Appendix S1. Open-ended survey with three open-ended questions

Thank you in advance for your interest in the study and for answering this survey. The study's objective is to research the practice of assessing learning, and your answers to the questions will add value to the information. There are three open-ended questions. You can expand as much as you need in your answers. The important thing is that you consider that you have shared your ideas and experience about it.

Please answer the following questions according to your teaching experience and practice in learning assessment. There is no minimum or maximum length. The information that covers what you have to share about the question will suffice.

Questions:

1. Explain the purpose(s) of your assessment of your students in your courses.
2. Describe how you go about assessing your students' learning.
3. What are the best recommendations/practices for appropriate learning assessment?

Thank you. We will contact you if clarification on any of your answers is needed.

Appendix S2. Semi-structured interview.

Thank you for your time and willingness to participate in this interview. The purpose is to collect information about the evaluation process. The data will be used for research purposes and recorded completely anonymously.

Guide questions:
Do you agree? Do you have any questions or comments?
What does evaluation mean to you? How do you conceptualize or describe it?
Give your point of view on what the evaluation should look like. What characteristics should the evaluation process have?
What is the purpose of the evaluation? What's the point of evaluating?
What assessment strategies do you use regularly?
At what times do you evaluate, and how do you decide those evaluation moments?
Do students participate in the assessment? How do they do it?
What does your scoring system look like? What do you give the most points to and why?
What biases do you know are in the evaluation? Have you noticed if you have any biases? Which one(s) and how do you minimize or neutralize it?
Why should your students trust the outcome of your assessment of their learning?
What difficulties, facilitations, disadvantages, and advantages do you observe in the evaluation?

Questions may arise from the participant's answers. These would be considered broadening or deepening when the participant talks about it. For example:

How do you conduct the assessment?
What does it mean to you?
What emotions do you have?
How does it lead you to engage with students?
What are the institutional guidelines it follows?
What is the relationship between assessment and learning?

Appendix S3. Classification of keywords obtained from the first enclosure to the field.

Organization of the information arising from the analysis of the open survey responses.

Words Mentioned	Key	Thematic	Dimension
Continuous observation of the process / Observation of performance / Constant and permanent review / Advice and support	Promotes learning	Process Improvement	The Purpose
Adjustment of activities / Modification of technique during the course	Changes to the lesson plan		
Awarding a grade / Benchmarking start / Assessing progress / Securing what has been learned	Accountability	Accreditation	
Identification of previous knowledge / Starting point of new learning / Assessment for further learning	Diagnostic	Timing of the Assessment	The Process
Continuous and systematic activity to identify learning / Continuous assessment with specific activities / It is a way to guide students / Assessment as a learning activity.	Formative / Continuous		
Identification of Achievements / Final Performance Measurement / Achievement of High Levels of Knowledge / Final Exam and Project	Summative		
Knowledge Integration / Problem-Solving Skills of Your Discipline / Application in the Environment / Person-Centered Assessment	Significant	Features That Promote Learning	
Continuous/timely/personalized feedback / Recognition and	With feedback		

recommendations / Feedback to improve what has been done		
Co-assessment / Self-assessment / Self-analysis on areas for improvement	Participatory	
Observation of participation / Multiple evaluation techniques / Non-arbitrary evaluation /	Transparent	Characteristics That Give Certainty to Judgment
Assessment techniques that connect with the assessable activities/activities that build on each other	Congruent	
Recognition of learning style / Clarity in process and assessable activity / Fair and equitable	Joust	
Trust and collaboration with students / Empathy / Closeness / Long-term impact / Assessment with a broad view	Reflective	Features that transcend the technical

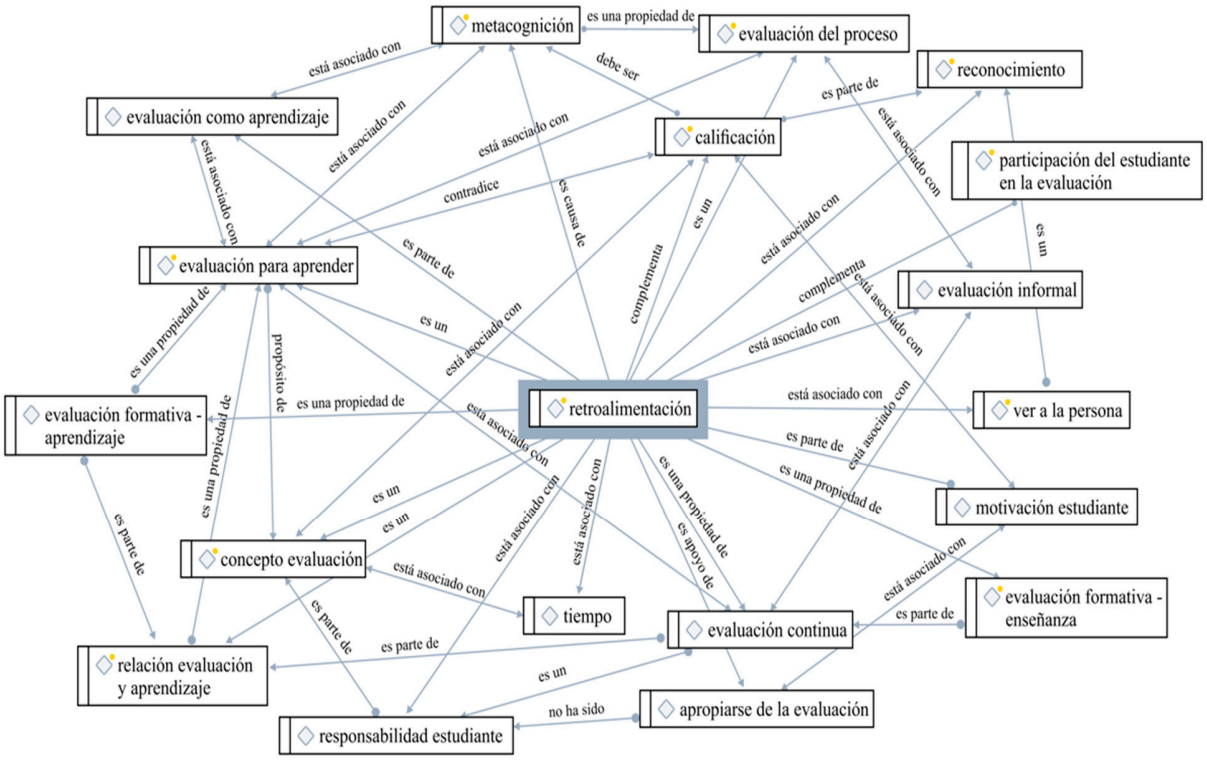
Appendix S3. continuation. Categories and number of teachers who referred it.

Dimension	Thematic	Key	Number of teachers
The Purpose	Process Improvement	Promotes learning	14
		Changes to the lesson plan	10
	Accreditation	Accountability	16
The Process	Timing of the Assessment	Diagnostic	10
		Formative / Continuous	25
		Summative	20
	Features That Promote Learning	Significant	8
		With feedback	27
		Participatory	12
	Characteristics That Give Certainty to Judgment	Transparent	5
		Congruent	1
		Joust	9
	Features that transcend the technical	Reflective	5

Appendix S4. Codes emerged during systematizing information from teacher interviews (In Spanish).

Total codes: 86, Atlas.ti

	Códigos		
1	acompañar	44	instrumentos
2	acreditar/certificar	45	justicia
3	alineación con fines	46	lineamientos academia
4	ambiguedad	47	metacognición
5	apropiarse de la evaluación	48	momentos de evaluación
6	balance en la evaluación	49	motivación estudiante
7	calificación	50	muestras de evidencias
8	calificación de equipo	51	normativa vs criterial
9	calificación vs aprendizaje	52	objetividad
10	capacidad evaluador	53	observación desempeños
11	co evaluación	54	participación del estudiante en la evaluación
12	comparar desempeños de estudiantes	55	persistencia y dedicación
13	concepto evaluación	56	plagio
14	confianza	57	planeación
15	congruencia didáctica y evaluación	58	práctica impuesta
16	conocimiento previo	59	precisión
17	criterios de evaluación	60	procesos mentales y aprendizaje
18	dificultades	61	puntos extras
19	distinción de aciertos	62	re-evaluar
20	estrategias de evaluación	63	reconocimiento
21	evaluación bajo impacto	64	reconocimiento del contexto
22	evaluación colegiada	65	reglas sobre la evaluación
23	Evaluación como aprendizaje	66	relación evaluación y aprendizaje
24	evaluación continua	67	relación profesor-estudiante
25	evaluación del proceso	68	remediación
26	evaluación formativa - aprendizaje	69	responsabilidad estudiante
27	evaluación formativa - enseñanza	70	reto de la evaluación
28	evaluación informal	71	retroalimentación
29	evaluación integral	72	seguimiento a la retro
30	evaluación para aprender	73	sencilla y práctica
31	evaluación por temas	74	sentimiento por la evaluación
32	evaluación sumativa	75	sesgos
33	examen de prueba	76	tamaño del grupo
34	examen en colaboración	77	tareas evaluativas
35	examen final	78	tecnología
36	examen rápido	79	tendencia a la normal
37	exámenes	80	tiempo
38	exigencia	81	tipo de contenido
39	grado dificultad examen	82	tipo de reactivo
40	grado dificultad reactivos	83	transparencia
41	horizontalidad	84	valor relativo
42	indicadores (otros)	85	ver a la persona
43	innovar en la evaluación	86	verificación de aprendizajes



Network of codes associated with feedback. A network of codes related to the most substantial, density-based code obtained from Atlas.ti (in Spanish).

The network is mainly related to codes that define an evaluation approach for learning, such as continuous assessment, assessment as learning, or formative evaluation; other codes are recognized that highlight the process as a human act, not just a technical one, such as seeing the person, recognition, and motivation; Qualification is also present as a quantitative result of evaluation and time, a code that signifies it associated, primarily, with difficulty or concern.

Feedback is central. Faculty members classify it as an element that makes the assessment fulfill the purpose of improvement. It can promote the students' metacognition and recognize and motivate them. Still, they also identify the time required and the need for the student to take ownership of the evaluation process and accept the feedback responsibly, directing them to improve their learning.