Not another typical story, yet not a new critique. A journey to utopia across standardized assessment

Não é uma história comum, porém, não é uma nova crítica. Uma viagem para utopia por meio da avaliação padronizada

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Abstract: This is an approach to standardized assessment built on Foucault’s work. Assessment is taken as a dispositif that allows the exertion of power, in terms of governmentality. Diverse discourses about assessment circulate among national and international agencies, which promote its “goodness” for progress and development of nations. This paper, by historicizing the present, aims at mapping the continuities and discontinuities of discourses about standardized assessment in Chile and at portraying how assessment systems govern subjects. The structure of this paper is not the typical academic structure. Instead, it uses the plot of two movies to articulate and to depict assessment systems as a dispositif of power.

Keywords: standardized assessment, dispositif, historicizing the present, Foucault.

Resumo: Este trabalho é uma abordagem da avaliação padronizada construída sobre o trabalho de Foucault. A avaliação é considerada como um dispositif que permite o exercício do poder, em termos de governamentalidade. Diversos discursos sobre avaliação circulam entre agências nacionais e internacionais, que promovem sua "bondade" para o progresso e o desenvolvimento das nações. Este artigo, ao historicizar o presente, visa traçar as continuidades e descontinuidades dos discursos sobre a avaliação padronizada no Chile e retratar como os sistemas de avaliação governam os sujeitos. A estrutura deste artigo não é a estrutura acadêmica típica. Em vez disso, usa o enredo de dois filmes para articular e descrever os sistemas de avaliação como um dispositif de poder.

Palavras-chave: avaliação padronizada, dispositif, historicizar o presente, Foucault.

Caution!

This is not the typical story about assessment. This is not a story about a method to select, certify or control groups of students (Jurdak, 2014). It is not about forms of pressure to “deliver” and to exclude students (Ball et al., 2012), neither about equity (Gipps, 1999) nor inequity (Cooper and Dunne, 2000). This is not a story about a promoter of active feedback (Black et al., 2004), neither about a gatekeeping dispositive (Björklund Boistrup, 2017). This is not a story about the goodness of assessment for progress, economy and development of nations (Kellaghan and Greaney, 2001). This is not a story about a report on international comparisons of children’s curriculum knowledge (PISA), nor a national system to improve every improvable aspects or agents of schooling (SIMCE in Chile). This is a story of none of these and, at the same time, about all of these. This

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is a journey to utopia across a path of continuities and discontinuities, of hopes and dreams about assessment in school.

Chapter 0: Monologue

[Voiceover] Well, we meet again. I remember the first time I saw you. I was so naive. I thought we were friends, but I didn’t know you had other plans, that you were going to talk behind my back, against me. You questioned everything I thought I knew and you still do. Are you mocking me? Do you enjoy judging me? Probably I didn’t take you seriously. Was I foolish? I believed everything you promised me; everything they told me about you. You were going to help me help others. That was the plan! You were going to help me decide whom to help first, whom to help next. I relied on you! You would tell me what they needed, what they lacked, to decide what to do. I still remember when we chatted about equity and quality, about harmony and equality, about our hopes of a brighter future. We were supposed to make everything better. But I was so wrong! We sounded so much like hippies... youngsters’ dreams. And I know what you are going to say to me. “What are you talking? I didn’t judge you; I was the only one able to say what you truly were and what you could become. I was your friend, your only friend”. But you were not my friend, and you never will. What do you want from me? Are you analysing me? You will not be able to escape, not again. So, let our little dance begin.

Chapter 1

You and me we have no faces. They don’t see us anymore. Without love as they had promised and no faith for what’s in store.

Numbers, numbers, numbers. You and I didn’t think this would be it, didn’t we? Was it worth it? Measuring progress, quality, performance, effectiveness, achievement, measuring them, us... everything! Numbers, so powerful and so meaningful, yet so tricky to work with. You can play with them as you please. Numbers, little tricksters!

Numbers, numbers, numbers! So closely linked to competition and accountability. Are we pursuing a business? Are we some sort of enterprise? Numbers to arrange, to allocate, to identify, to test, to conclude, to elude, to increase, to decrease. Numbers, so powerless and so meaningless unless you give them power. And that is what we all did, didn’t we? We played with them, we used them, we thought we needed them, and now we got used to them. They became part of us, of who we are, of what we do, of what we know.

I have so many questions. Do you see them as consumers? Are you judging if we sell them valuable tools? No wonder why we have to redistribute efficiently our resources, are you helping us to achieve that? Are you giving us numbers to reward? Numbers to reward our best sellers and their skills for consumers to be content with the final product. But, our customer service is still full of complains. Is that what you are helping us with... to improve our products’ quality?

A marathon, running, rushing to be on the top... Tripping, colliding, hoping not to be last... Falling, failing... Training exhaustedly, eating properly, buying the best clothes, seeking for advisors, making decisions, monitoring every move, trying to reproduce what winners do, investing for our success. Is that what you want us to be? Runners?

Numbers, numbers, numbers! Wait... “...Memory’s not perfect. It’s not even that good. Ask the police. Eyewitness testimony is unreliable. The cops don’t catch a killer by sitting around remembering stuff. They collect facts, they make notes and they draw conclusions. Facts, not memory! That’s how you investigate. I know. It’s what I used to do. Look, memory can change the shape of a room. It can change the colour of a car and memories can be distorted. They’re just an interpretation. They’re not a record. They’re irrelevant if you have the facts”. That’s it! Facts!
Chapter 2

...To all these nameless feelings I can’t deal with in my life. To all these greedy people trying to feed on what is mine...11

Before the 1990s, we were four little gullible dreamers in this end of the world12; we were the ones you convinced first. After that you spread like a virus13. Do you remember how everybody used to say you were the one able to make things better? The redeemer of our sins and failures... weren’t they using you to set standards? Weren’t they using you to tell us what to do and how to behave?

[The phone rang] Who is this?

I don’t understand it. You expanded so quickly and you still do. They see you as the Holy Grail, as if you were the key to unlock all answers. You are trained to seduce others with your greatness. I just couldn’t see it. You have many masks. Are you truly teaching them how to behave?14

[On the phone] At that time, in the sixties, it was all about social change and progress. Intuitive and global interpretations were left for scientific approximations. We were seduced by the abstraction of models and paradigms. We were so into economic progress15, into the promises of foreign lands. “Theories of modernization”16, they used to call it… Do you remember the World Bank, OREALC, the Interamerican Development Bank or UNESCO? They were all interested in you. Of course, they said that quality was prompted by decentralization, accountability and market competition17. You were just a puppet. Have you heard about TIMSS or PISA? You are just one of many others18.

Can you tell what they are doing with you? Reports in the newspapers, all carefully aligned for everyone to see. Judgment day19. Everyone judges, everyone points21. Do you think they do it to be transparent? Probably they do, but... numbers are tricksters, remember? What if you are not at the top of the list? Will they start drawing conclusions? Will they feel the need to track facts to explain the failure? What could they track... conditions, income, previous outcomes, owners, consumers’ background, beliefs, globalization, the over use of social networks, the position of the moon? How far will they track? How many factors will they consider?

[On the phone] …Modernization was the only path to overcome poverty. We had to become less underdeveloped and, also, ensure welfare. We started approximating scientifically to education. In 1967 we run the first test22. A revolutionary...
aptitude prediction system aimed at measuring capacities, knowledge, abilities, decision-making, and actions. We were so proud of it, asking relevant questions to measure their abilities for the prediction of their future performances...

Pressure... “pressing down on me, pressing down on you, no man asks for. Under pressure, that burns a building down, splits a family in two, puts people on streets”... pressure to be normal, to be average, to fit in. But everything is always moving, changing. So they become chasers, hunters of a dream, pursuers of an illusion. Why? Because that is the standard! Then, they train, they instruct, they run tests, they monitor progress, they practice, they improve, they hope, they fear, they chase...

You are so stubborn. Yes, they can blame themselves for their own failure, but isn’t everyone involved? Aren’t published results making all actors accountable? Aren’t you creating a culture of evaluation? And suddenly everything collapse, a training culture emerge, playing the game only to survive one more day. Was all of this because of you? But how? After all, you are just numbers. Numbers, numbers, numbers... (Back to: Chapter 1)

**Chapter 3**

...So what can it be? No one hears me call, Echoes back at me. No one’s there...

I give up! It is impossible to talk to you. You refute anything I say because other people are using you and you don’t even realise... you are even more naïve than me. Do you think you are the best option and that everything should turn around you? Do you even care?

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Chile was no exception... SIMCE left Chile at the top in Latin America. We were so avant-garde!

They said you were aimed at monitoring quality\(^{35}\), was it at any cost?\(^{36}\) Was it by trying to control every move?\(^{37}\) They said you were going to change everything. You were going to be a revolutionary system, so visionary, but for whom? Quality equality was your slogan\(^{38}\). Egalitarian opportunities, knowledge, and skills, they said. For all! Those were the hopes of a brighter future, full of utopian promises... You came here to stay and we became more dependent; do we know how to live without you?\(^{39}\) With you it’s easier to make strategies and to test them, trial and error, until we reach the top. By copying past winners, by enchanting others to follow the path to victory. More and more to be higher and higher!

"[On the phone] SIMCE quickly became an information provider, of extremely useful information for developing policies\(^{40}\). At the beginning, it was thought as a tool to quantify quality... Yes, quality it was, at that time, in terms of the knowledge students had, obviously according to curricular expectations\(^{41}\). SIMCE was aimed at improving the quality, not just as a mean of quantification... SIMCE’s outcomes were thought to be helpful to improve equity too\(^{42}\). What a dream!

Is that why they train and agree to be trained? Are you making them athletes against their will? But they have to be athletes to belong, to not be indicated as failures in the system. You need sellers to perform flawlessly. Is that why they train and agree to be trained? They agree because they believe in you, in your mighty wisdom. Do they doubt about themselves? Do they agree on not to disagree?

"[On the phone] We thought that by not releasing individual students’ scores we would be able to avoid undesirable consequences. You know, exclusion or selection of students by their scores in SIMCE, competition between students, and all that jazz. We aimed at protecting their privacy\(^{43}\). Even journalists became an important part of SIMCE to avoid undesirable perceptions about the test. They were very important for the appropriate dissemination and public communication of SIMCE’s outcome\(^{44}\). You see... we had nothing but good intentions....

But they are alone, if they scream what will they hear back? Silence? You are making them follow a path by guiding every step\(^{45}\). They are like little children picking up each candy you toss on the floor. You reward every step they take towards victory\(^{46}\). What are they to you? What are they to your friends?

"... I find the answers aren’t so clear. Wish I could find a way to disappear. All these thoughts they make no sense. I find bliss in ignorance. Nothing seems to go away. Over and over again"\(^{50}\). You only care about

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\(^{35}\) "It was expected that the market, in which all actors would have the necessary information, would regulate the quality of education itself" (Cariola and Meckes, 2008, p. 39).

\(^{36}\) "Schools, in competition to attract students and the associated financial resources [...] to avoid loss] would do their utmost to improve the quality of education to attract and retain their pupils" (Cariola and Meckes, 2008, p. 39).

\(^{37}\) "During the second half of the 1990s, SIMCE began to be used more as a tool for monitoring educational policy" (Cariola and Meckes, 2008, p. 44).

\(^{38}\) "[The quality of education assurance law] stipulated the creation of a national system of quality of education assurance, in order to improve the quality of education of Chilean students within a frame of equality of opportunities" (ACE, 2012, p. 3).

\(^{39}\) "Simce was implemented, the trend has been to increase the amount and the role of assessment—more standards, more assessment and higher consequences are being demanded and being introduced" (Meckes and Carrasco, 2010, p. 246).

\(^{40}\) "In 1995 SIMCE’s scores were ranked, this led to individualize schools’ performances and compare its results over time. Scores were linked to teacher’s incomes, which prompted to a reward system (Campos-Martínez et al., 2015). It also helped to create new standards for students, teachers, head teachers, and for designing models for efficient management of schools (Bravo, 2011).

\(^{41}\) SIMCE seeks to find the level of students’ achievement in diverse areas of knowledge” (Martinez, 1996, p. 1).

\(^{42}\) "[SIMCEs] aim is to improve the quality and equity of education by providing data about learning outcomes at the national and school levels" (Meckes e Carrasco, 2010, p. 234).

\(^{43}\) "SIMCE was conceived as a tool for school rather than student assessment. Individual data on students’ performance has also been protected to avoid undesirable consequences, such as exclusion or academic selection of pupils" (Meckes and Carrasco, 2010, p. 246).

\(^{44}\) Journalists are considered as important to improve the dissemination or public communication of SIMCE’s outcomes (Ravela, 2004).

\(^{45}\) "The recent efforts of the SIMCE and Curriculum Unit to develop a common framework of standards for reporting national test results and guiding school-based assessment [...] is a promising initiative for building a bridge of meaning between large-scale assessment and teachers’ practices" (Meckes and Carrasco, 2010, p. 246).

\(^{46}\) "Reward systems tied to testing outcomes may also prompt educators to direct greater efforts toward teaching practices that increase student achievement" (Benveniste, 2002, p. 92).

\(^{47}\) SIMCE is a source of objective, reliable and valid information (MINEDUC, 2003).

\(^{48}\) According to the consolidated index of institutional capacity for assessment (Vegas and Petrow, 2008).

\(^{49}\) "The important role of SIMCE data in the design and development of national education policies aimed at reducing inequities" (Meckes and Carrasco, 2010, p. 246).

\(^{50}\) The character sings a fragment of the song One step closer, by Linkin Park.
results, numbers is all you see. Why can’t we see that? Why can’t they see that? Are we so seduced by your “greatness”? Are we so drown by your promises? What do you want us to be? Competitors? Entrepreneurs? I don’t understand. Are you just empty promises? Before the 1990s… (Back to: Chapter 2).

Chapter 4

...Oh I wish that I could see, How I wish that I could fly. All the things that hang above me, to a place where I can cry...

I wonder how will life be. I wonder if we will rise without you. I wonder if you are the only solution. Is it possible to find other ways?

[On the phone] Of course we were not interested only in SIMCE’s outcomes, we complemented our national scores with international surveys. The more, the merrier. We have been participating since 1970 in these international studies. Well, TIMSS, the Civic Education Study… Of course! How could I forget about PISA? Also in the UNESCO one… the Latin American comparative surveys. It sounds as if tests are the only thing we have in mind, but… that’s how you reach excellence...

If you helped to bring harmony to the globe… why wouldn’t you bring harmony to us? We should continue this journey and see how it ends. We should remain being friends...

[On the phone] At the beginning, we started only with Spanish and Mathematics. Kids need to be able to express themselves and communicate properly. Kids also need to communicate numerically. Mathematics helps to develop abstraction, calculation, and reasoning. Now, if I step aside, it seems to be out of control. Currently SIMCE has increased and new school subjects are being incorporated… social sciences, history, geography, natural sciences, writing, English, the use of TICs, and physical activity… sports… kids also need to be healthy! Apparently we are a bit obsessed. We even increased the frequency. So, we have plenty useful information to perfectly plan our next moves.

It is inevitable to feel this impulse to doubt… I know there is plenty evidence, plenty of good results, plenty of research, plenty conclusions, but… what if this is not the appropriate step to take? I cannot help thinking about the possible implications...

[On the phone] It has been twenty years now… time really flies. SIMCE has helped us tremendously. It has been an efficient tool to reveal inequities in student’s learning, which helped us to connect social disparities with schools’ outcomes. That was a fascinating aspect we wouldn’t be able to see without the test… A culture of evaluation? It could be, but accountability is necessary… some people might say that SIMCE exerts powerful influence in curricular and pedagogical activities. One of them, they say, is “Teaching to the test”59 reducing the national curriculum only to meet SIMCE’s expectations, rejecting students60. I don’t believe it! There are plenty knowledge that the test doesn’t cover, so how could that be possible? The system works! Doesn’t it?

Am I being too negative? Am I being too insecure? I give up! It is impossible to talk to you… (Back to: Chapter 3).

Chapter "23"

You and me we have no faces. Soon our lives will be erased. Do you think they will remember? Or will we just be replaced?...

51 Scene’s background music (No one’s there, by KoЯn).
52 “The World Declaration on Education for All [...] recognized that periodic student assessments make a valuable contribution toward the improvement of educational quality” (Benveniste, 2002, p. 91).
54 “The motives of the new global educational governance are rooted in a specific cultural milieu in the time of the Cold War [...] heading to a harmonious world” (Tröhler, 2010, p. 6).
55 “Since it was first conducted in 2000, PISA has become hugely successful and has received considerable media coverage and attention from politicians and policy-makers in many nations” (Sellar and Lingard, 2014, p. 917).
56 “Verbal ability is vastly important while expressing and communicating ideas [...] without a proper fluency and mastering of the language, learning practices become precarious and ineffective” (MINEDUC and CPEIP, 1967, p. 5).
57 “Mathematics ability represents another great aspect of learning: the capability of abstraction, synthesis, calculation, reasoning [...] every individual should develop a minimum capability of numerical communication” (MINEDUC and CPEIP, 1967, p. 5).
58 “[SIMCE] has helped place learning outcomes at the heart of the national debate on education. It has also helped to develop a culture of evaluation and accountability at different levels of the system [...] the information it provides has helped to reveal the country’s great inequities in learning outcomes and their relationship to social disparities” (Meckes and Carrasco, 2010, p. 245).
59 “SIMCE has proved to exert a powerful influence in curricular and pedagogical activities. “Teaching to the test,” despite being widely criticized by educators as a stratagem to improve children’s scores in order to secure a higher position in the public rankings, is commonplace” (Benveniste, 2002, p. 112).
60 The unintended consequences of SIMCE “are teaching for the test, narrowing the curriculum that is implemented, schools rejecting or expelling students in order to raise scores, and stigmatising poorly-performing schools” (Meckes and Carrasco, 2010, p. 244).
61 “The emphasis of Chilean teachers on practicing concurrent problems may indicate an overemphasis on skill drilling instead of mathematical understanding” (Preiss, 2010, p. 350).
62 Scene’s background music (No one’s there, by KoЯn).
[On the phone] Does it work? SIMCE is a tool to nationally monitor the whole school system providing orientation regarding decision-making policy process. To achieve quality it becomes necessary to track every school’s score yearly, to compare and visualize their progress, if they have any63. Also it is compulsory, in order to achieve our standards, to guide teachers on how to improve their practices by handing them standardized instruments and SIMCE samples64. SIMCE is a tool teachers could use to detect their strengths and weaknesses to improve their practices65… Monitoring? Tracking? Guiding? Detecting? What is this? On the bright side, it is a longitudinal study that has many qualities and advantages for achieving equity of quality. On the dark side… is SIMCE acting as a form of surveillance? It doesn’t make any sense, isn’t it? Why did we start with mathematics and Spanish? Why mathematics? Of course in the sixties we thought logic was the foundation of every science because it leads to reasoning accurately and rigorously, which is the core of any argumentation and of critical thinking, and, obviously, because it was fundamental to achieve those abilities for pursuing further education, right?66. Am I wrong? Did we do something wrong?

“It imagine there’s no heaven, it’s easy if you try. No hell bellow us, above us only sky… Imagine all the people, living life in peace”67. I wonder how will life be. I wonder if we will rise because of you. I wonder if you are the solution...

[On the phone] Although… In the 1960s we were trying to develop a scientific prediction to predict a potential learning and aptitudes towards that learning68. And we succeed in it, in my opinion. Nowadays we have a system that is able to predict student’s achievement in SIMCE before participating in the test. We have created the “Learning Standards”69…

No, you want to achieve… but international tests also…

No, no we are not stressing out children to obtain a higher score in international tests. It is a matter of achieving quality! We want students to have better opportunities in life, to be successful… they need mathematic proficiency70. Those types of questions help us unveil… Wait… do they help?

I hear them talk about you71. You seem so complete, so structured. You seem like a good option for us. According to them, you can provide the information we need to be better, to improve…

[On the phone] National assessments should be taken as an opportunity to help teachers and students to unveil their achievements, according to national standards, or what needs to be reinforced, to reach set standards… feedback72.

Assessment is the only path to help students to be successful and to have a brighter future, better opportunities, and… Yes, they need to be assessed… They have to be assessed! It is the only way to stop with inequality… to have a quality education… This doesn’t make any sense, doesn’t it?

If you helped them, why not us… What did winners do to be considered winners?73

[Hanging the phone] “Chapter 23, you can call me Fingering… That number followed me… It was a mistake to think I could escape it… The number had gone after me. And now it wanted her. I was right. She was in danger. I just didn’t realize the danger was me”74. But, what more harm can it do? After all is just a number.

I wonder how will life be. I wonder if we will rise without you. I wonder if you are the only solution… “Now… Where was I?”75

This is…

The whimsical story is inspired by Christopher Nolan’s film Memento and by Joel Schumacher’s film 23. Memento’s plot is embedded in the first five parts or

63 SIMCE helps not only in visualizing students’ performance, but also their progress (MINEDUC, 2003).
64 “Schools receive standardized instruments that could be applied themselves, to improve teachers’ practices and their outcomes” (MINEDUC, 2003, p. 15).
65 “Teachers can find in SIMCE’s outcome a mean to detect their strengths and weaknesses for re-orienting and improving their practices” (ACE, 2012, p. 1).
66 “Mathematics offers a variety of analytical procedures, modelling, calculation, measuring and making estimations […] that allow the establishment of relations between diverse aspects of reality” (MINEDUC, 2009, p. 145).
67 The character sings a fragment of the song Imagine, by John Lennon.
68 “The contribution of these tests consists precisely in their capacity to scientifically measure basic learning “aptitudes” […] Ability tests, for being about “aptitude” […] are more suitable for measuring potential abilities for a future learning” (MINEDUC and CPEIP, 1967, p. 5).
69 These standards are taken as a reference point able to describe what students should know and do in order to demonstrate their achievement (MINEDUC, 2013).
70 “All adults […] now require adequate mathematics proficiency for personal fulfilment, employment and full participation in society” (OECD, 2014, p. 2).
71 “Because the educational process is a long-term process in terms of time, intermediate controls should be made to ensure that students are learning properly and, therefore, to avoid that a low quality learning advance without correcting its defects, and a final control should be made to ensure students are learning according to the necessities and expectations of society” (Arancibia, 1997, p. 4).
72 “The evaluation process helps both teachers and students to know their improvements and what needs to be reinforced […] With this information, teachers can make decisions to modify their lessons plan and adapt it according their students needs […] Students could centre their efforts, by trusting that they will improve their results” (MINEDUC, n.d., par. 1).
73 “The expansion of the test supposes […] the upkeep of the evaluation in reading skills and mathematics, following the most successful educational system’s guidelines” (ACE, 2012, p. 4).
74 The character quotes the final lines of Joel Schumacher’s film 23.
75 The character quotes the final line of Christopher Nolan’s film Memento.
chapters. The film presents two separated stories, one moves backwards in time and the other moves forwards in time. One story is about the power effects of assessment as a dispositif. It goes backwards in time. The second story, “[on the phone]”, is about the temporal-spatial conditions that enabled the decision making process regarding a national standardized assessment program. It moves forward in time. The 23’s plot is entangled with “on the phone” in the section “Chapter 23”. In this last part, the voice “on the phone” recognizes itself as part of the problem, both the medicine and the disease. Each chapter begins with fragments of the song No one’s there by KoЯn. This song portrays the story that goes backward, and at the same time enable to shed light into the power effects of the second story on the shaping of a desired citizen. The discussion raised here is about the historical making of citizens that has been inscribed in a cultural practice of national standardized assessment. By following an analytical strategy of historicizing the present, it problematizes the naturalized truths circulating about assessment among national and international agencies by mapping its continuities and discontinuities. These naturalized truths are: “higher score means better quality” and “competitiveness and accountability leads to higher performance, raising incomes, social mobility and welfare”.

The writing and structure of this story enables to portray standardized assessment in Chile as a dispositif of power that governs subjects to conduct their own ways of being and acting in the world (Foucault, 1991). According to Foucault (1980, p. 194), the dispositif is where power becomes concrete: a network composed of “discourses, institutions, architectural forms, regulatory decisions, laws, administrative measures, scientific statements, philosophical, moral and philanthropic propositions”. Within this entanglement of elements, the dispositif raises as a formation that respond to historical-given “urgent needs”. In this fashion, standardized assessment rose not solely as an instrument to improve quality of education in Chile by engaging some actors, as teachers and policy-makers, in a process of “self-examination” to help in decision-making practices to achieve higher quality (translated in higher scores). But, also, SIMCE has historically become a heterogeneous ensemble with a dominant strategic function (Foucault, 1980), in which all actors—teachers, students, policy makers, school principals, parents, society, etc.—have been engaged in practices of self-regulation. As Sellar and Lingard (2014, p. 922) argue, the reliability in numbers produced by assessment systems enables comparison as a new form of governance. In which “[Skills] presented as the solution to a range of economic and social problems remains dominant […] Skills agenda is now at the very heart of the Organization’s economic work and is linked to its role in neo-liberal globalization”. The first story deals with the awakening of resistance from the power effects of standardized assessment practices, but as a delinquent in prison, there is no escape from the productive side of power, as Rose (1999, p. 161) states, “the new citizen is required to engage in a ceaseless work of training and retraining, skilling and reskilling […] life is to become a continuous economic capitalization of the self”. Standardized assessment, as a dispositif of power, enables to look at numbers as the indicators of success because there have historically been taken as a scientific, and therefore wanted, approximation to education, overlooking all unwanted consequences of SIMCE in society.

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