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TYPES AND FORMS OF KNOWLEDGE ASSESSMENT IN HIGHER AND SECONDARY EDUCATIONAL INSTITUTIONS

TIPOS Y FORMAS DE EVALUACIÓN DEL CONOCIMIENTO EN INSTITUCIONES DE EDUCACIÓN SUPERIOR Y SECUNDARIA

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ABSTRACT

This study explores the main forms and stages of knowledge assessment in higher and secondary education, distinguishing between initial (entry), continuous, phased, and final assessments, according to their function and timing within the educational process. Recognizing the growing importance of systematic assessment in improving educational quality, the paper addresses gaps in the academic literature on the integration of various forms of assessment as both diagnostic and developmental tools. Initial assessment was identified as an essential element for achieving adequate teaching planning, necessary for personalization and inclusion. Continuous assessment is analyzed not only as a monitoring tool but as a formative process aimed at assessing the breadth, depth, and quality of students' understanding. The study also delves into phased (threshold) and final assessments, highlighting their role in verifying long-term knowledge retention. Furthermore, final assessments are contextualized within the broader framework of professional competency development. However, given their relevance, complementary methods, such as assessments during lectures, seminars, practical sessions, extracurricular activities, and consultations, are also examined, addressing the multifaceted nature of assessment in contemporary education. The findings underscore the need for a balanced, continuous, and contextualized assessment system that supports both academic performance and the holistic development of students.

Keywords: assessment of knowledge in education, formative and summative assessment, entry-level tests, academic monitoring, student participation.

RESUMEN

Este estudio explora las principales formas y etapas de la evaluación de conocimientos en la educación superior y secundaria, distinguiendo entre evaluaciones iniciales (de ingreso), continuas, por fases y finales, según su función y su temporalidad dentro del proceso educativo. Reconociendo la creciente importancia de la evaluación sistemática para mejorar la calidad educativa, el artículo aborda las lagunas en la literatura académica sobre la integración de diversas formas de evaluación como herramientas tanto diagnósticas como de desarrollo. La evaluación inicial se identificó como un elemento esencial para lograr una planificación docente adecuada, necesaria para la personalización y la inclusión. La evaluación continua se analiza no solo como una herramienta de seguimiento, sino como un proceso formativo destinado a evaluar la amplitud, profundidad y calidad de la comprensión del alumnado. El estudio también profundiza en las evaluaciones por fases (de umbral) y finales, destacando su papel en la verificación de la retención de conocimientos a largo plazo. Además, las evaluaciones finales se

contextualizan en el marco más amplio del desarrollo de competencias profesionales. Sin embargo, dada su relevancia, también se examinan métodos complementarios, como las evaluaciones durante clases magistrales, seminarios, sesiones prácticas, actividades extracurriculares y consultas, abordando la naturaleza multifacética de la evaluación en la educación contemporánea. Los hallazgos subrayan la necesidad de un sistema de evaluación equilibrado, continuo y contextualizado que apoye tanto el rendimiento académico como el desarrollo integral del alumnado.

Palabras clave: evaluación de conocimientos en educación, evaluación formativa y sumativa, pruebas de acceso, seguimiento académico, participación estudiantil.

Introduction

Control refers to the process through which any organization or institution ensures the achievement of the goals it has set. If there is a discrepancy between the set goal and the achieved result, appropriate decisions should be made to implement additional measures. In this regard, control is one of the critical conditions for eliminating identified deficiencies. In the teaching process, different forms of control are distinguished based on their placement: initial (entry), ongoing, staged, and final control (Bi, 2022; Kiryakova et al., 2024).

Initial assessment (diagnosis of students' prior knowledge level) is used as a prerequisite for the successful planning and management of the teaching process. It enables the teacher to determine the existing level of knowledge on the day of instruction, which is then used as a guide for adjusting the complexity of the material to be taught. The initial assessment form is an entry-level control. It is primarily conducted in lower-year courses to evaluate the accuracy of the scores obtained in admission exams for specific subjects. As a form of checking and evaluating residual knowledge, the initial assessment is also carried out some time after the final exam in a specific subject to assess the retention of knowledge and determine the level of understanding in core subjects as well as auxiliary subjects (Steed & Stein, 2023; Stein & Steed, 2024).

Ongoing knowledge assessment is an integral part of the entire pedagogical process and serves as a tool for determining the degree of comprehension (mastery) of the instructional material. The management of the teaching process is only possible based on the data derived from ongoing assessments (Hill, 2023).

The objectives of ongoing assessment are as follows:

- To reveal the scope, depth, and quality of the comprehension (mastery) of the studied material;
- To identify gaps in knowledge and suggest ways to address them;
- To identify the factors hindering students' work and reveal their level of responsibility and attitude toward their tasks;
- To determine the level of mastery of independent work skills and propose ways and means for their development;
- To stimulate students' interest in the subject and their engagement in the learning process.

The primary task of ongoing assessment is to assist students in organizing their work, learning all subjects independently, responsibly, and systematically. Ongoing assessment is a continuation of the instructional activities of the teacher and the pedagogical team, and it is associated with all types of educational work. It should teach students to prepare for exams not only at the end of the course but also from the very first day of lessons and throughout their daily studies. Furthermore, ongoing assessment serves as an indicator of the effectiveness of the pedagogical team's work (Vasyuk, 2009, p. 43).

Naturally, students have to perform well in several subjects in a semester, and not all teachers set the same expectations for them. It is not uncommon for some teachers to set higher standards, forcing students to focus on only one subject throughout the semester at the expense of others. In such cases, ongoing performance indicators may signal significant disruptions in the educational process. The defined tasks of ongoing assessment require teachers and faculty leaders to develop a system and methodology for its implementation, considering the unified and coordinated distribution of assessment responsibilities in accordance with students' time management (Chen et al., 2023).

One of the forms of knowledge assessment in higher education institutions is thematic, modular, and block-based assessment. The boundary of knowledge (thematic, modular, block) assessment serves as an indicator of the quality of studying individual sections, topics, and the cognitive, methodological, psychological, and organizational qualities of students. Its purpose is to provide a signal about the student's condition for the implementation of pedagogical measures to optimally regulate the educational process. While ongoing assessment is conducted for the purpose of diagnosing the first level of assimilation, i.e., the general orientation level within a subject, boundary assessment allows for checking the retention of acquired knowledge over a longer period and covers more significant parts of the course. Accordingly, the assessment method changes, and students may be required to perform independent constructive activities and

establish connections with other sections of the course (Chan & Chen, 2023; Gomis et al., 2023).

Boundary assessment can be conducted orally or in writing, in the form of control tasks, either individually or in groups (Yanchenko, 2008, pp. 7–9). One of the forms of boundary assessment is the colloquium. Colloquia aim to engage students in studying the subject more deeply. During colloquia, a more casual conversation is held compared to tests and exams, which consequently allows for exploring students' interests and inclinations, assessing their actual preparedness, and determining ways to conduct the teaching process more rationally.

Final assessment is an examination conducted to evaluate students' knowledge and skills in accordance with their professional competency model. Final assessments include semester exams, course exams, state exams, as well as tests prior to the final exam. The primary goal of these examinations is to determine the actual content of students' knowledge in terms of its scope, quality, and depth, as well as their ability to apply this knowledge in practical activities. Naturally, final assessment performs more control functions compared to other forms of assessment. It requires the systematization and generalization of knowledge and, to a certain extent, fulfills the educational and developmental functions of assessment (Brennan, 2023).

Specifically, the issue of the types and forms of knowledge assessment in higher and secondary education institutions is addressed in the Concept of Assessment in the General Education System of the Republic of Azerbaijan, approved by Decision No. 09 of the Cabinet of Ministers of the Republic of Azerbaijan on January 13th, 2009. It looks for ensuring effective monitoring of the educational process, its development, and quality, as well as providing timely guidance, underscores the critical importance of accurately evaluating students' daily academic activities and achievements in higher and secondary education institutions, thus making this issue highly pertinent and significant. Although educational programs have been implemented in higher and secondary schools for an extended period, teachers still face significant challenges in the development of methods and tools used for the application of various types and forms of knowledge assessment. Even today, there remain certain unresolved issues regarding the types and forms of knowledge assessment for students and pupils.

Considering this, the main objective of this research is to examine the types, forms, and methods of knowledge assessment in higher and secondary education institutions in our country. The object of the research is the investigation of the implementation of various types and forms of knowledge assessment in higher and secondary education institutions. In the writing of this article, a historical-comparative method, primary sources, newspaper materials, and existing literature published both domestically and internationally have been used. The research is based on their objective examination and analysis, with references made to them as needed.

MATERIALS AND METHODS

The primary forms of knowledge assessment for students are through lectures, seminars, practical sessions, extracurricular activities, consultations, quizzes, and exams. The monitoring of lectures can be carried out as a selective oral inquiry of students or through the use of tests on course sections that are essential for understanding the material previously taught, especially the topic of the lecture being delivered (Aliyeva & Mammadova, 2014, pp. 66–68). The ongoing monitoring of lectures is designed to encourage students to systematically study past material and prepare for upcoming lectures, determine the degree of understanding of the theory, identify the sections that students find most difficult to comprehend, and then provide explanations for them. Control or monitoring of lectures should not take up much time.

In terms of the time spent on assessment, oral questioning is less time-consuming than program-based control using cards. The ongoing monitoring of practical, seminar, and laboratory sessions to assess students' preparation for lessons is carried out in the following forms:

- Selective oral questioning before the lessons begin;
- Standardized frontal questioning with cards, tests lasting 5-10 minutes;
- Frontal check of homework assignments;
- Written answers to individual questions given during laboratory sessions, calling individual students to the board to solve problems independently;
- Evaluation of student activity during lessons, including proposed ideas, original solutions, clarifications, definitions, additions to previous answers, etc.;
- Written tests (up to 45 minutes);
- Colloquia on independent sections (topics or modules) of the theoretical course.

Regarding Out-of-Classroom Assessment some important points have to be mention:

- The monitoring of the progress of homework assignments, research, and control tasks involves evaluating the quality and accuracy of execution, the precision and originality of solutions, the review of specific literature, the presence of research elements, and the completion of the task in accordance with the given conditions and within the specified amount.

- Review of lecture notes and recommended literature.
- Checking and evaluating essays on the independently studied sections of the lecture course.
- Individual interviews with students during consultations.
- The organization of teaching competitions and Olympiads for the best specialists in the subject and in the field of study, as well as the improvement of laboratory work, particularly in teaching and scientific research activities, to achieve better results.
- The control measures conducted by the lecturer during the course and outside of class time, in addition to the overall goal of objectively assessing students, should also provide the lecturer with information to evaluate the performance level of the assistants conducting practical, laboratory, and seminar sessions.

On the other hand, the term "educational consultation" literally refers to the teacher's response or explanation to students regarding any educational issue. It is one of the effective forms of assistance, particularly in supporting students with independent work, preparing for exams, defending course and diploma projects, and other forms of knowledge assessment. Conducting consultations helps in providing students with the necessary information, thereby aiding in their overall development. The main goal of most consultations is to help students understand complex issues and to assist in solving problems that students are unable to solve independently (Vygovskaya, 2011). At the same time, consultations provide an opportunity to assess students' knowledge and to form a correct understanding of the progress and outcomes of the teaching process. Consultations cannot be limited to a "question-answer" format; they should evolve into a discussion with students about the most challenging and important problems of the studied course.

In some subjects (theoretical courses, practical training), differentiated assessment is used with grades presented according to a five-point system. During the lecture course or its individual parts not accompanied by laboratory or practical sessions, the teacher may conduct an interview or a colloquium, offering oral or written (with tickets) questions. It is beneficial for the teacher to review the students' notes. It is not uncommon for students to take a secondary, insignificant approach to the credit topic and not allocate enough time to prepare for it. For large courses, a colloquium before the exam is useful. Credits for practical (laboratory) work are awarded after the completion of each task. At the same time, the student submits their notes, calculations, diagrams, plans, or sketches. The teacher records the completion of each task in the journal and, after completing the program, can store the report and assign a grade after reviewing the results of all tasks (Ortinsky, 2009, pp. 192–197).

Course papers are the product of long-term work. They include elements of scientific research. The defense of a course paper is carried out in a special evaluation form by a commission consisting of two or three teachers. The best course papers are presented at student scientific conferences. Prior to the defense of the course work, the academic supervisor thoroughly examines it and provides a review that highlights both the strengths and weaknesses of the work. The feedback also outlines the methods for addressing any identified shortcomings. Seminar courses cannot be considered as part of the credit procedure. However, active participation, clear responses, engagement with the lessons, and discipline can serve as the basis for obtaining marks without additional questioning. For industrial practice, credits are awarded based on the submitted report and the supervisor's assessment. The credit is differentiated, and the final grade consists of the average scores from all sections of the practice.

Exams are the final stage of studying an entire academic subject or its part, aimed at assessing students' theoretical knowledge, determining their ability to apply acquired knowledge while solving practical tasks, and evaluating their ability to work independently with educational and scientific literature. An exam allows each student to reflect on the entire course within a short period of time, focus on its key points, and solidify the core content in their memory. Two main types of exams are known: the exam conducted without exam tickets (which, although rarely used, is considered the highest level of exam) and the exam conducted with exam tickets (Vygovskaya, 2011, pp. 17–35). The first type of exam, the oral exam, is conducted approximately as follows: the student being examined is offered a question to start the interview, and a certain amount of time is given to think about it. It is desirable that this question is not secondary and is not isolated from the main concepts of the course. In the course of the response, depending on its quality, the teacher may gradually expand the task posed to the student being examined. The aim is not only to assess the formal knowledge on the topic but also to clarify its role within the entire course, its connection to other topics, and its overall concept. At the same time, it becomes evident whether the student has used additional literature during the course of study.

When a simpler task is set before the student taking the exam, a different type of conversation may also occur. This allows for an assessment of whether the student has grasped the core ideas of the course, whether they know the definitions, and if they have correctly formulated the key concepts. The main advantage of an oral exam is that it provides a more complete understanding of the student's preparation for the course and allows for the identification of their potential for further learning in the field of study. With this exam format, the evaluation is generally not

arbitrary. However, such an exam requires a high level of expertise from the examiner and demands full trust from the students.

The interview-style exam requires the examiner to invest a significant amount of time and energy. This format is not used when the goal is to assess the mastery of the practical part of the course, or when a set of tasks needs to be assigned to the examinee for solution. It is preferable to conduct such exams in upper courses and for specific subjects selected for this purpose. The second main type of exam is the one that involves exam tickets, which is widely known. In this case, special attention is required for the preparation of the tickets. Proper distribution of the material, diversity of questions, comprehensive coverage of the studied course, and the successful selection of tasks—all of these significantly ease the exam process and help ensure the objectivity of the assessment. In a ticket-based exam, no direct conversation with the examinee takes place. The goal of this format is to reduce the random factors that might arise during the exam (Ortinsky, 2009, pp. 97–99). At the same time, additional questions are usually asked beyond the material the student directly addresses or indirectly touches upon in their response. However, there may be cases where it is necessary to refer to other sections of the course to clarify the assessment of knowledge.

A well-known, widely accepted recommendation is that it is not advisable to interrupt the student until they have finished answering the question. However, if the student has misunderstood the essence of the question or provides an incorrect answer, then intervention from the examiner is necessary. Any teacher conducting an exam, whether with or without tickets, should adhere to certain rules, as violating these rules can lead to undesirable outcomes. These include: 1) The examiner should not ask consecutive questions to the student without allowing them time to think or organize their response. This would deprive the student of the opportunity to focus and think about the answer. 2) The teacher should not visibly show frustration or anger when the student provides an incorrect answer. This can create a negative atmosphere and affect the student's performance during the exam. This may confuse the student prematurely, significantly reducing the quality of responses to subsequent questions. 3) It is not possible to inform the student about doubts regarding the evaluation of their answer or to change a decision that has already been made. 4) It is important to psychologically prepare students for exams in advance, convincing them that they need to search for answers, mobilize all their inner strength, maintain self-control, and push their minds to work intensively. The evaluation must be motivated in such a way that the student is confident in its fairness and leaves the exam without feeling insulted. 5) Standardized control of knowledge.

Recently, standardized knowledge control has been widely used throughout the entire period of study in higher education institutions. In standardized control, the test method with alternative answer choices is commonly used. The alternative answer choice method involves presenting questions along with answer options whose correctness must be assessed. At the same time, the student is provided not only with the answers themselves but also with their numerical codes (usually the number of the answer option). The advantage of this method is that, with the help of simple tools (forms, matrices), you can answer almost any question. The disadvantage (or the absence of an advantage) lies in the possibility of guessing the correct answer (Karimov, 2007, p. 33). It is recommended to test the ability to independently review the information obtained using the alternative method. As a confirmation, we can refer to the statement by S. Montesquieu: "Intelligence consists in knowing the similarity of different things and the difference of similarities" (Ortinsky, 2009). This means that a higher level of knowledge allows a student to distinguish between phenomena and concepts that may appear the same to a lower-level student. Furthermore, students with a higher knowledge level are able to find similarities where others may not notice them. The simple selection method of monitoring does not reveal the process of obtaining the answer. Here, instead of relying on simple guesswork, it involves a conscious choice to predict a certain number of correct answers in addition to the questions that the students already know.

There are other variants of test control over students' knowledge. For example:

a. Brief presentation of answer options. Students are presented with questions that they need to learn and prepare mentally for an answer. Once they are ready to answer, they are shown answer options for a limited time, and they must choose one. In this case, the student is not comparing their prepared answer with the options provided but simply making a selection. This principle somewhat reduces the possibility of guessing or unconsciously choosing an answer randomly. Additionally, it is advisable to limit the exposure time for the answer options.

b. Sequential provision of answer options. The student is presented with a question, learns it, and mentally prepares the answer. Then, upon their request, the first answer option is shown. If this option matches their decision, they adjust their answer under number 1. If they consider it wrong, after a while, the second answer option is provided. This approach allows the student to reflect on their answer and refine it based on the options presented, reducing the chances of random guessing and enhancing the decision-making process.

c. Selection of Answers: The answers themselves are proposed first, followed by their justification. This method ensures that the student not only selects the correct answer but also understands why that answer is correct, enhancing their comprehension.

d. Double Question: The correct result can only be obtained by having two correct answers. This approach forces the student to consider multiple aspects of the material and provides a deeper understanding of the content.

e. Relative or Complex Selection System: Several related answers are provided. This method is useful for assessing a student's ability to recognize connections between different pieces of information, ensuring they grasp the relationships in the material.

f. Matrix System: Questions and answers are presented in a matrix format. This system helps in organizing complex information, allowing students to connect various answers to corresponding questions systematically.

g. Constructive-Selective Method: The answer is formed by synthesizing parts of it offered for selection. This encourages students to construct their own answers from provided options, which can foster deeper learning and understanding.

h. Justified Answer Options: Each answer option is accompanied by a justification. This method ensures that students not only select the correct answer but also develop critical thinking skills by understanding the reasoning behind the options.

The test control system consists of several stages. The main ones are as follows:

1. Defining control tasks in strict accordance with the purpose of training;
2. Selecting control methods and technical tools;
3. Preparing control tasks;
4. Considering their content and application methods;
5. Reviewing control tasks;
6. Experimental testing of control tasks in the educational process;
7. Improving the content and application methods of control tasks, as well as technical tools, based on the experience of their use in the teaching process. Only the implementation of all the mentioned measures ensures the effective application of standardized control.

When designing control tasks, several requirements must be met:

- The task developers should clearly understand the purpose of the assessment as part of the entire educational process and take into account the age and psychophysical characteristics of the learners. The control tasks should stimulate students' cognitive activity and spark their interest in the subject being studied.
- In all cases, control tasks should not only assess but also ensure the implementation of the educational function of assessment.
- When designing control tasks, it is essential to consider that the information within them is not solely for evaluating students' knowledge, but for identifying mistakes in a timely manner and correcting the educational process.
- The methods and tools (including technical ones) used in the development of control tasks should be suitable for the execution of the prepared tests.
- It is important to avoid repeating well-known facts, templates, and formulas.

When drafting tickets, it is important to solve the problem of the credibility of incorrect options. At the same time, two aspects of the problem are possible: external credibility and content credibility.

Incorrect answer options may be:

- Externally credible and content-wise credible;
- Externally credible but content-wise implausible (incorrect, wrong option);
- Externally implausible but content-wise credible.

It is not possible to use answers that are both externally and content-wise implausible. In addition, the most suitable structure should be considered when constructing selected tests: One option is correct, while the others are incorrect (incomplete) but must be convincing. All options are incorrect (incomplete), but if there is a "no correct answer" option, it must be convincing. One option is incorrect (incomplete), while the remaining options are correct. The results of standardized assessment are used to draw conclusions about the work of both the research group and each individual student.

The most common form of test answer evaluation follows a three-channel system: a correct answer earns one point, "I don't know" earns zero points, and an incorrect answer results in a deduction of one point. The Method of Humanizing the Teaching Process as a Problem of Pedagogical Skill: as is well known, the ultimate goal of education is not just to train a specialist but, first and foremost, to develop a well-rounded individual.

University education involves acquiring both specialized knowledge and a universal grasp of global cultural values, as well as gaining insights into national history, culture, and economic thought. It is well known that the two hemispheres of the human brain perform different functions. The left hemisphere is responsible for rational and logical functions, while the right hemisphere is associated with

the figurative perception of the world and intuition. For a true educator, there is no doubt that a one-sided approach to education—especially neglecting its humanistic aspect—prevents young individuals and students from fully understanding themselves. This limitation hinders their development and ultimately affects the quality of specialist training (Kuzminsky, 2005, pp. 225–229).

The lack of humanistic education and its closely related humanitarian education in universities is becoming increasingly evident as students are primarily prepared for highly specialized career paths. To understand the unity of modern culture, it is essential to recognize that the humanities and natural sciences present different perspectives on the same reality. Scientific knowledge addresses the objective aspect of this reality, which can be described using formal logic and finite conditions. In contrast, the humanities focus on the process of shaping objective reality—that is, subjective activity itself. Ultimately, the subject remains the same; it is simply approached from different perspectives. These perspectives complement rather than exclude one another.

It is worth noting that in the mid-20th century, following the humanist manifesto in which B. Russell, O. Huxley, J. Neumann, and others cautioned against an exclusively rationalist and technocratic perspective, the imperative to humanize both society and the field of education became a subject of extensive academic discourse. In the West, the humanization of education, based on foreign literature, is founded on "three pillars": ethics, the individualization of education, and the orientation of education toward a rapidly changing world (Vygovskaya, 2011, p. 98). However, this represents humanization in a narrow sense. In a broader sense, humanization is aimed at fostering humanistic relationships, where everything is grounded in the culture of interpersonal relations and the culture of thought. For example, in the United States, the humanitarian preparation of any specialist is a more important part of the general policy of higher education. In the late 1960s, Charles Snow, in his famous lecture "The Two Cultures," demonstrated that the hostility between the humanitarian and technocratic cultures could lead to the death of civilization. As a result, foreign pedagogy formed a clear understanding of the essence, content, goals, and objectives of the principle of humanization.

By humanization, human and humanitarian feelings are meant. Therefore, the primary duty of teachers in both higher and secondary educational institutions should be to instill humanitarian feelings in students and pupils. This is why the humanization of the teaching process is widely emphasized in the teaching of humanities subjects (Najafov, 2012, pp. 77–78). The humanization of education is a method of developing, not just filling, the personality with information. The humanization of education implies the study of all academic subjects from a humanitarian perspective. It signifies depoliticization and deideologization, as well as the right to personal opinion. The humanization of higher education is the worldview and active approach to education that recognizes and affirms the value of the student as an individual, their right to quality education, freedom of choice, and the development and recognition of their abilities. It emphasizes the quality of the specialist's personality as the sole criterion for evaluating the teacher's performance.

This is an active approach to education that not only recognizes but also affirms the value of the student as an individual, their worldview, their right to quality education, freedom of choice, and their right to develop and bring out their abilities. Thus, the humanization of education is the return of all sciences to humanity, the formation of the moral world of a specialist oriented towards universal human values. The main shortcoming of our higher education system was that it focused primarily on the preparation of specialists, rather than cultivating a cultured individual, which prevented it from allowing for the development of well-rounded professionals. This shortcoming must eventually be eliminated, as the chronic shortage of cultured individuals is already evident today. For the interested reader, the first steps towards the humanization of higher education were taken in the 1920s by the Ukrainian mathematician T.O. Gruzntsev (Kuzminsky, 2005, pp. 128–135) who summarized his experience in works titled "Elements of Set Theory" and "Essays on the Theory of Science."

CONCLUSIONES

Educational assessment is a systemic and comprehensive process that articulates different temporal phases and methodological approaches, allowing for a deep and dynamic understanding of student learning. This process, structured into initial, continuous, midterm, and final assessments, has significant implications for both pedagogical planning and student autonomous development. In the initial assessment it is diagnosed prior knowledge, and it is used to guide the personalization of the teaching process from its earliest stages. This is crucial in contexts of educational diversity. Continuous assessment, more than a mere monitoring has the potential to become a formative tool if it is used strategically to provide student feedback, foster self-regulation of learning, and guide teacher methodological adjustments. Ongoing control requires integrative and applied analysis, and we believe it could be enhanced if it is aligned with transversal competencies in order to promote skills such as critical thinking and/or knowledge transfer.

The use of colloquiums and other forms of thematic assessment stands out for their ability to stimulate reflection and academic dialogue, although their effectiveness depends on the design of open-ended questions and the participatory environment. Furthermore, the multiple monitoring modalities—from lectures to extracurricular activities—should be conceived as complementary opportunities to assess not only content but also attitudes, skills, and processes. Regarding standardized tests, their widespread adoption in higher education reflects a need for objective and comparative measurement; however, to avoid a reductionist view of performance it is recommended to balance them with qualitative assessments that capture the complexity of learning. A general improvement of the assessment system implies moving toward authentic, diversified, transparent, and learning-centered assessment, which demand to combine quantitative and qualitative, individual and collaborative, and theoretical and applied dimensions.

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