



RESEARCH ARTICLE

ASSESSMENT STRATEGY BY COMPETENCES TO DEVELOP CRITICAL READING IN
FIFTH GRADE STUDENTS

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ABSTRACT

The current project presents as a research problem the low results of Pruebas Saber 5°, among the years 2012 and 2015 of the institute, specifically, in the language field, therefore, this one consists of the incidence of a competence assessment strategy type Prueba Saber 5° in the critical reading competence on the part of fifth grade students, carried out at Institución Educativa Corazón del Valle, sede San Judas Tadeo located in Tuluá city. On the other hand, the current research had a quantitative-explicative approach, seeing that, the outcomes were shown in graphics and statistics, at the same time they were explained during the process. Finally, the research project presents results and conclusions which prove the hypothesis related to the fact that a competence assessment strategy has a positive influence in the critical reading competence on the part of the research subjects.

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INTRODUCTION

The current research dealt with the subject concerning the competence in critical reading and the incidence of an application of a strategy of evaluation by competences in the population under study. Throughout the work key concepts like critical reading, evaluation and competences were covered and developed in the light of diverse authors like Cassany, Ahumada and Chomsky; Among others, who provided key positions, which served as a basis for the elaboration of this work, providing solidity to it. Based on the above, it is pertinent to point that Colombia is one of the countries with the lowest indices of quality in education, and this is reflected, among many other ways, in the students' results in tests like Saber Pro, carried out by the State annually, where it is possible to observe a poor development of the competence in critical reading on the part of those who make them; A competence that seeks to be worked mainly by this type of evaluation, being feasible to identify the ambiguity and contradiction between what ICFES demands and the different pedagogical practices implemented by teachers daily in their teaching practices, which are quite away from stimulating competences, limiting to traditional teaching models, which point to rote learning and thus not in a significative way.

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Theoretical Framework

In recent years, the phenomenon of globalization has had a strong impact on several important aspects of human life, such as cultural, social, economic, professional and even political, in countries like Colombia. This has as a consequence that the demands and challenges of the modern world are much complex or different than they ever could be and it is crucial that the individuals of a society are able to face them, so that they are not left behind in a world in constant change, where the transformations that take place day by day in the aspects previously mentioned happen in an aggressive way and is in this point where the School plays a primordial rol in the preparation of autonomous subjects, able to develop effectively in a reality that forces them to be at the forefront, however, it is vital, if it is desired to educate Colombian students in an integral way, that the pedagogical practices carried out in the classroom evolve and adapt in the same way to these demands, these new challenges and if it's possible at the same speed. In relation to the above, today it is talked about education by competences over traditional education focused on contents, recognizing these ones as one of the most effective mechanisms to achieve the goal of the Colombian government to take the country's education to a level of quality that lives up to countries like The United Kingdom. In this way, one of the most renowned competences is th eone related to reading ability, nevertheless, reading is not, as Weaver (1994) states,

an act in which a person simply pronounces the words that make up the sentences that structure a paragraph, but, on the contrary, as Giroux (1997) states, this is one that places the reader in an active position, far from a passive posture, where the person who performs the reading exercise deconstructs and reconstructs a text by giving it its own meaning and not merely limiting to reproduce the thought of someone else. The previous affirmation sees a different approach to what it means to read, since, in order to reframe a text, it is necessary to identify, understand and digest not only the explicit messages of the same, such as the main or secondary ideas of an article or, if it's a story, the role that each of the characters has at simple sight; But it must reveal profound messages that in many cases have the author's possible true intentions. Along those lines, Gordillo and Flórez (2009) talk about three levels of reading defined as literal level, inferential level and critical level. In the first one, the person is able to extract explicit elements of a text, in the second one, is able to extract the elements not so explicit and in the third one, the individual, based on the interpretations subsequently made therein, assumes a personal position based on solid arguments.

When a person is able to form value judgments about what he or she reads, he or she is already in a position to make associations between the reading in question and the context in which it is framed, as well as with other texts from other contexts, showing . As argued by Audi (2004), based on the principles of hermeneutics, an awareness of reading itself, which also implies the ability to identify the three acts of speech that, according to Austin's (2003)) structure the human speeches, which are the locutive force or that which is said, the illocutionary force or that which communicates and the perlocutionary force or the influence that has that which has been said on the listener. Subjective value judgments made in a text are a clear sign that the reader carries out a kind of deep and meticulous reading, that is, that performs critical reading, which, paraphrasing Cassany (1999) is essential to forge a citizenship autonomous and democratic, capable of making decisions in a conscious way that will decisively influence their future. In relation to the above, Cassany, likewise asserts that a critical reader is the one who can understand the linguistic intentions of a reading, as well as the points of view contained therein; On the other hand, it is able, as mentioned above, to become aware of the text in question, and then, to elaborate own speeches in front of it. The previous position is also supported by Mineducation (2015) who proposed a series of steps to become a critical reader, which are: First, identify and understand the local contents that make up a text; Second, to understand how the parts of this are articulated to give it an overall meaning; And third, reflect on it and evaluate its content.

Developing a level of critical reading is a complex process that involves, in addition to the elements addressed in the previous paragraphs, to handle the three components that make up the speeches of the speakers, referring here to the syntactic component, the semantic component and the component pragmatic. Thus, when it is mentioned the first component, it refers to the ability of the person to figure out the coherence and relationship of the different parts of a text, thus allowing a compression of the explicit elements of the text (Literal level). On the other hand, with reference to the second component, the person can understand the meanings of the different concepts evidenced in the reading, making possible the identification of possible intentions contained in the same (inferential level).

And, finally, the pragmatic component, where the individual can establish the relationship between what is exposed in the text and the situation in which it is framed (critical level). Taking into account the fundamental role that Cassany assigns to critical reading in the mission to train people autonomous thinking and the growing challenges of modern societies, it is feasible to see the importance that Colombian schools include in their teaching-learning processes, competence-based education, especially the one related to critical reading, which, should not be disconnected from it; However, it was necessary, to become aware of the above statement, to rethink the way in which concepts such as teaching and learning were assumed. With respect to the above, Onrubia (1998) affirmed that teaching in the classroom, unlike what was believed in times of old, was only one of the many ways in which a subject could reach learning. Although the pedagogical practices and strategies implemented by teachers played an important role in the knowledge that a person acquired for his or her life, they were not in any way the only learning environment to which a human being could be exposed, there being endless scenarios in which knowledge could take place.

In the same way, the learning process is no longer viewed in the same way as it was until some time ago. With respect to the above, for a long time, rote learning played a leading role in the Colombian classrooms, giving great importance to the student's ability to memorize as many concepts as possible, nevertheless, today there is awareness of the disadvantages entailed in educating in this way, whose most obvious negative consequence is related to the fact that although the student managed to learn an endless number of definitions, he or she could not internalize them, since he or she could not arrive, as Ausubel said, meaningful learning, that is to say, to establish connections between what was learned recently and what was learned previously, by being knowledge approached in an isolated way, thus hindering even the ability to re-contextualize such knowledge in areas beyond the one in which they are acquired. Talking about a teaching-learning process would not be complete if, in addition, there is no mention of another key concept that inevitably complements it: The concept of evaluation. In relation to this, Ahumada (2005) and Decree 1290 of the Congress of the Republic of Colombia (2009) assert that evaluation is not, unlike what was long believed, a simple mechanism used for the collection of notes which allowed to determine if a student was worthy of being promoted from one school year to another, but, on the contrary, is a tool that should be used as a means to identify those failures that hinder the teaching and learning process, as well as all the possible pedagogical strategies aimed at reinforcing them and under this view, it is feasible to see the evaluation more as a mechanism of support and accompaniment oriented to the development of competences than as a tool of reward and punishment.

In the framework of the previous observations, a competition is defined as Chomsky (1965) points out as the set of three components that refer to the Being, which is related to the different processes of thought that individuals in the course of their lives develop; Knowledge, which has to do with the knowledge of various kinds that people internalize; And the Context, understood as the possible scenarios in which people apply their Knowledge for problem solving: The previous position was also supported by theorists such as Delors (1996) who asserted that the competences allowed the subject to interact with the world around him or her, giving way to

conscious learning and the internalization of new knowledge and with itself, to the development of new competences. And by Perrenoud (2008) who pointed out that skills knowledge that make sense at the time they are useful to act in real context. From the above, it is possible to approach both concepts: Evaluation and Competences, as a whole: Evaluation by Competences, which, says Mineducación, is the most effective mechanism with which students can demonstrate the competences they have developed. Thanks to the above, it decided to include in Pruebas Saber that annually applies to Colombian students a section dedicated especially in critical reading, as one of the most important competences to be developed in the classrooms of the country, while providing a guide that facilitates the compression of this competence, that is to say of the level of performance that the students can reach regarding this one:

| Niveles de desempeño en lectura crítica | |
|---|--|
| Nivel de Desempeño | Descripción |
| Nivel 3 | <p>Además de lograr lo definido en el nivel precedente, el estudiante que alcanza este nivel establece inferencias más complejas, contextualiza adecuadamente un texto y adopta una posición crítica frente a este. En su ejercicio lector, el estudiante involucra todo su bagaje cultural y social.</p> <p>Para esto el estudiante:</p> <ul style="list-style-type: none"> Reconoce información implícita en el texto. Identifica y caracteriza información abstracta (por ejemplo, supuestos, implicaciones, razones, prejuicios, juicios de valor, etcétera) contenido en un texto. Evalúa la estructura y el contenido argumentativo de un texto (por ejemplo, identifica los argumentos que respaldan una tesis o establece relaciones lógicas entre premisas y argumentos). Reconoce relaciones semánticas o formales (premisa-conclusión, tesis-ejemplo, introducción-desarrollo, etcétera) en un texto. Relaciona información del texto con información que no está en el texto (y que forma parte del bagaje cultural que se espera de estudiantes de este nivel). Contextualiza el estilo y el contenido de un texto. Relaciona las estrategias discursivas con contextos socioculturales específicos. Caracteriza las voces presentes en el texto. |

| | |
|---------|--|
| Nivel 2 | <p>El estudiante que alcanza este nivel identifica y entiende contenidos explícitos de un texto, tiene una comprensión general de este y reconoce estrategias discursivas y su propósito.</p> <p>Para esto el estudiante:</p> <ul style="list-style-type: none"> Localiza información explícita o concreta (por ejemplo, lugares, nombres y fechas) en un texto. Entiende el significado de las palabras según el contexto. Reconoce la idea general de un texto. Identifica las partes del texto y reconoce la función de estas. Reconoce las voces presentes en un texto. Reconoce la función de los conectores lógicos que estructuran un texto. Reconoce las estrategias discursivas de un texto (usadas por el autor para convencer, refutar, informar, etcétera). Reconoce ideas o afirmaciones explícitas o sugeridas por el autor. Reconoce el propósito de enunciados específicos en el texto. |
| Nivel 1 | El estudiante no alcanza lo definido en el nivel II. |

On the other hand, Mineducación, at the same time has released several tests which prove to be very useful tools for the teachers and professors of the country, when it's about to inform concerning what a competence is, what is to evaluate by competences and how to carry out in their teaching work this model of evaluation, with particular emphasis on the fact that this is not synonymous of evaluating with just multiple-choice questions. Likewise, these tests present a detailed and relevant description of the type of component that is evaluated with the respective correct answer and justification. Taking as a starting point, all the theoretical foundations exposed throughout this theoretical framework, the present project intends to use these tools as a strategy of evaluation in the classroom, referred to as competence evaluation. Since it is necessary to train the students in this evaluation so that they can understand the structure and the essence of this type of tests, which is now the objective of Colombian education, and in this way, to give them the opportunity to obtain a better education quality, since the results of the national and international standard tests are the door to a student's higher

education and the positioning of a particular community and even of a country.

Ejemplo 1: Texto argumentativo (columna de opinión)

RESPONDA LAS PREGUNTAS 1 A 3 DE ACUERDO CON LA SIGUIENTE INFORMACIÓN

Los nuevos templos

Los centros comerciales surgen en la medida en que hay desvalorización del centro de las ciudades y una pérdida de funciones de los sitios que en otras épocas convocaban allí a la ciudadanía: la plaza pública, los grandes teatros y las instancias gubernamentales que se desplazan hacia lugares que se suponen más convenientes. "Descuidamos tanto la calle que la simulación de la calle triunfa", dice el arquitecto Maurix Suárez, experto en el tema.

El centro comercial es escenografía, y crea una ilusión de interacción ciudadana que en realidad no existe. Lo contrario al vecindario y al barrio, lugares que en sociedades sanas propician el encuentro y la solidaridad. El centro comercial da estatus. Allí se va no solamente a ver y ser visto, sino a exhibir lo que exige el capitalismo rampante: capacidad de compra. El centro comercial es un lugar privado que simula ser público, donde dejamos de ser ciudadanos para ser clientes en potencia. Es triste ver cómo se instaura una cultura del manejo del tiempo de ocio que hace que las familias prefieran estos lugares que venden la idea de que consumir es la forma de ser feliz, al parque o la calle que bulle con sus realidades complejas.

Pregunta 1.

En el enunciado "Allí se va no solamente a ver y ser visto, sino a exhibir lo que exige el capitalismo rampante", la palabra subrayada tiene la función de

- restringir la información de la idea anterior.
- explicar lo anotado en la idea que la precede.
- señalar una oposición con lo anotado previamente.
- ampliar la información de lo anotado previamente.

Clave D

Afirmación Identifica y entiende los contenidos locales que conforman un texto.

Evidencia Entiende el significado de los elementos locales que constituyen un texto.

Justificación El estudiante debe comprender el significado de la conjunción adversativa "sino" e inferir su función específica a partir del contexto. En este caso, la palabra "sino" precedida por "solamente" tiene la función de ampliar la información de lo dicho previamente; más precisamente, añade una razón a las dos razones por las cuales las personas van a los centros comerciales. Esta pregunta se sitúa en la primera competencia, pues el estudiante debe entender un elemento local que se encuentran explícito en el texto.

MATERIALS AND METHODS

The current research assumed a quantitative approach, supported by the postulates of the author Sampieri, Fernández and Baptista (2003), since, from the beginning the objective was, through the collection of numerical and statistical data, to verify the hypothesis of the project that indicated an assessment strategy by competence type Pruebas Saber 5° had a positive influence on improving students' critical reading competence. Also, based on the position of Tamayo and Tamayo (2009) the current research was conducted under a cuasi-experimental type, seeing that, throughout the same one, two variables were presented, whose absolute manipulation was not possible, the first of dependent nature regarding the critical reading, being this one the soul of the project; and the

second one of independent nature understood as the different tests carried out throughout the same one. Thus, although both variables could not be completely controlled, to adopt this researching type allowed for a timely approximation of the results, that is to say, to determine the incidence of the different interventions at the level of critical reading presented by the study population at the beginning, during and at the end of the work. Likewise, the project had an explanatory scope, based on the view of the aforementioned theoretician, given that, it did not limit itself to express, through statistical bars, method proposed by Cerda (2014) the data obtained in it, in addition, a detailed interpretation of the same one, which gave an account of the evolution of the intervened students. The study population belonged to the San Judas Tadeo Corazón del Valle public education institution located in the city of Tuluá, Valle del Cauca, which had a total of 72 students who were characterized as a whole by oscillating between the ages of 9 And 10 years, belong to strata 1 and 2 and is in fifth grade of primary. Thus, it was decided to divide the sample into two groups: Study Group, which totaled 37 students, who were intervened during the entire research with each one of the tests performed; and a control group that totaled 35 students, who were only given the diagnostic and final test. The purpose of the above was to make possible a contrast, not only concerning the evolution of each student belonged the study group intervention after intervention, but also in the performance of both groups; Allowing to show with greater clarity and precision the fulfillment of the objectives of the present research work. On the other hand, it is pertinent to say that, although it was worked with the 72 students, at the time of making the respective analysis of results, only the progress of 20 students per group was taken into account, who were selected through a technique of sampling for convenience, typical of the non-probabilistic sampling model, since, this selection was not random, but was carried out considering a previously established criterion: Constant attendance.

On the other hand, based on Escobar's (1999) approaches, the current work assumed the inductive method, since, based on the results obtained in the same one, it was tried to make generalizations regarding the possibilities of replicating in other contexts, those results, by implementing the competence assessment model. Likewise, concerning the evaluation process, Testing Booklets, Language 5, in its 2012, 2013, 2014 and 2015 versions were used as a tool, which were a series of competence tests facilitated by Mineducación through ICFES, where, at its moment of validity, the competence in the area of Critical Reading was evaluated. These booklets enabled the timely follow-up of the evolution of the target population throughout the project giving way to the required contrast in order to determine the impact of this competence assessment strategy on these students. However, it should be clarified that not all the questions in these booklets were used, since, based on the research's purposes, 9 questions per test were taken and adapted from all of them, corresponding to the three levels of reading mentioned above. To the study group, 5 tests were applied, of which 4 corresponded to the development of reading levels, more focused on critical reading, and one of them corresponded to the recognition of reading levels in each of the questions. At the same time, six critical reading works were held, which were also adapted from the booklets mentioned in the previous paragraph; with a duration of two hours each one, which simultaneously covered the three levels of reading seeking to sensitize students about the importance of reading critically, besides being the established means of

training on the same levels. The main importance of these reading works was the fact that, through these ones, the population under study was able to recognize the structure of competence tests, since this type of tool has the explanation and justification of each question and component evaluated; Presenting the following figure as an example:

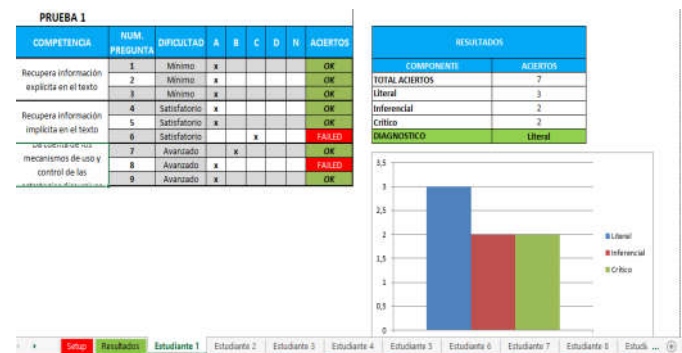
1. El texto anterior tiene como propósito fundamental

A. describir las diferencias y semejanzas entre el jaguar y el leopardo.
 B. definir los aspectos del hábitat natural de los felinos.
 C. informar sobre el tiempo de apareamiento de los felinos.
 D. argumentar la razón por la cual se considera salvaje al leopardo.

| | |
|---|--|
| Competencia | Comunicativa – lectora |
| Componente | Pragmático |
| Afirmación | Reconoce y caracteriza la situación de comunicación que subyace en un texto. |
| Respuesta correcta | A |
| En esta pregunta el estudiante debe identificar intenciones y propósitos del texto. El propósito del texto es mostrar las diferencias y semejanzas entre el jaguar y el leopardo mediante descripciones físicas. | |
| Nivel | Satisfactorio |

(ICFES, 2012)

For the processing and analysis of the information a template was created in Excel, which presented the following structure:



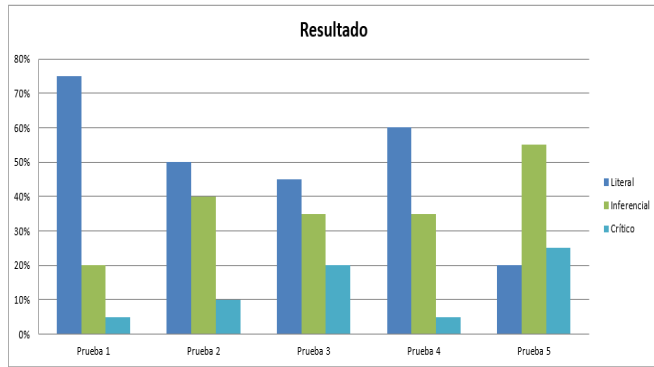
In the upper left is the table where you entered the answers that each student gave each question and consists of the following aspects:

Competence: There the three statements that respond to each level of reading were addressed, Literal: Retrieves explicit information in the text. Inferential: Retrieves implicit information in the text. Critical: It gives account of the mechanisms of use and control of the discursive strategies to adapt the text to the situation of communication. Then you can see the number of questions, the difficulty, which is shown in three levels: Minimum referring to the literal, Satisfactory referring to the inferential and the Advanced that refers to the critic. The response options ranging from A to D and an option for null and the correct answers, which show the questions answered correctly and incorrectly. It should be mentioned that the answer option of each question was entered manually, besides, this template also showed a consolidated result of the 20 students tested per test.

DATA PRESENTATIONS, ANALYSIS AND RESULTS

For this analysis of results was taken into account, first of all, the 4 tests that made reference to the evaluation of the reading level of the students, the results were the following one:

Study Group



| Resultado total | | | |
|-----------------|------------|-------------|---------|
| Prueba | Componente | | |
| | Literal | Inferencial | Critico |
| Prueba 1 | 75% | 20% | 5% |
| Prueba 2 | 50% | 40% | 10% |
| Prueba 3 | 45% | 35% | 20% |
| Prueba 4 | 60% | 35% | 5% |
| Prueba 5 | 20% | 55% | 25% |

Test 1

The table that averages the diagnosis of this test, shows a section of how many students are in each level of reading expressed in percentages, for this, it was taken 20 students who were intervened and became 100% to express more accurate numbers. The percentages were the following ones: 75% of the population is at a literal level, 20% is at an inferential level, and only 5% is at a critical level. Based on the previous results, it can be concluded that there is indeed a problem in the population under study, seeing that, in contrast to the results obtained in Pruebas Saber in their versions 2012,2013,2014 and 2015 and the results of the Diagnostic test, there is a tendency to remain at a very low level of critical reading, thus showing that there are irregularities in pedagogical and evaluation practices that have been maintained, and this is what has not allowed the students' progress throughout the years. Finally, confirmed the existing problematic in this population, it was decided to carry out the strategy of evaluation by competences type Pruebas Saber 5 and interventions to guide students before such tests.

Test 2

The table that averages the diagnosis of this test, shows how many students are at each level of reading, expressed as a percentage, for doing this, it was taken 20 students who were intervened and became 100% to express more accurate numbers. Then, the percentages were the following ones: 50% of the population is at a literal level, 40% is at an inferential level, and 10% is at a critical level.

Test 3

The table that averages the diagnosis of this test, shows how many students are at each level of reading, expressed as a percentage, for doing this, it was taken 20 students who were intervened and became 100% to express more accurate numbers. The percentage results were the following ones: 45%

of the population is at literal level, 35% at an inferential level and 20% at a critical level.

Test 4

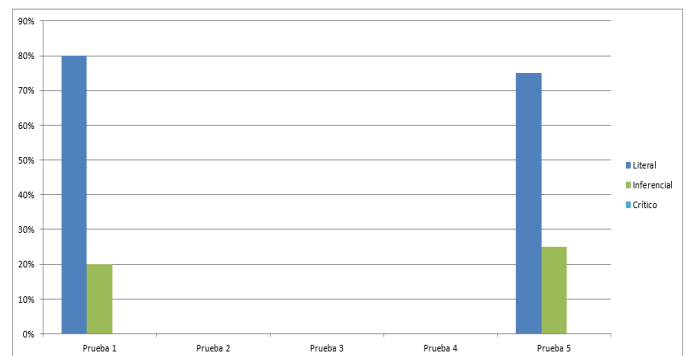
This test had a different dynamic than the other tests that were applied during the intervention, since it was focused on the evaluation of the recognition of the different levels of reading that evaluate the test questions. Therefore, the objective was not for the population to be studied to answer the questions of each type, but to identify which type of competence evaluated each question, that is, literal, inferential or critical level, for this reason was not contrasted with the four other tests. From this test the following results were obtained:

The table that averages the diagnosis of this test, shows how many students are at each level of reading, expressed as a percentage, for doing this, it was taken 20 students who were intervened and became 100% to express more accurate numbers. The percentage results were the following ones: 60% of the population was able to recognize literal level questions, 35% inferential level questions and 5% critical level questions.

Test 5

The table that averages the diagnosis of this test, shows how many students are at each level of reading, expressed as a percentage, for doing this, it was taken 20 students who were intervened and became 100% to express more accurate numbers. The percentage results were the following ones: 20% of the population was able to recognize literal level questions, 55% inferential level questions and 25% critical level questions.

Control Group



| Resultado total | | | |
|-----------------|------------|-------------|---------|
| Prueba | Componente | | |
| | Literal | Inferencial | Critico |
| Prueba 1 | 80% | 20% | 0% |
| Prueba 2 | 0% | 0% | 0% |
| Prueba 3 | 0% | 0% | 0% |
| Prueba 4 | 0% | 0% | 0% |
| Prueba 5 | 75% | 25% | 0% |

Test 1

The table that averages the diagnosis of this test, shows how many students are at each level of reading, expressed as a percentage, for doing this, it was taken 20 students who were intervened and became 100% to express more accurate

numbers. The percentage results were the following ones: 80% of the population was able to recognize literal level questions, 20% inferential questions and 5% critical level questions. Based on the previous results, it can be concluded that there is indeed a problem in the population of the control group, seeing that, in contrast to the results obtained in Pruebas Saber in their versions 2012,2013,2014 and 2015 and the results of the diagnostic test, there is a tendency to remain at a very low level of critical reading, thus showing that there are irregularities in pedagogical and evaluation practices that have been maintained, and this is what has not allowed students' progress over the years.

Test 5

The table that averages the diagnosis of this test, shows how many students are at each level of reading, expressed as a percentage, for doing this, it was taken 20 students who were intervened and became 100% to express more accurate numbers. The percentage results were the following ones: 75% of the population was able to recognize literal level questions, 25% inferential questions and 5% critical level questions.

Contrast:

| Study Group | |
|--------------------------|-----|
| Literal: 75% - 20% = | 55% |
| Inferencial: 20% - 55% = | 35% |
| Crítico: 5% - 25% = | 20% |
| Control Group | |
| Literal: 80% - 75% = | 5% |
| Inferencial: 20% - 25% = | 5% |
| Crítico: 0% - 0% = | 0% |

Contrasting the results of the study group with those of the control group, it is possible to observe the following ones: Whereas in the study group 55% of the population exceeded the literal level, the population of the control group only 5%. In the study group, 35% of the population exceeded the inferential level, and in the control group only 5%. Finally, in the study group, 20% of the population reached the critical level, while the control group remained at 0%.

FINDINGS

Based on the above, it is possible to confirm that the application of a competence assessment model as an evaluation strategy within the classroom, is successful in developing and contributing to the level of competence in critical reading by students, which is one of the components presented in Pruebas Saber. This way, making a contrast between the model mentioned previously implemented in the current research with the students that formed the study group and the way to evaluate on the part of the teacher who was in charge of the students who formed the control group, it is feasible to see the remarkable effectiveness of the first one. In relation to the above, although the strategies used by the teacher were also useful allowing students to improve their level of reading, fact manifested in the number of subjects who managed to reach the literal level and in the number of those who managed to overcome it until reaching the inferential level; there are notorious differences in the percentages that account for the sum of students who, per group reached the level of critical

reading, presenting in the case of the study group, a greater number of individuals who achieved it, in contrast to the control group, where that number remained at 0 percent; being evidence of the pertinence of the model of assessment by competence to achieve the objectives of the country in terms of education of high quality, especially, dealing with the competence in critical reading.

Recommendation

This study recommends as follows:

- In the first instance, it is recommended that the Corazón del Valle educational institution implement competence assessment strategies, seeing that, this research project, in only 12 weeks of intervention, showed results of improvement in the critical reading competence of the target population and if these practices were carried out consistently in all grades and subjects, the results of the State tests would show satisfactory results.
- On the other hand, it is recommended to secretaria de educación del municipio de Tuluá to implement training in the design of pedagogical and assessment practices by competences, since, it is necessary that the teachers of the city are trained in education by competences and thus, contributing to the Improving the quality of education in the region.
- Finally, it is recommended to the teaching population of the country, to train and to implement the education by competences in the classrooms of Colombia, since this would be one of the ways to achieve the improvement of national and international standardized test results.

Conclusion

It can be concluded that, although the control group was not intervened, there was a level of improvement in their reading levels, although this was minimal, demonstrating that the teacher's pedagogical and evaluative practices helped this improvement. However, the difference between the results of the study group intervened was evident, the percentages of improvement were higher than those of the control group, taking into account that with the different interventions and evaluation practices by competences, the hypothesis could be verified and to demonstrate a competence assessment strategy type Pruebas Saber 5° had a positive influence on students' critical reading proficiency, as it showed a considerable improvement in the test results that were applied.

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