitting adaptation to other contexts and levels of education.

According to the above and with a view to assessing the final product in a comprehensive manner in the development of reflective competence in the different levels of reading, it can be indicated that all teaching strategies

contributed to the improvement of the living conditions of students; hence, when reviewing each of the axes of evaluation proposed by the socio-formative approach, it was determined that it is significant to strengthen the following aspects:

- To have a route that guides the knowledge processes to be developed.
- To provide coherent and pertinent guidelines in relation to the product that ratifies acquisition of the competences to be developed.
- Coordinate efforts to make the learning process a reflective, cross-cutting, mediated and interactive act.

From these criteria it is pertinent to point out that the rubric as a formative assessment tool presented clear and relevant learning results for today's problems in such a way that it directed the teaching and learning processes towards an articulation of actions that sought an impact on the context following the guidelines of theorists and researchers such as Hernández, Tobón & Guerrero (2016), Blanco (2008), Cebrián (2007) and Ibarra, Segredo, Juárez and Tobón (2018).

It can be stated that the evaluation based on contextual problems is a central feature of the socio-formative evaluation, being the articulation of concrete activities that led students to solve problematic situations within their immediate context, in which they were allowed to integrate and apply all their knowledge, attitudes and skills to generate spaces for reflection, analysis and innovation, considering their epistemological bases in complex thinking, presented by Morin (1999), since it seeks to address, from this teaching strategy, a meaningful learning and therefore an authentic evaluation of it (Hernández, Guerrero & Tobón, 2015).

In the study carried out, the portfolio was used as a pretext and evaluation product; being a didactic strategy that helped determine in a concrete way each of the comparative results in Figure 3, where interesting advances are demonstrated, such as the reach of the resolutive level of reflective competence in critical reading in most of the students, empowering reflective and critical thinking in each one of the students.

Socio-formative evaluation, in terms of the characterization axis, becomes a priority to involve the implementation of the life project and therefore give strength to the interests and motivations of students during the teaching process to re-signify the meaning of the evaluation based on performance products that contain social impact (Tobón, 2013, p.322).

Differentiation is another axis of the socio-formative evaluation that consists of tuning it an instrument by integrating self-evaluation, co-evaluation, hetero-evaluation and feedback of each of them in order to make a meta-evaluation of the learning process with real meaning for the student (Tobon, 2013, p.322).

However, in terms of studies that evaluate reflective competence at this level of education, no research has been recorded; therefore, it is worth noting that there are studies on the design of strategies to promote critical reading and critical thinking at the secondary, vocational and higher education levels, among which we can point out: Avendaño de Barón (2017), Barquerizo (2013), Ospino & Samper (2014), Galindo (2015), among others. Studies that, from a pragmatic level, provide a qualified set of didactic strategies to empower reading skills at a critical level. Regarding the design of rubrics concerning the portfolio, we can point to studies such as Murillo (2012), Master (2016), Hernández & Trujillo (2016) and Morales & Tobón (2017) being all of them, as a whole, a bulwark that provide valuable indicators and criteria from a socio-formative approach; however, as indicated above they are still directed to higher education levels.



It should be noted that, within the competence assessment process, it is imperative to plan the instruments, since they are essential for the verification of the scope of competences; therefore, it should be done based on the following elements: indicate the problem of the context, analyze the problems previously, determine the work collaboratively, establish the contextualization, sharing and meta-evaluation of the process (Tobón, 2013, p.13). For better illustration in the case study conducted, we found in the portfolio methodology valuable aspects in planning such as: selection of competences, determination of evidence, systematization of evidence, evaluation, reflection and socialization of results (Murillo, 2012; Master, 2016; Hernández & Trujillo, 2016; and Morales & Tobón, 2017).

Finally, formative assessment is considered a key component of socio-training focused on developing and qualifying people's talent to face the challenges of modern society by addressing problems of the context with the collaboration of the different actors in

the educational process. In the case study, it was determined that there are achievements regarding the integration of each of the above elements to make the evaluation process an inclusive activity, forging the intellectual processes of reflection and development of critical thinking by allowing the student to continuously question and discuss within an atmosphere of respect and tolerance in each space of reading.

Conclusions

The design of a rubric under the socio-formative approach made possible the continuous feedback and systematization of the didactic and teaching processes under the competence-based approach. Therefore, the work of the teacher regarding the design of instruments to have comprehensive information of their students must be very careful when addressing in its design all levels of mastery and indicators to empower one by one the processes regarding reflective competence in critical reading.

The evaluation mediated by an instrument such as the rubric under a socio-formative approach contributed to ratify that there is no obstacle to address the reflective competence in critical reading from the first grades of schooling and therefore, to venture into the development of reflective and critical thinking, being the formulation of this instrument a valuable tool to verify comprehensively the progress in its different dimensions of training in competences from knowing, knowing-how and knowing how to live together. These achievements in themselves make the socio-formative evaluation process an authentic and comprehensive process, where written and oral productions are excellent evidence of the final product of this process.

The implementation of strategies under a socioconstructivist approach in the pedagogical proposal strengthened the development of inferential and critical reading levels in each of the students. Progress that was evidenced in the academic results of the year 2020.

The question turned out to be a channeling strategy to delve into the processes of strengthening reflective competence and critical thinking. It is of vital importance to refine its formulation technique to generate processes of transversalization of knowledge and thus provide a rich space for the development of complex thinking.

The socio-formative evaluation allowed for timely feedback on each of the learning objects in order to achieve the competences described by the teacher in the development of each session. Unlike other forms of evaluation, the socio-formative evaluation is inclusive and prospective by strengthening complex thinking, the ethical project of life and the self-critical ability to recognize their strengths and weaknesses.

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