

The portfolio evaluation and feedback instrument: A Systematic Review

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ABSTRACT

Teacher training in the management of evaluation strategies and techniques is a social and ethical responsibility, it is also linked to the knowledge of instruments that help them to evaluate their teaching-learning processes, this training is of the utmost importance to carry out a formative evaluation, exercising decisive feedback in the formation of the student. In order to understand the importance of using the portfolio as an evaluation and feedback instrument, we propose as a purpose in this article to collect research works where the use of the portfolio as an evaluation and feedback instrument of teaching-learning is evidenced. The methodology used was to take a database of articles published in journals indexed to Scielo, Science, Scopus, Google Scholar from 2018 to 2022, an analysis of its application, advantages and disadvantages was carried out when implementing it and how the student self-regulates the progress of learning. We conclude by pointing out that the evidence portfolio is an instrument that systematizes work, tasks and products of students as teachers, it is an innovative alternative that allows evaluating, monitoring and feedback on learning, the portfolio must have a rubric with evaluation criteria learning experience and finally feedback fulfills its formative role when it personalizes and contextualizes the contents of the learning experience.

Keywords: Evaluation, Instrument, portfolio of evidence, feedback

INTRODUCTION

The function of a teacher is to train competent students, capable of facing problematic situations of daily life, who in the future are people capable of combining a set of abilities where they can identify their strengths and weaknesses.

Currently, according to the European Commission in their countries still continues to develop educational practices considered as the axis of teaching to the teacher, support their points of view focused on the fact that the teacher does not take into account approach oriented to the work of the student or metacognition in order to take into account their cognitive processes to feed them back, self-regulating and motivating their learning process, all these situations presented are linked to the evaluation that is made to the student (Nasarre, 2019).

Despite the progress in the use of technological resources, students are not given a space to learn

and evaluate their achievements or learning needs so that through them they can reflect on the topics studied or the development of their competences, a context that encourages them to reflect on their learning processes.

In Latin America and the Caribbean it is also considered an educational problem, only changes are appreciated but briefly in a superficial way, but the teacher continues to be the transmitter of knowledge, despite the fact that there are different strategies and instruments that help improve the work of the teacher but they do not know how to take advantage of it because of their ignorance, the evaluation continues in that morass of labeling it as a qualification, without taking into account that the evaluation has to lead the evolution of learning, to feedback on what it does not yet understand and how it can be guided to improve its learning.

ECLAC- UNESCO (2020) characterize that these fissures have increased even more during this period as a result of COVID-19, where the teacher prioritizes evaluating or qualifying through questionnaires, extension work, works that the student sends as evidence and are qualified by the teacher, without making the respective feedback.

Peru is no stranger to this problem, evaluation is a component that all teachers use in their daily work, to develop this activity the teacher makes use of different instruments, but faces a difficulty or dilemma to select an appropriate instrument that helps him to assess the evidence that his students elaborate, it is not only about establishing a qualification of approved, disapproved or start, process, achieved or passed, but the evaluation goes further, it must be used in order to guide through feedback the improvement of their learning. (UNICEF, 2021).

Mejía (2012) also describes that when the teacher performs the evaluation of evidence, he must use a variety of strategies and instruments, so that through them the teacher can exercise a formative evaluation, where he adequately feeds back to the student, motivating him with his recommendations and suggestions that this feedback does not become something demotivating or that causes the failure of the student's learning process.

Rocha & De la Cruz (2018) for example conducted an investigation where they found deficiencies in the use of assessment tools and as a result of this the result of a deficient formative evaluation is observed not according to the purposes that govern the Peruvian educational system, this is therefore a disadvantage for the advances proposed in the national educational project (PEN).

Falcón et al., (2021). He carried out an analysis on the evaluation made by teachers on the student's learning achievement, finding facts related to the fact that teachers still have shortcomings when they carry out this process, they do not have clarity that the improvement of the educational process is found in carrying out an adequate formative evaluation, many teachers show a lack of knowledge of the purpose of this type of evaluation, they leave aside the self-formative, critical and reflective process that leads to having a better creative

process and ability to face problematic situations of daily life.

In this context we can appreciate that the problematic situation that is addressed is related to teachers who do not know the use of instruments that help them improve their work in this situation, we raise the question Is the use of the portfolio of evidence an instrument that helps the teacher to improve the process of evaluation and feedback of students?

This research is justified because it contributes to the teacher and students improving their cognition, understanding and use of the portfolio as a resource that helps improve the evaluation and feedback processes, it is a resurgent strategy that in these circumstances will promote autonomous work, self-regulation of teaching-learning (Esteves, et al., 2021). It has theoretical value to work within the learning activities as a guideline, strategic procedure to evaluate and feed back to the student, the teacher will have the domain of strategies to evaluate the execution of feedback practices and the instrument that helps him develop this process, which is restricted due to ignorance of the use of the portfolio and its use (Ion, et al., 2013).

As background is the article presented by Valdivia (2021) The portfolio as a tool that strengthens the reflection of practice in initial teacher training, deduces that incorporating the portfolio motivates improvements in learning also promotes meditation and reflective reasoning, the interrelationship between student and teacher is also achieved through the question and re-questions, suggests instituting the portfolio scheme in such a way that teachers implement it in their pedagogical work, it will help the teacher to reconsider their work with the student.

Espinoza (2021) in his article Importance of formative feedback in the teaching-learning process. in his research he found that valuing the student's portfolio of evidence is fundamental because the evaluation carried out of these evidences contributes to the student reflecting constructively and critically on their learning, contributing to an improvement of them. another outstanding conclusion is that the evaluation of the portfolio is linked to providing formative feedback to the student, redirecting the difficulties and achievements of their learning.

In the article by Espinel et al., (2021). Digital portfolio: a tool for learning physics, details how using the portfolio promotes the meditation of the teacher and the student on the progress of learning, estimates that students conceive the portfolio as an instrument that helps to monitor, accompany and reflective process of the progress of learning, this process allows then to carry out the formative feedback.

In Peru Bobadilla (2021). He carried out a previous study called Effects of the use of the portfolio on the level of achievement of competencies in students of a public university in Cusco, the proper use of the portfolio contributes to the improvement of skills and abilities of the student, suggests promoting its use as an evaluation and feedback tool.

Theoretical foundation has Rodríguez & Hernández (2007) indicates that teachers should generate new strategies and instruments that help them mediate and assess the qualification or evaluation of the evidence of learning of their students, being necessary that the teacher finds an instrument that helps him to complement the evaluation and feedback of the evidence of his students.

The work of every teacher in the classroom is elementary and fundamental within the student's training process, starting from the idea that at the beginning of every learning session, the teacher must create a climate of expectation and confidence when presenting their tasks or jobs, this work helps the student to build their new learning, to assess this learning, an instrument is needed that serves as a means to evaluate the evidence that the student is creating or elaborating product of their learning, that instrument is the portfolio of evidence.

Bergquist et al., (1981) argues that a portfolio of evidence helps teachers and students to organize their tasks and work in order to generate in both entities the ability to reflect on their learning achievements, the teacher will help to promote an evaluation and formative feedback, the student motivates him to improve his evidence produced.

There are successful experiences that show that the adoption of the portfolio of evidence as a tool

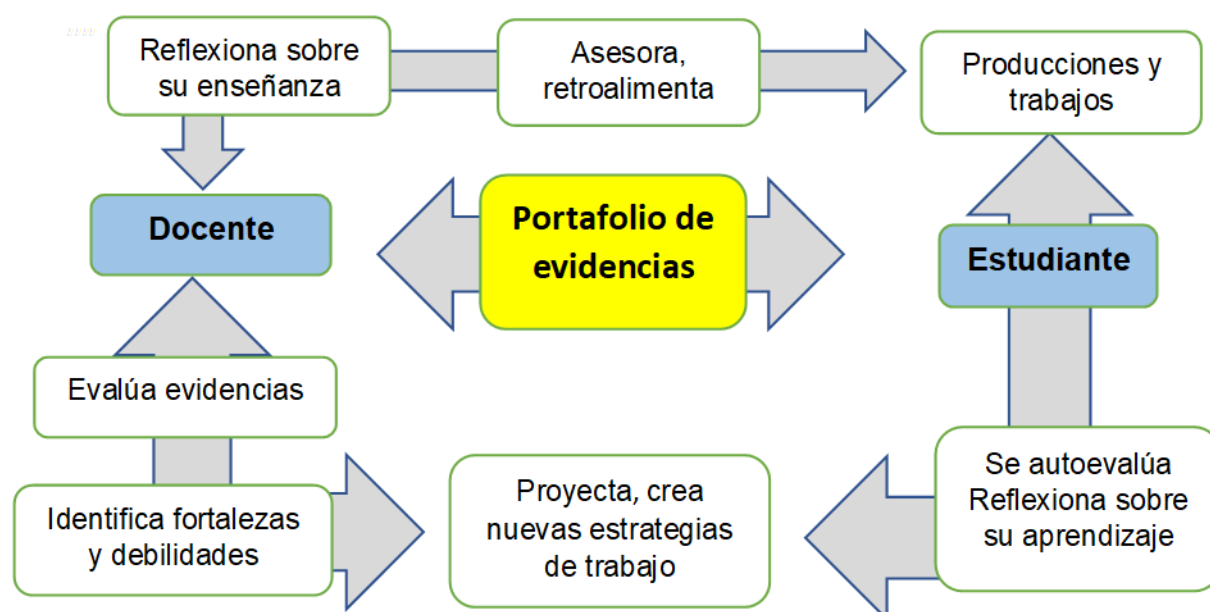
to evaluate and feedback allows to estimate much better the evidence of learning, and therefore helps to improve the performance of their competences, Argudín (2001) points out that the incorporation of the portfolio of evidence as an instrument of evaluation and feedback helps the formative development of the student's learning, it reinforces his work and allows him to identify how his learning process evolves, thus becoming an instrument that generates confidence in the teacher as well as in the student.

It is necessary that the teacher successively evaluated the evidence of his students and performs the formative feedback Tobón et al. (2010) indicates that it is necessary for teachers to progressively assess this evidence, but with comprehensive judgments and not individually, Huerta et al., (2017) points out that there must be a connection with evaluative indicators and selected instruments because these help to evaluate the evidence collected with the performances according to the competencies and the learning standard. Now the evidence grouped by the students' needs an instrument that helps the teacher to develop this work.

Arceo & Bravo, (2014) argue that this evidence should be organized in an instrument called a portfolio of evidence, where the student systematizes in an organized way their work or tasks which are evaluated and fed back by the teacher.

Anijovich, & Cappelletti (2017) state that the portfolio of evidence allows teachers and students to monitor the progress of their learning, identifying strengths and weaknesses that can be fed back permanently, thus achieving an evaluation of a formative nature, where students can interact with their teacher asking about those difficulties they have had to work on their activities or tasks, this certainly helps teachers and students to reconsider, aiming at the achievement and strengths of the advancement of their knowledge.

The practical use of the portfolio as a work tool in the teaching-learning process can be visualized in the following scheme:



The purpose of this article is to collect information related to research work related to the use of the portfolio as a tool for assessment and feedback, how has its application been promoted? what advantages and disadvantages do its use have? how is it used to develop feedback? from it how the student made his self-regulation and motivation to improve his learning?

The general objective is: *To investigate studies related to the use of the portfolio of evidence to evaluate and feed back to the student and as a specific objective to identify and select recent articles on the use of the portfolio when evaluating and feedback. Analyze the studies carried out by the articles on the use of the portfolio when evaluating and feedback.*

METHODOLOGY

In order to carry out this study which aims to make a detailed compilation of scientific works

that are related to the use of the portfolio of evidence as an instrument that helps evaluate and feedback the work done by the student, this interest led us to look for articles that are relevant to the subject. Starting from the database of articles whose journals are indexed to Scielo Science, Scopus, Google Scholar was made a search scrupulously taking as criteria articles published from 2018 to this year. the Spanish, English, Portuguese language, as well as the area of study, 50 articles duly indexed to Scielo, Scopus, EBSCO's, Google Scholar and Science were reviewed.

In the search process as a strategy, we worked on the use of the title of the article and keywords, related to the work, also taking into account that, to shorten and filter relevant research works, which are directly related to the research carried out, it was considered that the works should count at least 4 years, in Spanish, Portuguese and English.

Table 1. Distribution of articles by year of publication and indexing.

Indexing	Year of publication					Total
	2017	2018	2019	2020	2021	
Scielo		7	7	8	5	27
Scopus			2	3	5	10
EBSCO's		1				1
Google Scholar		2	5	5	2	14

Science		1				1
Total						53

To organize the article, the selected works were structured, elaborating a table with the data of the authors country of origin the subject treated in relation to the use of the portfolio of evidence as an evaluation instrument highlighting in them

the process of formative feedback carried out by the teacher and how this influences the performance and learning improvements of the student.

Table 2. Features of the articles examined.

Autor(es)	Base de datos indexado	Título o tema revisado	Uso del artículo
Fajardo, Z. I. E., Ramírez, R. A. N., & Álvarez, M. D. G. (2020).	Scopus Publicaciones,	Instrumento alternativo para la evaluación del proceso enseñanza-aprendizaje en la educación básica general.	En el proceso de reflexión el portafolio resulta un instrumento beneficioso tanto para el docente como para el estudiante, brinda la oportunidad de conocer cómo piensa y razona cada estudiante y como el docente mejora su práctica pedagógica
Salazar, S.; Arévalo, M. (2019).	Scopus, Complutense Educación, Revista de	Implementación del portafolio como herramienta didáctica en educación superior: revisión de literatura.	Desde el punto de vista epistemológico, el portafolio tiene un enfoque constructivista del aprendizaje
Domene-Martos, S., Rodríguez-gallego, M., Caldevilla-Domínguez, D., & Barrientos-Báez, A. (2021).	Scopus internacional de investigación ambiental y salud pública, Revista de	El Uso del Portafolio Digital en la Educación Superior antes y durante la Pandemia del COVID-19.	El portafolio digital es una estrategia innovativa que se aplica para copilar evidencias del estudiante para evaluar y retroalimentar
Syzdykova, Z., Koblandin, K., Mikhaylova, N., Akinina, O. (2021)	Scopus internacional de tecnologías emergentes en el aprendizaje, Revista de	Evaluación del Portafolio Electrónico en la Educación Superior	El crear un portafolio virtual ayuda a patentizar sus evidencias realizando monitoreo de su aprendizaje
Biglari, A., Izadpanah, S., Namaziandost, E. (2021)	Scopus Internacional de Investigación Educación en	El efecto de la evaluación del portafolio en la autonomía y las habilidades de escritura de los estudiantes iraníes de EFL	La evaluación del portafolio tiene un efecto positivo significativo en la autonomía de los estudiantes
Machado, M. & Urbanetz, S. (2020).	Scopus Complutense Educación, Revista de	Contributions of the digital portfolio for the evaluative praxis in higher education.	El Portafolio Digital promovió la oportunidad para el desarrollo de una práctica innovadora en la evaluación del aprendizaje, pautado en la construcción, reflexión y autoevaluación del proceso, en el fomento de la creatividad

Mercado, S. A. S., & Duarte, M. A. A. (2019).	Scopus Revista de Educación, Complutense	Implementación del portafolio como herramienta didáctica en educación superior: revisión de literatura.	Muestra un amplio apoyo en la aplicación del portafolio desde una perspectiva práctica para llevar un control y autonomía de apropiación del proceso de enseñanza, aprendizaje y evaluación del desempeño estudiantil
Sulistyo, T., Eltris, KPN, Mafulah, S., (...), Saiful, S., Heriyawati, DF (2020)	Scopus Syiah Kuala University	Evaluación del portafolio: resultados de aprendizaje y actitudes de los estudiantes	Los estudiantes muestran actitud positiva en la implementación de la evaluación del portafolio
Crisol Moya, E., Gámiz Sánchez, V., & Romero López, MA (2021).	Scopus Revista MDPI Sostenibilidad,	Emociones de estudiantes universitarios al utilizar e-portafolios en entornos de educación virtual.	El uso del portafolio por parte del estudiante es un instrumento motivador que ayuda a gestionar aprendizajes
Espinell-Rubio, GA, Hernández-Suarez, CA, & Paz-Montes, LS (2021, octubre).	Scopus En Journal of Physics: Conference	Portafolio digital: una herramienta para el aprendizaje de la física.	El portafolio digital como herramienta de evaluación agiliza el trabajo docente porque evalúa y retroalimenta al estudiante
Espinoza Freire, Eudaldo Enrique. (2021).	Scielo.Revista Universidad y Sociedad,	Importancia de la retroalimentación formativa en el proceso de enseñanza-aprendizaje	Para el desarrollo del artículo se utilizó lo relacionado al proceso de la evaluación con retroalimentación formativa
Orbea-Aizpitarte, Goretti, Cruz-Iglesias, Esther, & Rekalde-	Scielo Revista Digital de Investigación en Docencia Universitaria,	¿Cómo puede el portafolios del alumnado ayudar a	Se tomó aspectos relacionados al uso del portafolio como herramienta de evaluación que ayuda a realizar con claridad la retroalimentación

Rodríguez, Itziar. (2019).		mejorar las prácticas docentes?	
Aragón, J. A., Ibarra, I. G., & Uribe, R. M. (2018).	Scielo revista Edetania: estudios y propuestas socio-educativas,	El portafolio en el proceso de evaluación del desempeño profesional docente	Se utilizó aspectos relacionados a las reflexiones de los docentes con relación al uso del portafolio de evidencias, precisando también las dificultades que se presentan debido al desconocimiento que tienen los docentes sobre la elaboración y uso del portafolio de evidencias.
López-López, V., Briones, M., Inostroza, V., Salazar, A., Ruiz, A., Gädicke, P., ... & Rosales, E. (2020).	Scielo Revista de Investigaciones Veterinarias del Perú,	El portafolio, una herramienta que promueve competencias de responsabilidad y reflexión. Un estudio de caso en estudiantes de primer año de Medicina Veterinaria de la Universidad de Concepción, Chile.	El uso del portafolio como un instrumento de evaluación de carácter formativo, en el cual el portafolio resulta un método valioso para el proceso enseñanza aprendizaje porque en gran medida refleja el rendimiento de los estudiantes
Álvarez Sepúlveda, H. A. (2020).	Scielo Revista Sophia Austral,	Evaluación de un e-portafolio de recursos pedagógicos para el desarrollo de competencias históricas	El formador utiliza diferentes instrumentos de evaluación online para monitorear el proceso de adquisición de competencias pedagógicas y disciplinares, que ayuden a los futuros docentes a planificar actividades e instrumentos pertinentes para promover y evaluar aprendizajes. El e-portafolio o portafolio electrónico se presenta como un recurso
Picón-Jácome, E. (2021).	Scielo Colombian Applied Linguistics Journal,	Profesor y portafolio en la consolidación de una cultura de la evaluación-como-aprendizaje.	La importancia que se le da al uso del portafolio como instrumento evaluativo formativo por excelencia, que ofrece la posibilidad de fomentar la reflexión y el ejercicio autónomo del estudiante

García Fraile, J., & Rojas Aguilera, M. (2018)	Science Premium Collection, ProQuest Central, ProQuest One Academic	El portafolio de evidencias del alumno.	Utilizar el portafolio implica también modificar el modelo y los usos del sistema de evaluación y en última instancia hacer una apuesta clara por la evaluación formativa en la que la propia autoevaluación adquiera mayor protagonismo.
Cardenas, M. R., Paz, O. P., Pérez, I. I. S., & Rodríguez, L. A. P. (2020).	Scielo. EduMeCentro, 12(4), 235-241	Assessment portfolio: a novel experience in the Introduction to Comprehensive General Medicine course.	El empleo del portafolio requiere una correcta orientación del profesor a los estudiantes quienes recién comienzan en la universidad, y deben despojarse de las formas tradicionales de evaluación y comprender su rol protagónico en la construcción de un aprendizaje autónomo, a la vez que es una herramienta integradora que desarrolla otras competencias como la comunicación oral y escrita.
Maislete, G. R., Adianis, G. G., & Niurka, T. D. (2020,).	Scielo Revista. Educ Med Super	El uso del portafolio para el pregrado en Ciencias Médicas. In III Congreso de Medicina Familiar.	El portafolio se convierte en una metodología de enseñanza y evaluación que hace su aparición como alternativa a aquellas de corte puramente cuantitativo. Se trata de un procedimiento de evaluación de trayectorias de aprendizaje
Muñoz González, Laura de la Concepción y Soto Gómez, Encarnación. (2019).	Scielo Revista Actualidades Investigativas en Educación,	El portafolio digital ¿Una herramienta para aprender a ser docentes críticos?: Un estudio de casos.	El portafolio de evidencias se utiliza el proceso del aprendizaje del estudiante con la finalidad de recoger evidencias que ayuden a retroalimentar las competencias que todavía se encuentra en proceso o en inicio
Fosado Quiroz, R. E., Martínez Ramírez, A., Hernández Nava, N., & Ávila Rodríguez, R. (2018).	Scielo RIDE. Revista Iberoamericana para la Investigación y el Desarrollo Educativo,	El portafolio virtual como una herramienta transversal de planeación y evaluación del aprendizaje autónomo para el desarrollo sustentable.	El portafolio permite contextualizar los contenidos y promover la interacción de los alumnos de forma asincrónica para diseñar y realizar sus actividades

Valle, L. R. C. D., Escudero, E. B., & Sisto, V. (2019).	Scielo revista <i>Educação & Sociedade</i> ,	Pedagogía en la Era de la Rendición de cuentas: Análisis del Portafolio Docente en Chile.	Del portafolio surge como instrumento de formación técnica y metodológica, con el se da una interacción participativa entre docentes
Contreras Pérez, G., & Zuñiga González, C. G. (2018).	Scielo revista. Actualidades Investigativas en Educación.	Concepciones sobre Concepciones sobre retroalimentación del aprendizaje: Evidencias desde la Evaluación Docente en Chile	El portafolio como medio para evaluar y retroalimentar al estudiante
Gracia, C., & Wenceslao, R. (2018).	Scielo Revista Educación, 42(2), 699-716.	El portafolio electrónico como instrumento de evaluación y como estrategia de autorregulación en la formación de profesionales en música	El portafolio es un instrumento evaluación válido confiable, brinda valoración justa real y objetiva del trabajo del estudiante.
Cárdenas Cabello, Fernando, & Luna Nemecio, Jose Manuel. (2020).	Scielo Revista Universidad y Sociedad	Evaluación en línea ante la pandemia por Covid-19: retos y oportunidades para las universidades mexicanas	La gestión del portafolio digital ayuda a revisar los trabajos y características atributivas de sus tareas de allí proviene la aprobación del estudiante
Bautista Facho, Teresa, Santa María Relaiza, Héctor Raúl, & Córdova García, Ulises. (2021).	Scielo Propósitos y Representaciones,	Logro de competencias en el proceso de aprendizaje durante tiempos del COVID-19	Desconocimiento del portafolio por el docente genera limitaciones en la retroalimentación y en logro de la competencia
Gómez Urrutia, V. E., & Arellano Faúndez, O. R. I. A. N. A. (2019).	Scielo Zona Próxima, (31), 87-106.	Portafolio reflexivo: una propuesta para la enseñanza de la Metodología Cualitativa.	El portafolio es una propuesta metodológica que facilita la integración de aprendizajes de los estudiantes

Cáceres Mesa, M. L., Gómez Meléndez, L. E., & Zúñiga Rodríguez, M. (2018).	Scielo revista Conrado	El papel del docente en la evaluación del aprendizaje.	Los docentes deben ser capacitados y ser surtidos de herramientas de evaluación para realizar un buen trabajo.
Bizarro Flores, W. H., Paucar Miranda, P. J., & Chambi-Mescoco, E. (2021).	Scielo Horizontes Revista de Investigación en Ciencias de la Educación,	Evaluación formativa: una revisión sistemática de estudios en aula.	la evaluación formativa es una estrategia muy valiosa desarrolla competencias; integra la comunicación permanente docente-estudiante; incluye retroalimentación esencial al momento de evaluar.
Falcón Ccenta, Y., Aguilar Hernando, J., Augusto Luy-Montejo, C., & Morillo-Flores, J. (2021).	Scielo Propósitos y Representaciones,	La evaluación formativa, ¿Realidad o buenas intenciones? Estudio de caso en docentes del nivel primario.	El cambio en la evaluación del aprendizaje por la evaluación para el aprendizaje lo que implica un cambio paradigmático que requiere deconstruir una práctica arraigada en docentes.
Alejandro, S. A., Tania, R. A., Elizabeth, S. P., & Marylú, T. B. (2020)	Scholar revista In Morfovirtual	El portafolio del estudiante como herramienta de enseñanza-aprendizaje en la formación de profesionales.	La "enseñanza por portafolio" es una valiosa herramienta para el seguimiento, análisis y autorregulación del aprendizaje
Rey Sánchez, E., & Escalera Gámiz, Á. M. (2018).	Scholar Dspace virtual	El portafolio digital un nuevo instrumento de evaluación.	El portafolio digital un instrumento que combina las herramientas tecnológicas con el objeto de reunir trabajos que permitan el seguimiento y la evaluación del proceso de aprendizaje del alumno, su uso es muy útil, aunque aún no está extendido por los docentes tiene la capacidad de incorporar las nuevas tecnologías de información y comunicación
González, D. H., Arribas, J. C. M., & Pastor, V. M. L. (2021).	Scholar Retos: nuevas tendencias en educación física, deporte y recreación	Incidencia de la formación inicial y permanente del profesorado en la aplicación de la evaluación formativa y compartida en educación física.	Es necesario estudiar la adquisición de competencias de evaluación formativa y retroalimentación permanente.
Rocha, S. & De la Cruz, J. (2018).	Scholar RECIE. Revista Electrónica Científica de Investigación Educativa,	Evaluación formativa de los aprendizajes esperados en educación primaria: ventajas y desventajas	Evaluar el aprendizaje deseado permite determinar el logro y niveles de aprendizaje del estudiante
Bucheli, M. G. V., & Serrano, K. R. (2021).	Scholar revista Transdigital,	La retroalimentación efectiva en estudiantes desde la perspectiva de los docentes.	El evaluar y retroalimentar permite identificar fortalezas y áreas de oportunidad, esto mejora el desempeño del estudiante
Baque, C. J. S., Ramírez, Á. A. A., Macancela, E. R. Z., & Holguín, J. N. R. (2020).	Scholar Journal of business and entrepreneurial studies, 4(1).	El portafolio electrónico del docente universitario como una evidencia de su labor educativa.	El portafolio electrónico es un instrumento de reflexión y autoevaluación de los docentes.
Rojas-Gómez, L. P., Salgado Vértiz, R., Salazar Quispe, M., & Méndez Vergaray, J.	Scholar CIEG, REVISTA	La Retroalimentación en el Desarrollo de Competencias Matemáticas en la Educación a Distancia:	La retroalimentación es un proceso que genera la reflexión sobre el proceso de aprendizaje de los estudiantes, permite visibilizar sus fortalezas, dificultades y necesidades y, en consecuencia, hace que sean gestores de su propio aprendizaje.
Bizarro Flores, WH, Paucar Miranda, PJ, & Chambi-Mescoco, E. (2021).	Scielo Revista Horizontes de Investigación en Ciencias de la Educación.	Evaluación formativa: una revisión sistemática de estudios en aula.	La evaluación formativa es una estrategia muy valiosa para desarrollar competencias; integra el proceso pedagógico a través de la comunicación permanente docente-estudiante
Estévez Arias, O. V., Sánchez Cervantes, M. M., & Zayas-Bazán Fernández, L. (2021).	Scielo Transformación	Recomendaciones para el diseño de cursos virtuales en las modalidades semipresencial ya distancia utilizando la plataforma Moodle.	La evaluación tiene carácter formativo, direcciona el aprendizaje, evaluar no se reduce solo a resultados

RESULTS

In order to glimpse the effects of the use of the appropriate instrument for the teacher to

evaluate and feedback the student with the portfolio of evidence, it is necessary to have as a reference study that help demonstrate the importance of its use as an evaluation strategy.

Valle & Escudero. (2019). The portfolio is an instrument where the teacher is co-responsible for carrying out the analysis of the evidence using reflective dialogue in collaboration with the student, the opinion or opinion of the student who receives the recommendations and formative feedback of the teacher is appreciated. However, it is necessary to keep in mind the expansion and management that the ministries of education can give in their evaluation processes that they can use as a proposal in their designed curricular strategy.

Fosado, et al. (2018) indicates that manufacturing a portfolio requires examining the elaboration and structure of the learning experience, the teacher managed to have the updated knowledge of an instrument that can even be used in this context of COVID – 19. If a virtual portfolio of evidence is elaborated, it is necessary for the teacher to help the student to internalize this instrument that even allows to work collaboratively. The portfolio as an instrument allows to sketch, monitor and value the progress of the student's achievement of competences, these are visualized when he fulfills his works and has the ability to assess the quality of his work.

The convenient use of the portfolio of evidence promotes in the student his positivism to take a critical, conscious and collaborative attitude that leads him to find solutions and feasible proposals to the recommendations or suggestions given by his teacher, as well as when he can face problematic situations in his daily life.

López, et al. (2020) The pertinent use of the portfolio promotes in the student the development of common skills within which responsibility, critical reflection, schedule management, writing skills, expands their ability to express themselves. The monitoring carried out by the teacher favors the study and improvement in the development of their competence and skills. The portfolio should gradually be refined as an instrument to evaluate competencies always taking into account recommendations or suggestions from teachers and students. (Garcia, 2017).

Grace & Wenceslas. (2018). In order to evaluate learning activities and know the progress of learning, the teacher uses virtual portfolios as an instrument where he intentionally, orderly and

methodically stores the group of works or tasks that are related to the competences, capacities, standards and purposes of the activity carried out. The evidences are personalized in collections or virtual folders will be accompanied by the due feedback or recommendations suggested by the teacher, as well as by the reflection of the student (Predes & Espinosa, 2008). Both the student and the teacher must understand that the portfolio indicates the gradual progress of the achievement of the student's competence, therefore, it does not constitute a simple collection of the student's tasks (Diaz, 2006)

Domene, et al. (2021) the teacher must guide the evaluation through the portfolio taking into account the evaluative criterion that must be related to the competence and the standard that the learning activity requests, the teacher must feed back all the learning experiences in a permanent way in order that the student knows their progress, as well as what skills they have to improve.

Crisol, et al. (2021) students, when using a digital portfolio develop with greater precision the development of their tasks or jobs, there they have autonomy to be able to be permanently informed as the teacher evaluates their evidence, what are the suggestions and recommendations to provide other activities that allow to improve the activities that still show certain weaknesses.

Bautista, et al. (2021) to promote the progress of skills and abilities it is necessary to select an instrument such as the portfolio through which the evidence provided by the student can be evaluated and fed back, but in circumstances lived with COVID-19 it was found that teachers had limitations to evaluate and feedback the portfolios, probably to the peculiarity with which the learning experiences were worked.

Implementing an evaluative instrument such as the portfolio is a challenge for teachers due to the role of counselor and support of the student, organizing the evaluation of the portfolio and providing adequate emotional support when assessing the evidence. Therefore, it is elementary to feed back when it is evaluated, there the improvement of the pupil is promoted, a climate of familiarity is generated, it becomes autonomous, expressive raising its knowledge overcoming its deficiencies turning those learnings into significant (Bizarro, et al. 2021).

Picón (2021) the teacher when evaluating and feeding back the portfolio of evidence handles various approaches following their independence, promotes in the student reflective meditation on the development of their work motivating them to generate changes and improvements in their learning. With the portfolio as an evaluative and feedback instrument, the interrelation that must exist between teacher and student is confirmed, to exercise each one's autonomy to implement the evaluation and self-evaluation of the evidence, taking into account the purposes posed by each learning experience.

Gómez & Arellano (2019) a didactic strategy to evaluate formatively is the implementation of the portfolio of evidence, this instrument contributes to develop a structured and absolute monitoring of the works, tasks, advances and deficiencies that students can show in the achievement of their competences, it also helps to confront the works carried out with the competences and standard established for each level and grade so you can show the level of promotion in each area of study.

During the teaching practice, how to evaluate the learning experiences must be instrumentalized, so that the students create their works following the purpose of them and the teacher feeds back those evidences in order to show their best achievement in the advancement of their competences, they must have instruments to evaluate and provide feedback formatively the students' learning. It is therefore essential to provide the teacher with instruments to evaluate the evidence of the learning experiences that work with their students, it is evident that in circumstances lived by the pandemic there is a large number of teachers who do not know the management of these instruments such as the portfolio constituting a challenge to face the process of evaluating the student's evidences that have to adhere to the purpose of the learning session and this has to be related to standard and competition (Cáceres, et al. 2018).

Álvarez (2020) The use of the portfolio helps to improve the programming of learning experiences because its analysis helps to reprogram contents that need to be reinforced to achieve the achievement of competence and the standard for this it is essential to take into account theoretical, didactic and cognitive bases

of each area that is worked, the teacher better manages his training and knowledge with pedagogical techniques on evaluation, manages to install effective instruments based on the context of their students.

Cardenas, et al., (2020) When the teacher-student binomial uses an evaluation instrument such as the portfolio, evaluation becomes a strategy that helps to feed back the knowledge and deficiencies that students show in the progress of their learning, these circumstances contribute to the development of a joint reflective process between teacher and student, making this the main actor, because it develops skills, knowledge and qualities to carry out a specific learning.

Muñoz & Soto. (2019). Because there is little practice in the use of this type of instrument, it is likely that both teachers and students have adaptation problems, because they have always worked passively, evaluating with oral, written interventions or practical work in the classroom monitored by the teacher, the use of the portfolio in current circumstances helps to face this new challenge, where the student has to build their own learning under the supervision of the teacher, restoring their creativity, boosting their competencies through an exhaustive assessment, emphasizing constructive work, evaluating and feeding back each process that the teacher develops with their learning experience valuing each work that the student presents or sends registering the record and evolution of their knowledge.

The task of educating has many defined processes with which it is sought that the student acquires minimum standardized competences, which are shown in the curricular programming and from there are reflected in each learning experience, then it is concretized in an evaluation rubric designed to evaluate the evidence of learning grouped in the physical or digital portfolio, the teacher evaluates there the route of all the stages of his instruction developed with his students, this also demands the constant vigilance to the performance of the student to constantly feedback their learning (Espinell, et al. 2021).

DISCUSSION

According to the analysis carried out in the different articles we have found that the use of the portfolio as an evaluation and feedback instrument increased the educational process becoming a strategy that promotes a better monitoring of the student's work.

For the teacher, the design of a portfolio helps him to effectively execute the conduct of his work, assuming the challenge of devising learning experiences taking into account the context of the student by devising tasks that can be developed in relation to problems of his daily life, it also helps him to propose and select materials that the student must create and include in his portfolio of evidence, this will be a product of their creative capacity autonomously.

It is necessary that teachers are trained through different media and platforms on the importance of knowing the benefits of the design and use of the portfolio as a tool to evaluate the evidence that students make.

A portfolio of evidence should not be seen as a folder that only collects the work of students to evaluate them, the portfolio goes further, aims to strengthen those weaknesses that students present when they perform their task or jobs, it is sought that they reach the achievement of competencies and the standard that measures it, in this sense, the feedback that the teacher makes to these deficiencies of the student is fundamental, there the importance of using the portfolio is observed.

The use of the portfolio by both the student and the teacher will be subject to the applicability that each one gives it, for example, the student manages it by accumulating their tasks and activities worked, there they present their work, advances and improvements in their competences always aiming at the development of their formative stages. The teacher instead implants it to: involve the student with his learning by directly supervising his work, promote his capacity for inquiry in the search to solve problems he faces in his context, evidence the product of learning, emphasize the individual effort of each of his pupils, offer the opportunity to rethink and restructure those learning experiences that still do not meet the standard required by competence, give feedback through an amical talk about the progress of

their learning, with the standard that the competition demands, give feedback through an amical talk about the progress of their learning. (Gutiérrez et al. 2020).

It was also found that there are circumstances that in many cases limit the probability of carrying out an evaluation that helps provide formative feedback, many teachers do not assume this challenge to migrate to a new paradigm that the portfolio as an instrument of evaluation and feedback provides, especially in the methodological, pedagogical or emotional support aspect.

With respect to the assessment that the teacher makes when evaluating the portfolio of evidence, a detailed analysis of the works is made, and then feedback sharing an adequate explanation with the precise recommendations for the student to meditate and enhance their work complying with the standard that measures those competencies, so the teacher promotes the innovative capacity of the student, the feedback therefore provides spaces for constructively to find the solution to the difficulties that must be faced, for this the teacher must be precise, clear, perishable and timely, describing the achievement achieved or the deficiencies shown for the achievement of a certain competence or learning experience, with these recommendations the student will reconsider and look for the precise strategy to manage any problematic situation.

CONCLUSIONS

A portfolio of evidence as a tool to evaluate and provide feedback is a compilation of works, tasks and products carried out by both students and teachers in which the advances, improvements and deficiencies achieved by the agents of the teaching-learning process are evidenced. The portfolio emerges as an innovative alternative that allows to evaluate monitoring and feedback to the student at the beginning, during and after the development of the teaching, the evaluation reflects the results that are expected to be achieved from the advancement of the competition, but to be positive it has to be feedback formatively.

Teachers must internalize the use of the portfolio as a bridge that helps them select the relevant evidence that leads to the achievement of the

competencies of each area of study, the teacher can with this evidence make judgments about how the student synthesized, produced, invented the evidence that should reach to reach the standard of competence, nor is the aspect of their emotional security left aside, the teacher then identifies the achievement of learning at the cognitive, attitudinal and procedural level of each student.

It is essential that to apply the portfolio an adequate rubric is elaborated that points to the purpose of the learning experience, for this it must take into account indicators or criteria that aim to meet the standard of competence, hence the teacher in charge must have sufficient capacity to design it.

On the feedback we can conclude that this is based on the evaluation made to the evidence presented by the students these results allow to determine what is the achievement achieved by the student, they constitute parameters to narrow or expand the level of learning. The feedback to fulfill its formative mission must personalize and contextualize the contents of the learning experience, in such a way that its formative character is evidenced oriented to propose precise solutions, for this it must know how to properly manage the information it found in its inquiries.

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