







Emancipatory perspective in the evaluative orientations in the Physical Education Curriculum of Chile

Perspectiva emancipadora en las orientaciones evaluativas en el currículum de Educación Física en Chile

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Abstract

Assessment in Physical Education (PE) continues to be a topic of debate within the discipline, mainly due to the different currents and paradigms around this process. The way in which these approaches are approached will influence the way in which the evaluation processes are systematized. At present, the discipline's hegemony remains focused on evaluations focused on sports performance and physical condition. In this context, this article aims to analyze the presence of the emancipatory perspective in the evaluative orientations of the official curriculum of the subject of Physical Education (PE) in Chile. The research was developed under a qualitative approach, using documentary analysis as a technique for collecting information through various texts issued by the Ministry of Education of Chile (MINEDUC). The findings show a central tension in the PE curriculum: while the learning objectives by level are mostly associated with a technical approach that perpetuates a traditional logic focused on the measurement of observable aspects, the evaluative orientations propose greater student participation and encourage the use of various assessment instruments. This incongruity distances PE from its pedagogical function and its social meaning.

Keywords: assessment, curriculum, physical education, emancipatory, social justice.

Resumen

La evaluación en Educación Física (EF) continúa siendo un tema de debate dentro de la disciplina, principalmente debido a las distintas corrientes y paradigmas existentes en torno a este proceso. La manera en que se aborden estos enfoques influirá en la forma de sistematizar los procesos evaluativos. En la actualidad, la hegemonía de la disciplina permanece centrada en evaluaciones centradas en el rendimiento deportivo y la condición física. En este contexto, este artículo tiene como objetivo analizar la presencia de la perspectiva emancipadora en las orientaciones evaluativas del currículum oficial de la asignatura de Educación Física (EF) en Chile. La investigación se desarrolló bajo un enfoque cualitativo, utilizando el análisis documental como técnica de recolección de información a través de diversos textos emitidos por el Ministerio de Educación de Chile (MINEDUC). Los hallazgos evidencian una tensión central en el currículum de EF: mientras que los objetivos de aprendizaje por nivel están mayoritariamente asociados a un enfoque técnico que perpetúan una lógica tradicional centrada en la medición de aspectos observables, las orientaciones evaluativas proponen una mayor participación del estudiantado y fomentan el uso de diversos instrumentos de evaluación. En conclusión, esta incongruencia aleja a la EF de su función pedagógica y de su sentido social.

Palabras clave: evaluación, currículum, educación física, emancipadora, justicia social.

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1. Introduction

Traditional pedagogical proposals, focused on teachers, have relegated students to the background, both in the learning and teaching process, as well as in evaluation (Silva & López-Pastor, 2015). On the other hand, proposals far from the technical paradigm have taken small steps, promoting learning spaces, where the pedagogical focus has been shifted to the student, giving him/her a prominent role, which should significantly influence two curricular elements: didactic strategy and evaluation (López-Pastor, 2009).

Assessment in Physical Education (PE) has been, in recent years, a topic that generates reflection, debate and also concern, largely due to the persistence of a logic centered on technical rationality, which makes it difficult to move towards more comprehensive, formative and meaningful models (Peña & Toro, 2022). From this perspective, and relating it to constructivist and humanist formative perspectives, we can state that it is necessary and urgent to understand that evaluating is a matter that goes beyond a measurement of a result and a grade (Brown, 2020) and should not be limited to transmit-verify-register, but also focus on learning (Frossard et al., 2021). Like McArthur (2019) we understand that it is necessary that the evaluative process be seen and perceived as a variable that has numerous scopes, beyond instrumental, personal and social learning since it can emotionally impact people's lives when it is used as a coercive means, and as a space of power and privilege (Leathwood, 2005). However, evaluation can also be considered as a space for co-construction of learning, since it allows different possibilities to foster values associated with emancipation, social justice, equity, respect and collaboration (McArthur, 2019). If we manage to understand these processes with an ethical, political and moral commitment, we will allow learners to be aware of their own learning processes.

However, evaluation in PE has historically been characterized by its technical rationality whose predominant discourse has been that of performance with pedagogical practices that proclaim, in evaluation, the search for motor and physical results that can be evidenced from the observation and execution of students in training, in addition to the development of physical abilities and technical

execution of sports (Beltrán et al., 2020). Generally, standardized instruments are used, field tests with scales where motor skills stand out (Córdoba et al., 2018) and which are applied to all students equally, based on session structures focused on training or simply on entertainment (Pidhajnyj, 2024), leaving aside the incorporation of the pedagogical function in evaluative practices (Blázquez, 2017), and what is even worse, not generating spaces for dialogue in the didactic process, allowing a reductionist vision of evaluation (Cárcamo et al., 2022). In Chile it has been observed that the learning and teaching process is still assumed in a unidirectional way, where the teacher is the one who proposes models, develops procedures, forms and evaluation instruments (Gallardo et al., 2017) and even goes so far as to omit or relegate to the background the dialogue that is the fundamental axis of learning (López, 2019).

These evaluative approaches in the discipline are directly related to the types of school curricula present, which have been characterized by traditionalist technical approaches that seek the final objective and results that must be observable, measurable and quantifiable (Mujica et al., 2022). In recent years and in line with the student-centered approaches, curricular conceptualizations based on critical theory have been impregnated, seeking emancipatory social change and the reduction of inequality and social injustice (Giroux, 1997) that pursue new ways of understanding PE and its social and cultural scope.

In this context, this paper seeks, based on the critical analysis of documents, to analyze the presence of the emancipatory perspective in the evaluative orientations of the official curriculum of the subject of PE in Chile, in order to understand the challenge faced by the school with respect to social justice and the reduction of social inequalities from its formative perspective (Reinaga & Alcívar, 2024).

1.1 Pedagogy and Critical Physical Education

To speak of critical pedagogy according to (Giroux, 2003), is to speak of a construction mediated by subjectivity, and, in addition to the knowledge of the discipline, political and cultural interests influence, as Freire (2005) maintains, when he states that the student must be recognized as a historical-cultural subject and the acquisition of knowledge is one of

the consequences of social interaction, highlighting customs, culture and context (McLaren, 1984, p. 267).

The critical theory came to unveil in both education and PE our naive look on the educational phenomenon, which was granted until then powers for development, progress, mobility and social equality, however, these were questioned and challenged (Coleman et al., 1966; Bourdieu & Passeron, 1969; Casassus, 2003). On the strictly pedagogical field, it had the delicacy to discomfort and show the distortions of the educational act, and the need for modification of traditional pedagogical models (Atienza et al., 2018) which have contributed to invisibilize social issues, since it has been pursued mainly to place the focus on the pedagogical technical, and to neglect social issues and educational purposes (Feldman & Diuk, 2021).

Critical PE considers the propagation of projects and experiences close to critical perspectives (López-Pastor, 2012) pursues the intimate desire, explicit of a more just and equitable society, which is committed to social change, from the close relationship between education and society (Mc Arthur, 2018). To achieve this, it seeks to approach through criticism to notions that have been off the disciplinary radar such as power, hegemony, justice, domi-

nant culture, among other topics. This includes other ways of understanding education and the social subject, seeking to form a critical subject, beyond the technical and reproductive (Barbosa de Lima, 2023).

If we talk about critical research in PE, we must go back to critical works on traditional practices (Bracht, 1992; Evans 1998), emancipatory action research (Tinning, 1988), gender and equity (Griffin, 1985). The trajectory has been characterized by contributions from poststructuralist perspectives for the approach to the challenges of PE (Carlos Martins, 2023), the approach to classes (Wright, 2000) and PE and sport (Azzarito et al., 2014). However, this strong development of transformative and critical perspectives in PE has been questioned from Latin America as it presents a strong Eurocentric component that limits critical principles and social transformation (Moreno & Almeida, 2021).

Based on the disciplinary crisis associated with PE, cultural materialism and the healthy approach, we have sought to systematize some critical approaches to PE in Latin America, which basically question the technical rationality and its orientation towards health that has characterized it. The following table presents some critical approaches that have sought to rethink PE in our region and to glimpse its purpose.

Table 1. *Critical Approaches to PE in South America*

Approach	Authors	Problematizing look
Body Culture	Neira and Masella (2023); Pérez and Linzmayer, (2013); Escobar, (2021).	Discuss PE from a critical and multicultural perspective with respect to the school curriculum and the pedagogical political project of each school. It presents arguments for an intervention in the area.
Gender stereotypes and PE	Chihuailaf et al. (2024); Chihuailaf et al. (2022).	Challenging sexist practices in PE and sport.
Human movement and modernity	Souza (2017).	Understanding modernity within its new social dynamics. The body in this social space.
Criticism of the scientific view of PE	Eusse et al. (2017).	Critique of the dominant scientific paradigm of modernity and its approach to the field of humanities.
Criticism of Eurocentrism in critical PE	Moreno-Doña et al. (2018); Páez et al. (2019).	Questioning of critical principles and social transformation emanating from the Eurocentric vision.
Activist pedagogy	Rezer and Cunha (2019)	Questioning the modern view of the domination of nature and its implications for the discipline.
Learning and Service	Carter and Gallardo, (2021); Pérez et al. (2021)	Relationship of students with society that allows experiential learning that pursues social benefit.
Physical education and values	Pérez (2023); Pérez et al. (2023).	Relates PE to inclusive, moral and social values.
Interculturality	Carter-Thuillier et al. (2021); Carter-Thuillier et al. (2022).	Cultural potential of the PE and experiences that seek the development of spaces that call for multiculturalism.
Human Motricity	Toro (2007); Toro et al. (2021).	Human motricity as the central axis of the discipline "Physical Education".

1.2 Emancipatory evaluative processes for social justice

The evaluative processes from an emancipatory perspective for social justice are ascribed to critical pedagogy, which proposes to analyze and understand the nature and dynamics of the relationships that develop in the classroom. Its objective is to foster an education that invites problematization, allowing individuals to reflect critically on the way they perceive the world, both in their context and in their interaction with it (Murillo & Hidalgo, 2015). In this epistemological aspect of evaluation, teachers favor communicative action materializing through analysis, understanding and development of evaluative practices in real contexts, recognizing their complexity and aiming at an emancipatory intervention (Martínez, 2020).

As Ramírez (2008) points out, knowledge is a source of liberation where social participation, horizontal communication, humanization and contextualization of educational processes, and transformation of social reality come together (p. 109). Thus, it is essential to establish evaluation processes that allow building relationships and links based on the characteristics and differences that shape both the personal and social identity of educators and students. In education, teaching only occurs in interaction with learning (Freire & Faúndez, 2013). A good teacher continuously learns with each course he or she guides, but this learning is rarely considered an explicit goal of the educational process. Similarly, what a student contributes or teaches, both to his/her peers and to the teacher, is often absent in the planning and management of the course, despite its relevance in teacher education. In addition, student evaluations of the course and the teacher are usually anonymous and their results are not very transparent, focusing more on control and distrust than on constructive feedback.

From this point of view, and although evaluation has an enormous potential to promote profound educational and social changes, in practice it has not yet managed to break with the predominant technical logic. Rather than generating a real transformation, it often remains in an appearance of calm or in the illusion of participation and 'democratization' of the evaluation process (Peña & Toro, 2022). However, no real change has been generated that is visualized in

the learning and in the decisions associated with the grading process.

Hence, it is necessary to establish new didactic strategies that allow understanding educational evaluation as a dialogic and reciprocal process. Cooperative practices are examples of methodologies to materialize emancipatory evaluative processes. These approaches emphasize dialogue, the recognition of diverse knowledge and the co-creation of narratives (Fasanello et al., 2018), given that in that communicative act signals are placed in play that account for common purposes among those who dialogue and recognize each other in the difference.

Other postulates of the evaluation of the emancipatory perspective are provided by Borjás (2014, p. 38), who proposes some notions that link critical pedagogy and the evaluation of learning:

- a) Participation: recognized as an inherent right of every person, it is conceived as a constant contribution to the collective effort and a key element to build inclusive and meaningful social projects.
- b) Communication: fundamental to human existence, it acts as the vehicle that enables the development of values and culture. Its impact becomes significant when it facilitates reflection, self-discovery and mutual understanding.
- c) Contextualization: focuses on the need to carry out evaluations based on the students' reality. It seeks to motivate them, explore their capabilities, and stimulate their learning within their own life context, maximizing their potential and application of knowledge.
- d) Meaningfulness: in education, this quality translates into the ability to connect the content with the student's reality. This is achieved through open, critical and collaborative teaching, where the educational community promotes learning that is relevant and transformative for the individual's life.
- e) Humanization: this approach focuses on the personal recognition of each participant and the use of dialogue as a fundamental tool. In this way, an integral formation is fostered, nurtured by pertinent, constructive and pedagogical feedback.
- f) Transformation: a truly transformative evaluation not only measures learning, but also gene-

rates a sense of achievement and satisfaction in those being evaluated, becoming a driver of positive change.

Evaluation, as an integral part of the educational process, must incorporate and reflect these dimensions, understood as essential pillars for a transformative teaching practice. The democratic educator has the unavoidable duty to strengthen, through evaluation, the critical capacity of students, promoting their curiosity, their sense of questioning and their spirit of insubordination to established structures and knowledge. Freire (2004) indicated that critical student learning requires an equally critical teaching, imbued with aesthetics and ethics. Therefore, educational practice must be an integral testimony of decency and commitment, reflecting the deepest values of humanity. Reducing this practice to a technical development not only limits its scope, but also strips the process of its formative essence, undervaluing that which makes it truly human.

Finally, it is key to highlight the contribution of Hidalgo and Murillo (2016), who propose an evaluation model focused on social justice. Their approach highlights three essential dimensions: social justice understood as redistribution, recognition and participation; an education oriented to equity, democracy and critical thinking; and alternative forms of evaluation that promote inclusion, authenticity, cultural sensitivity, active participation and democratic dialogue. This model invites us to rethink evaluation as a transformative tool at the service of a more just and humane education. And, on the other hand, the approach of Peña and Toro (2022) who promote an evaluation based on reciprocity, whose process is based on the knowledge of sharing and dialoguing ways of organizing knowledge based on three fundamental pillars: autonomy, trust and responsibility.

This reciprocal view of evaluation can be considered as a process that generates change, with the potential to promote social transformation, focused on generating spaces of reciprocal recognition among those who participate in the learning and teaching process, giving confidence and voice to each individual, in an atmosphere of respect throughout the didactic process, as well as the intersubjective processes that can be built from evaluative spaces in collective terms. In other words, we conceive evaluation as a space that can promote a truly democratic

practice, where power is no longer concentrated solely in the teacher. It is about transforming evaluative practices so that they become an opportunity to resignify power relations and move towards greater social justice in the classroom (McArthur, 2019). Contributing to the creation of learning environments that allow approaching knowledge from multiple perspectives, beyond traditional boundaries. This implies integrating dimensions such as politics, morals and culture, placing value on the social aspects that go through these educational processes (Pérez, 2023).

1.3 Curriculum and Physical Education: what they are looking for

The curriculum has been defined as a theory of practice (Walker, 1982) since it embodies a continuous process that goes from ideals, purposes, ideas to practice. Historically, it has been configured as the privileged place for certain sectors of society to transmit their beliefs and perspectives in order to perpetuate their interests (Neira, 2010). In it, in a non-neutral manner, it is intentionally determined what students should learn and what are its foundations (Apple, 2004; Salgado et al., 2021). Therefore, it is in the curriculum where, when developing it, different dimensions converge, such as:

- The consequences of a political action in which power dynamics are confronted (Silva, 2013).
- They are produced taking into account different educational paradigms on learning: behaviorist, constructivist and critical (Toruño, 2020).
- It conditions the evaluation and in this context it is necessary not to associate knowledge only with behaviors, being necessary to move to a free curriculum model focused on learning and not only on measurement (Stenhouse, 1987).

In addition, it is a space that conditions teaching professionalism (Gimeno-Sacristán, 1992).

The curricula in PE has been characterized by the presence of different curricular perspectives (Kirk, 2010) among which stand out: a) traditionalist whose orientation is technicist and positivist heir of behaviorism and Tyler, which pursues the final result and performance (Contreras and Torres, 2023) observable, measurable and quantifiable objectives

(Monzón, 2010) this perspective has been dominant in PE and Chile has not been the exception (Moreno and Poblete, 2015; Moreno et al., 2014); b) conceptual empiricist is characterized by including new disciplines in the teaching processes and c) reconceptualization based on critical learning theory and which pursues emancipatory social change, the decrease of inequality and social injustice (Apple, 2004; Giroux, 1997).

In our country (Chile), the current PE school curriculum still does not renew its paradigm (Moreno, 2018); it has even gone back a few years by turning its epistemological focus towards health and the biomedical perspective, which implies an eminently hygienist and mechanical conception. This vision simplifies the learning of the subject, reducing it to the organic and psychological benefits that it can generate (Mujica et al., 2022), moving away from its pedagogical, formative and multidimensional sense. Another feature is that it is raised under a pedagogical model by objectives (MINEDUC, 2018), typical of the behaviorist paradigm, which must be addressed in a mandatory manner and without being modified by practicing teachers, only allowing an adaptation to different contexts. This has meant that the learning and teaching process is conditioned in terms of the evaluation it promotes, which basically seeks motor results and performance (Mujica et al., 2022) based on standardized and decontextualized evaluations, and by the search for learning related to physical condition.

In this scenario, the intention of PE and Health in the national curriculum is to become a central subject in the integral formation of the human being, focused on the development of motor skills, attitudes, leadership and self-care through the regular practice of physical exercise. Its objective is to promote an active and healthy lifestyle, contributing both to individual wellbeing and to the strengthening of social coexistence (Bases Curriculares, 2013). Seeking from the curriculum to address the high levels of sedentary lifestyles and obesity in our children and youth.

In order to advance towards these purposes, the Physical Education and Health curriculum proposes a series of thematic emphases that guide the pedagogical work. Among them are: the value of movement as a fundamental part of human development; the improvement of physical condition; the

promotion of the expressive qualities of the body; initiation in the practice of sports; the integration of various factors to promote an active and healthy life; respect for the rules of the game; cooperation and teamwork; and a broad vision of leadership, understood as a shared and situated capacity.

The evolution of the contents is evident in the motor skills and the attitudinal contents are strongly combined in the national curriculum, through aspects of the discipline and social skills.

From the point of view of curricular organization, the following axes are evident: motor skills; active and healthy life; and safety, fair play and leadership (MINEDUC, 2013).

From the curriculum, eight attitudinal contents that must be present in the cycle are made explicit; at the same time, the integration of other attitudinal dimensions is oriented, according to the proposal of the institutional educational project of each educational community. These attitudes should be included in the curriculum of the specialty: (a) recognize and value the benefits of regular physical activity practice for health and personal well-being, (b) show interest and commitment to improve their physical condition, incorporating physical activity as part of their daily routine, (c) feel self-confident when participating in physical activities, trusting in their abilities and enjoying movement, (d) participate actively in classes, showing enthusiasm and willingness to get involved in the different proposals, (e) encourage equal participation between men and women in all physical or sports activities, recognizing and valuing the contributions of each one. f) Accept and respect physical differences between people, avoiding any form of discrimination, g) be willing to work in a team, cooperate with others, listen to opinions, accept constructive criticism and contribute to the group, and h) commit to personal effort, seeking to surpass oneself and persevere in the face of challenges.

2. Methodology

The study was framed from a qualitative approach, by means of a documentary analysis. The use of this technique sometimes replaces the observer and the interviewer in situations that they cannot access (Latorre et al., 2005). This analysis allowed us to advance towards the description, understand-

ding a critical interpretation of the textual body, the central core of our analysis (Moreno et al., 2014), considering as main categories of analysis: evaluative approaches present in the national curriculum; evaluative agents, diversification of instruments, evaluative orientations and constructive alignment (Table 2). From the national curriculum of PE and Health, the above categories were analyzed considering the plans and programs of the 12 years of schooling of the Chilean educational system (MINEDUC, 2013), which includes from first grade to fourth grade. This analysis sought to scrutinize in the understanding of an interpretative reading of the documents the presence of the emancipatory perspective in the evaluative orientations of the official curriculum of the subject of PE in Chile.

The methodological procedure was based on the analysis of the official documents of the national curriculum (12 plans and programs), in turn, other documents, such as: guidelines of the school

physical activity unit (2020) and decree 67 on evaluation for learning (Curriculum and Evaluation Unit, 2018). An analysis was conducted with previously established categories, which were built from the dimensions that must be present in the evaluation with an emancipatory perspective for social justice. In addition, the category of constructive alignment was incorporated, which is based on analyzing the learning objectives that are linked to the didactic approaches and the evaluation criteria with the daily practices in the discipline, allowing to emphasize the coherences that might exist in this triad. The coding and analysis of the information was developed through the Atlas-ti 8 program. This software considerably speeds up the activities involved in the analysis process, such as text segmentation, coding, writing memos and annotations, offering the researcher the necessary tools and instruments for the thorough analysis of the information and optimal sharing of the findings (Sabariego-Puig et al., 2014).

Table 2. *Operational definition of the categories of analysis*

Categories	Operational definition
Evaluation approaches in the national curriculum	These are the epistemological dimensions of assessment theory that are evident in the PE and Health curriculum.
Evaluative agents	The key actors of the evaluation are: teacher (heteroevaluation); self-evaluation (the students); co-evaluation (the students among themselves).
Metacognitive critical reflective processes	These are the pedagogical actions within the scope of the evaluative experiences promoted by PE and Health curriculum that aim to generate self-regulation processes of learning and generate critical reflection.
Diversification of instruments	These are the types and variety of instruments promoted by the national Physical Education and Health curriculum.
Evaluation guidelines	These are the guidelines that MINEDUC, through the formative curriculum, promotes, emphasizes and directs teachers at the national level.
Constructive alignment	It is the articulation and coherence between what the curriculum promotes, what the teacher does and what he/she evaluates.

3. Results

In the guidelines provided by MINEDUC to evaluate learning, there are some important ideas about how to conceive the evaluation process in the discipline of PE and Health: it is pointed out that the evaluation must measure the progress, also finding an orientation that establishes the evaluation as an instrument that allows the self-regulation of the students; furthermore, it reveals that the evaluation must provide information that evidences strengths and weaknesses of the students and on

it, feedback of what has been learned according to the objectives that want to be obtained, and finally the evaluation must be a useful object to situate the planning (Supreme Decree of Education N.º 2960, 2012). Table 3 presents the analysis of the Physical Education and Health curriculum.

Table 3. *Documentary analysis of the PE and Health curriculum.*

Categories	Elementary	Secondary	Interpretations
Evaluative Approaches	Measurement evaluation	Measurement evaluation.	An evaluative approach to measurement is evident.
Evaluative agents	Self-evaluation Co-evaluation	If teachers guide their students and provide them with spaces for self-assessment and reflection, they will be able to evaluate their learning and assume an active and responsible role in their own formative process (MINEDUC, 2015a).	It only states the agent, although it does not provide guidelines on how to implement it.
Various instruments	It encourages the multiplicity of instruments such as for example in sixth grade it suggests: Self-assessment, Scoring scales, Checklist, Tests and execution, Anecdotal record, Rubric and Motor test (MINEDUC, 2012a, p. 43).	Use diverse evaluation strategies, according to the objective and intention of the evaluation. It is proposed to use multiple resources and evidences. In second grade, application and performance of activities, portfolios, anecdotal records, research projects (both group and individual), reports, presentations, and oral and written tests, among other strategies, are proposed (MINEDUC, 2012b, p. 43).	This is stated as a suggestion, but no examples of how to implement these different types of instruments are given.
Orientation of evaluations	It is recommended that teachers use different evaluation methods, depending on the objective to be evaluated. For example, in second grade “based on observation, information gathering, self-evaluation, co-evaluation, among others” (MINEDUC, 2012c, p. 24).	Carry out an exhaustive analysis of the results obtained in the evaluations, both at the global and individual levels. This analysis must systematize the information by organizing it according to objectives, axes, areas, skills or other components, in order to identify the pedagogical adjustments and support required. Likewise, the diversity of learning styles, “interests, levels and learning rhythms of students in the same course” (MINEDUC, 2012b, p. 21) must be considered, integrating varied stimuli and resources, such as visual, auditory or other elements, in order to guarantee an inclusive and effective educational response.	Teachers are oriented to the possibility of raising diverse evidences of learning, from different agents. It is stated in this section to generate feedback and analysis of the results, but it is not explicit with examples of how to approach it.
Constructive Alignment	It is evident that according to the scope of the objective (curriculum) and what is intended in the classroom (didactics) should be evaluated.	It is evident that according to the scope of the objective (curriculum) and what is intended in the classroom (didactics) should be evaluated.	There is evidence of articulation between the curriculum, didactics and evaluation. Declaratively, as it is a biomedical logic, it is coherent with what it proposes as evaluative orientation.

From the analysis of the documents of the curriculum of Physical Education and Health in Chile, 1st grade to 4th grade, a tension between two pedagogical perspectives is evident: on the one hand, moving towards a more inclusive, participatory and social justice-oriented education through the promotion of «the equal participation of men and women in any physical activity or sport» (MINEDUC, 2015a, p. 112); and on the other hand, a naturalized technical rationality from traditional models of teaching and evaluation that is expressed in the practice of «physical activities, demonstrating safe behaviors, such as: listening and following instructions» (MINEDUC, 2012c, p. 45).

From an enthusiastic point of view, the evaluative proposal incorporates a broader perspective, beyond physical performance, which indicates that the evaluation in the 8th grade curriculum «should consider indicators such as collaboration to achieve a common purpose and collaborative decision-making» (MINEDUC, 2015b, p. 46). This orientation suggests a change of focus towards socioemotional and citizenship skills, aligning with an emancipatory type of assessment, more comprehensive of the diversity of the student body.

However, when analyzing evaluative orientations from a critical point of view, clear evidence emerges that these proposals coexist with the predominant traditional discourse. The latter presents

a strong behaviorist perspective, reproducing movement and gestures, and measuring observed behavior. For example, in the fifth grade, the objective of «Demonstrating the correct execution of a national dance, using basic steps and folkloric music individually or in groups...» (MINEDUC, 2012d, p. 44). Here the emphasis returns to technical execution and individual performance, reversing in part the progress towards a more comprehensive and contextualized PE.

Along the same lines, some of the proposed instruments still respond to standardized logics, such as the use of physical tests with quantitative criteria. In secondary, for example, the use of the test is proposed, knowing that it is «a standardized test to classify individuals according to quantitative criteria. Examples: Eurofit battery, AAHPERD» (MINEDUC, 2015c, p. 49). Thus installing an evaluative logic that punishes students who do not meet the pre-established performance standards.

Similarly, in spite of the suggestion of a more participatory teaching, the curricular design still places the teacher as the main controller and evaluator of learning. This is expressed, for example, when it is stated in the fourth grade curriculum that: «The teacher is responsible for observing, recording, analyzing and assessing student learning based on evidence collected during the development of the class» (MINEDUC, 2015b, p. 52). This formulation, centered on the figure of the teacher as the exclusive evaluator, limits the possibility of a dialogic construction of knowledge and a shared evaluation that empowers students.

These results show the distancing of the evaluation presented by the curriculum of the specialty from Decree 67, which promotes an evaluation for student learning. From this perspective, the challenge is to incorporate early in teacher training the guidelines that regulate the evaluative processes in the Chilean school curriculum (Decree 67/2018 on evaluation, grading and school promotion), considering that these guidelines will regulate the evaluative practices in their performance as teachers in the school system in the future (Gallardo-Fuentes et al., 2023).

Little harmony is observed with respect to expanding the evaluating agents inside the classroom through self-evaluation, co-evaluation and heteroevaluation (MINEDUC, 2017, p. 66).

4. Discussion and conclusions

Traditional evaluative approaches are evident in the PE and Health curriculum in Chile, because the current curriculum still focuses on observable, measurable and quantifiable objectives (Fierro, 2024) and emphasizes the final result (Contreras and Torres, 2023). As Moreno (2018) makes explicit, the national PE Curriculum has not been renewed, epistemologically it preserves the biomedical, health and hygienist perspective. In addition, our findings show that in the evaluative orientations a certain degree of student participation is promoted through self-evaluations, co-evaluations and other instruments. This is not completely consistent with the statement by Mujica et al. (2022) that the ministerial evaluative guidelines promote measurement and behaviorism, emphasizing objectivity, efficiency and passive learning. In this line, Moreno-Olivos (2021) points out that evaluation is still centered on the figure of the teacher, that teachers value both the mastery of the disciplinary content and the skills through which students express this mastery (verbal and written communication skills, autonomous learning, creativity, critical thinking). To be more precise, there is the idea of a traditional evaluation, standardized and far from the evaluative proposals of Decree 67 (MINEDUC, 2018) that seeks to distance from measurement and qualification and that aims at inclusion in the learning process and the right of education for all.

We were able to observe that PE and Health curriculum assumes a positivist approach that emphasizes results instead of formative processes of students (Fierro and Rocuant, 2023) and, in addition, ignores evaluations that consider the individual characteristics of the students (Tolgfors and Barker, 2023), which is distant from what Decree 67 promotes. Hence, the current curriculum lacks understandings about evaluation with an emancipatory perspective that would allow social justice and its transformation; rather, it could perpetuate segregation, inequality and economic models that disadvantage the least vulnerable groups (Fierro, 2024). There are no indications in the evaluative orientations of the subject to generate a critique of reality (Freire, 1989) that allows a problematizing, dialogic education and highlights cultural aspects (Bachelard, 1984), rather they are oriented to repro-

duce it. Thus, the results are in agreement with Silva (2006), who states that education must assume an instrumentalizing function of the subjects, orienting them towards the achievement of neoliberal market goals and logics (Carnoy, 2010). These logics are present in the Chilean curriculum.

The theoretical components for emancipatory evaluation and its importance in social justice, highlighted by Freire (1989); Borjás (2014) and Hidalgo and Murillo (2016) highlight aspects such as: social participation, horizontal communication, cooperative practices, contextualization, significance, humanization and transformation, as well as processes such as: authentic evaluation; inclusive evaluation; participatory; democratic, are not evident in the national curriculum. Realistically, although it is true that inclusion is spoken as a general consideration, there are no methodological guidelines on how to implement these new understandings and their scope. However, the study by Peña et al. (2025) indicates that in initial teacher training there is a high valuation of the three domains of knowledge (conceptual, procedural and attitudinal), giving great relevance to the context where classes are carried out (planning), personal skills and the evaluation process (formative evaluation).

On the other hand, it is evident in the curriculum, the diversity of agents, materialized in the co-evaluation and self-evaluation, as well as the importance of a diversity of instruments such as portfolios, session notebooks, anecdotal records, etc., however, it is not made explicit how to approach them in the school processes.

Consequently and as a conclusion, the evaluative approach in the national curriculum of PE continues to be an approach focused on measurement, using evaluative guidelines based on learning indicators, which leads to a rejection of existing trends in the discipline with proposals for a more critical and social PE. This opens a possibility for new research that proposes the principles of understanding an evaluation with an emancipatory perspective for social justice, forming conscious bodies committed to the transformation of an often oppressive educational system (Moura-Barreto et al., 2025).

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Author contributions

Samuel Pérez-Norambuena: conceptualization, information review, drafting and project management.

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