

Batista Salvador, A., Ruíz Echavarría, H., Acosta Ávila, A., Vargas Jiménez, A. Diversificación de las formas y tipos de evaluación del aprendizaje. Retos para la Educación Superior. (2024). Santiago de Cuba: Ediciones UO. Reseña

Batista Salvador, A., Ruíz Echavarría, H., Acosta Ávila, A., Vargas Jiménez, A. Diversification of Forms and Types of Learning Assessment: Challenges for Higher Education. (2024). Santiago de Cuba: Ediciones UO. Review

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Higher education promotes the implementation and innovation of inclusive assessment systems in university programs, characterized by their flexibility, grounded in reality and cultural traditions.

Hence the need for university faculty to possess knowledge of these systems to measure students' professional performance, both in academic settings and in those linked to production and service entities, particularly during work placements conducted in the latter.

The book under discussion was published in Cuba by Ediciones Universidad under ISBN: 978-959-207-784-3. In it, the authors address, with depth and scientific rigor, the systematization of the contributions, advantages, and limitations of the different types of assessment, both traditional and contemporary.

In its four chapters, the book addresses the theoretical foundations of learning assessment,

combined with methodological guidelines that focus on the individual development of the student. They also allow for reflection on the forms and types of assessment applied in the three components: academic, professional, and research.

In the first chapter, titled *The Assessment of Learning in Higher Education*, assessment is described as a central theme in educational settings. Based on the results and decisions made, it is possible to determine whether or not a student progresses in their studies, which is why it is considered a complex process in itself.

The chapter specifies the objective of learning assessment; in this case, to evaluate the process and the results achieved by students, as well as its functions, explaining each one, which are: the diagnostic, instructional, summative, and formative functions; in the latter, assessment is recognized as a means for the comprehensive development of students.

It also addresses self-assessment, peer assessment, and external assessment, as well as the forms of frequent, midterm, final, and graduation assessments. This classification corresponds to the degree of systematization of the objectives, detailing the objective, functions, and assessment instruments used in higher education. (Batista *et al.*, 2024)

The second chapter is titled *Traditional Instruments Used in the Assessment of Learning*. There, the authors outline the criteria for selecting assessment instruments. They highlight the objectives to be pursued, the content, the point in the class when the assessment instruments are applied, the conditions and potential of each instrument—specifying advantages and disadvantages—as well as the possibilities for verifying objectives, teacher preparation, and the correction of assessments.

It emphasizes that when developing assessment tools, comprehensibility, accessibility, and feasibility—as clearly defined in the section—must be taken into account. The most commonly used tools today are specified, with a focus on frequent assessment, detailing its systemic nature and types.

In this regard, the authors discuss oral questions in all classes, which must meet certain criteria. They also address written questions in all classes, highlighting the advantages over oral questions, as students must think critically and explain their answers clearly, as well as discuss the results in the next activity.

Group work is addressed, and examples are provided. Among these, the goal is to encourage

students to reflect on and discuss the content covered, thereby identifying gaps in their learning. The use of ICT is highlighted as another method for assessing student learning, along with its application.

The midterm assessment tool is also analyzed. Its purpose and implementation at different points in the class are specified. The role this tool plays within the educational process is detailed.

Its fundamental types are discussed: quizzes, out-of-class assignments, and their advantages. Other forms of assessment include the midterm exam, short quizzes, and small-group assignments mentioned in the text, as well as the classification of well-reasoned recall, selection, and identification tests. (Batista et al., 2024)

The instruments for final assessment are explained in depth; according to the authors, these may take the following forms: written or oral exams, open-book exams, as well as the defense of a course paper or a project. The importance of the teacher knowing how to select the appropriate assessment instrument based on the characteristics of the content, the objectives to be assessed, and the manner in which the teaching-learning process has been conducted is emphasized.

Chapter Three is titled *Assessment Conceived as a Process Centered on Student Learning Progress*. The authors discuss a study conducted on three methods or techniques considered active and effective mechanisms for the development of the student-centered learning process. These mechanisms are the portfolio, the case study method, and project-based learning; feasible alternatives that can be applied in any course.

The text clarifies the definition of a portfolio, its qualities, advantages, and limitations, as well as a breakdown of its components through concrete examples, types of portfolios, classification, and structure, which they successfully explain clearly.

The authors also delve into the stages of developing a student portfolio used for assessment purposes and highlight the assessment aspect, which is conducted periodically by the teacher using assessment tools such as checklists, grading scales, or rubrics.

Various types of portfolios are described and classified according to the medium they use: physical and digital, and a basic structure of the student portfolio used for assessment purposes is provided. It also addresses the criteria and quality indicators for assessing the student portfolio.

The case study is highlighted as a technique that promotes discovery learning, that is, learning by doing. The above aims to inform decision-making regarding indicators for production and services. The components of the case method are presented, highlighting the questions to consider, the stages, and the criteria for evaluation. Guidelines for developing case studies are discussed, and project-based learning is addressed, emphasizing the central role of students and their involvement in the teaching-learning process.

Each stage of the project is specified and discussed: preparation, implementation, and evaluation, along with the advantages and disadvantages of project-based learning. Additionally, the rubric is discussed as a tool for guiding and evaluating educational practice as a resource for comprehensive and formative assessment, defined by the authors and with its importance clarified.

In the fourth chapter, *The Evaluation of Work-Based Practice*, the university and the company are highlighted as spaces designed for the development of professional skills, knowledge, and values in production, and the relationship between practice and the components defined by general pedagogy is explored.

Work-based practice is defined as an integrative and multifactorial process with well-argued aspects. The elements to be considered in order to implement the concept of assessment through work-based practice are outlined, and the aspects to be assessed in students placed in corporate training settings are specified from the perspective of learning by doing and teaching through production.

The steps for the comprehensive evaluation of the process are proposed, such as: assessment of the results of production processes and services, of the teaching-learning process, and of the results of the work-based learning process.

It is clarified how the method of productive cooperation constitutes a didactic component and relates to the assessment and characteristics of project-based learning and the role of the teacher, who acts as a facilitator, distinguishing this approach from traditional teaching. Furthermore, the types of projects are identified according to the designer—closed, open, and free—as well as from the administrative perspective: directed, semi-directed, and autonomous.

In general, the book explores the variety of forms and types of learning assessment, which presents a challenge for higher education due to its dynamic nature. The book serves as a guide

for instructors to assess and evaluate students' knowledge in a more appropriate and competent manner.

Bibliographic references

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