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ASSESSMENT - SOURCE FOR TRAINING TEACHERS AND IMPACT ON STUDENT RESULTS

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Abstract: Based on the low performance of students at a Municipal Public School in Rio de Janeiro, the management and teachers focused on building and adopting an innovative professional training program, guided by the discussion of internal and external evaluation rates, and aimed at making the achievement of high approval rates by students. For four years, new knowledge was discussed, learned and applied to the activities of teachers with their students. Lectures, workshops, discussion of texts by renowned authors energized the training. Participants found the Program very useful, helping to identify students' learning difficulties and how to assist them based on knowledge, methodologies and suggestions for innovative practices. The impact obtained on the results of the evaluations was surprising. Each year, the students showed higher results than the average of the Regional Coordination and the municipality's own education system, in the Alfabetiza Rio assessment and in the National Literacy Assessment, in the 1st school year; in the Prova Rio, for the 3rd and 6th school years. In tests of the National Assessment System for Basic Education, for the 5th school year, the results are part of the Basic Education Development Index and were high in 2015. In Prova Rio, the averages are part of a similar index for Rio de Janeiro, and the school reached levels of excellence, deserving praise and honorable mentions from municipal authorities.
Keywords: Learning assessment, Teacher training, External evaluation.

EVALUATION RESULTS POINT TO TEACHER TRAINING

The Municipal School is part of the public education system of the City of Rio de Janeiro. In 2012, it had classes from the 6th to the 9th grade of Elementary School (EF), in a single shift. In 2013, its structure was reformulated to cater for the 1st to the 6th Experimental year. In general, the results of these new students in tests and external evaluations did not reach the desirable levels for each school year.

Based on the demand of the School's professionals, the Professional Training Program originated with the purpose of "training its professionals and/or improving knowledge in order to meet the [teaching and learning] needs presented by the new classes" of EF (PICOZZI, 2018, p. 14). With the support of "official documents such as the School Regulations (MUNICIPAL EDUCATION SECRETARIAT OF RIO DE JANEIRO, 2010), the Political Pedagogical Project School for All and the Internal Regulations (MUNICIPAL SCHOOL, 2012a; 2014a)" (PICOZZI, 2018, p. 14), the Program corresponds to the commitment of the School's management to disseminate knowledge and methodologies that would promote the theory-practice integration, essential for the development and improvement of teaching.

The Program finds justification not only in the need to provide subsidies to professionals "who need to intensely and truly take ownership of the necessary tools for reading the data [of the assessments] and replanning", but also for the "need to monitor students throughout years, in order to meet the requirements of the Secretariat" (PICOZZI, 2018, p. 23).

The Program represents an innovative action that involved the school community, revealing that it is capable of integrating collective efforts in favor of more competent results for the students. The training activities were developed through lectures, workshops, presentations with texts or PowerPoint with discussion of the themes and data presented, proposal of work in groups, case studies and analysis of the cases. The discussion with the teachers was constant and involved them in different types of activities (PICOZZI, 2018).

With the purpose of "considering the possible consequences and influence that the results of the evaluation may have" (ELLIOT, 2011, p. 951) in the pedagogical work, each participant evaluated the activities carried out, to adjust the training of the following year and also for classroom activities to be replanned. The observation of all the participants and their self-assessment, of a formative nature, were considered for the definition of the Program's next goals. It is important to note that these contributions did not focus on the summative results obtained by the School's students in formal assessments, that is, the results shown in tests as evidence of student learning in interaction with the teachers who participated in the training.

The results of internal evaluations prepared at the school and external, under the responsibility of the Education Department and the Anísio Teixeira National Institute for Educational Studies and Research (INEP), as well as indicators, descriptors and statistical data were analyzed during the activities of the Program. It should be noted that the sources used for these analyzes were both formal, originating from government agencies that dealt with school evaluation, as well as originating from the relevant literature, from scholars on the subject or from precursors who studied and wrote about education, learning and its fundamental concepts.

The performance indices obtained by the classes and readings on the legal and conceptual foundation of learning assessment were themes of the first year of the Program (BASIC EDUCATION DEVELOPMENT INDEX, 2013; BRASIL, 1996; 1998; RIO DE JANEIRO MUNICIPAL EDUCATION SECRETARIAT, 2010; MUNICIPAL SCHOOL, 2012a; 2012b;2014a; 2014b; TEIXEIRA, 1957; PIAGET, 1971;1990; FERRARI, 2004; RIBEIRO, 1995; MONTESSORI, 1964; DURKHEIM, 1975; CASTRO, 2009; LOCATIAMINO, 2009; ; HOFFMANN, 1999; LUCKESI, 1996).

In the following year, 2014, the themes were intended to provide theoretical and practical support to improve the activities of the School's professionals. Topics such as the pleasure of reading, literacy and literacy, technology in the educational environment, affectivity in favor of learning were addressed. The intention was to motivate and equip teachers to work on students' taste for reading and make classrooms more pleasant environments for pedagogical and recreational activities aimed at the formation of readers (LOBO, 2010; FREIRE, 1987; KRAMER, 2004; FERREIRO; TEBEROSKY, 1999; MORAN, 2007; LÉVY,1993; MIGLIORI, 2015).

The third year of training offered in 2015 focused on studies that dealt with the development of learning with psychosocial perspectives to support the work of professionals interacting with students and their learning needs and difficulties (SOLÉ, 1998; GLAT, 2007).

In the fourth year of the Program, the themes were about learning difficulties, the study of internal and external assessments, and their respective descriptors and distractors of the test items (FONTANIVE, 2005; BONAMINO; FRANCO, 2005; BROOKE; SOARES, 2008). According to one of the teachers, the analysis of the distractors of the tests led to "observing where students have the most difficulty and solving them in an attractive and effective way" (PICOZZI, 2018, p. 60).

In the four years of the Program, 143 training sessions were carried out. A summative evaluation of this period yielded valuable opinions on all the work carried out. The trainings were recognized as very useful for everyone in the School and the students' performance revealed high statistical gains (PICOZZI, 2018).

IMPACT RESULTS

Data from internal and external assessments of the School's students were retrieved through the Academic Management System (SGA) - Escola 3.0 da SME-RJ; Portal Rioeduca.net of SME-RJ, Intranet of SME-RJ, Inep website. These data were analyzed to reveal to what extent the students' performance showed gains during the pedagogical intervention represented by the Training Program. This was the aim of the study. The results are presented and commented below.

Literacy Rio. The Alfabetiza Rio assessment, started in 2010, indicates literacy levels in Portuguese – Reading and Writing, and Mathematics, for the 1st year of EF, to support the replanning of pedagogical actions and interventions in schools.

It can be seen that the average proficiencies of students in the 1st year EF of the School are higher than the averages of the 5th Regional Education Coordination (CRE) and of the Municipal Network, except in 2014, for Writing and Mathematics. Almost all 1st year students took the tests in the three years of the Program. Until the conclusion of Picozzi's study (2018), the 2016 results of Alfabetiza Rio had not been released.

National Literacy Assessment. The National Literacy Assessment (ANA, in Portuguese), under the responsibility of Inep, covers 1st year students in schools across the country. Its purpose is to diagnose literacy levels in Portuguese Language and Literacy, and in Mathematics.

Performance results are placed on proficiency scales, which have four progressive and cumulative levels. Each level contains a description of what students are able to do when they find themselves in one of them. Students are expected to reach the highest levels of each proficiency scale.

The distribution of 1st year EF students at ANA is presented in percentages located at each level of the proficiency scale of the respective assessment – reading, writing and mathematics (Graphs 1, 2 and 3). In 2015, there was no application of the ANA.

The levels of the reading proficiency scale are distributed in point classes: Level 1 - up to 425; Level 2 – more than 425 to 525; Level 3 - more than 525 to 625; Level 4 - more than 625.

In 2013, more than half of the students evaluated were positioned at levels 1 and 2 of the reading proficiency scale, the lowest on the scale.

In 2014, half of the 1st year students were at level 2, and 41% reached levels 3 and 4, already revealing a result of the teachers' participation in the Training Program. In 2016, the percentage of students (79%) located in the highest on the reading scale, 3 and 4, almost doubled, which reflects the contribution of training, plus the students' personal characteristics.

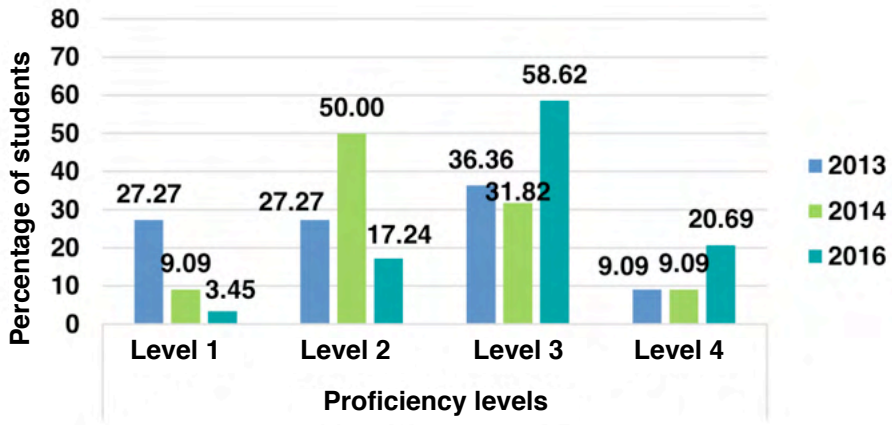
Students who have achieved the highest levels in reading are likely to be able, for example, at Level 3 (greater than 525 to 625 points): legend, folk song and poem, when the information is located in the middle or at the end of the text"; and "identifying the referent of a personal pronoun of the straight case in texts such as comic strip and narrative poem" (NATIONAL INSTITUTE OF STUDIES AND RESEARCH ANÍSIO TEIXEIRA, 2016).

The levels of the ANA Writing Proficiency Scale are: Level 1 - up to 400 points; Level 2 – more than 400 to 500; Level 3 - more than 500 to 580; Level 4 - more than 580 points.

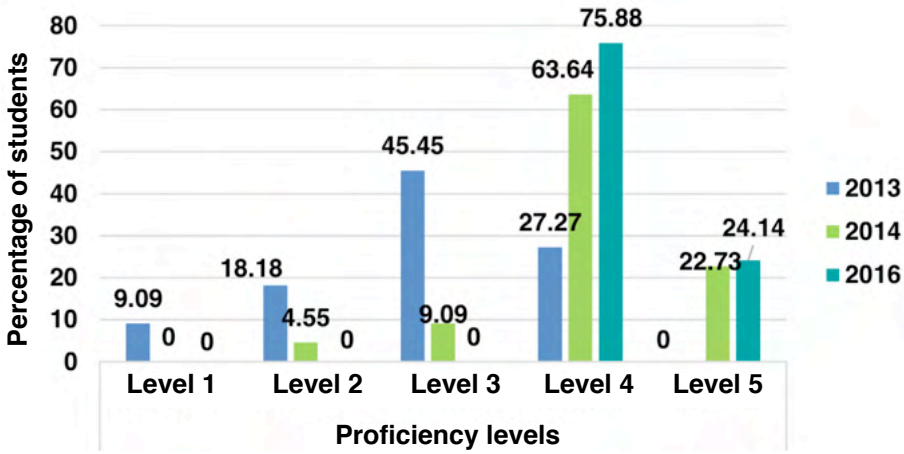
In the first year of ANA application, most students occupied levels 3 and 4 of writing proficiency. At Level 4 (greater than or equal to 500 and less than 600 points), students have mastered the spelling of "words with different syllabic structures". They are able to "continue a narrative", use "connectors and other articulators", although "they still commit deviations that partially compromise the

Year	Proof	Municipal Network	5ª CRE	School	Students evaluated
2013	Reading	167,7	165,3	180,7	22
	writing	147,9	145,4	148,8	23
	Math	164,0	162,9	218,1	23
2014	Reading	179,2	173,8	181,1	13
	writing	153,1	150,3	141,4	12
	Math	179,4	175,7	171,6	13
2015	Reading	175,6	175,9	209,7	22
	writing	168,0	166,9	240,2	22
	Math	175,7	175,1	185,4	21

Table 1 - Average proficiencies in the Alfabetiza Rio assessment - 1st Year of Elementary School.
Source: RIO DE JANEIRO MUNICIPAL EDUCATION SECRETARIAT (2017).



Graph 1 - Distribution of the percentage of students at the School, by reading proficiency level at ANA.
Source: NATIONAL INSTITUTE OF STUDIES AND RESEARCH ANÍSIO TEIXEIRA (2016).



Graph 2 - Distribution of the percentage of students at the School, by level of proficiency in Writing at ANA
Source: NATIONAL INSTITUTE OF STUDIES AND RESEARCH ANÍSIO TEIXEIRA (2016).

meaning of the narrative", such as "not using punctuation or using signs inappropriately" (NATIONAL INSTITUTE OF STUDIES AND RESEARCH ANÍSIO TEIXEIRA, 2018).

In 2014, there was a predominance of students (86%) at levels 4 and 5, recurring in 2016. The students demonstrated that they had full mastery of writing skills. "This gain can be attributed to the improvement of the methodology and practice of teachers, via the Training Program" (PICOZZI, 2018, p. 76).

In Mathematics, at ANA, the proficiency scale is distributed in: Level 1 - up to 425 points; Level 2 – more than 425 to 525; Level 3 - more than 525 to 575; Level 4 - more than 575 points.

The growth in the performance of 1st year EF students is visible. In 2013, the highest concentration of students (40%) was at level 2, for 30% at level 4. In 2016, at the highest levels, 3 and 4, there are almost 60%. At level 4, greater than 575 points, in addition to the skills mastered in previous levels, students are likely to be able to, for example: "Infer measurement on an instrument (thermometer) with non-explicit sought value". "Read hours and minutes on analog clocks, identifying 10, 30 and 45 minutes marking, as well as exact hours". "Calculate addition involving two natural numbers of up to 3 digits and more than one regrouping [...]; subtraction involving two natural numbers with up to 3 digits, with regrouping" (NATIONAL INSTITUTE OF STUDIES AND RESEARCH ANÍSIO TEIXEIRA, 2016).

Evaluation Test Rio. The Evaluation Proof Rio it is applied in the 3rd, 6th and 7th grades, in Portuguese Language – Reading and in Mathematics in Municipal Schools. It is part of a set of external assessments, as it uses external applicators to the School. It intends to carry out a "diagnosis of the teaching system by the faculty of the School" (PICOZZI, 2018, p. 79).

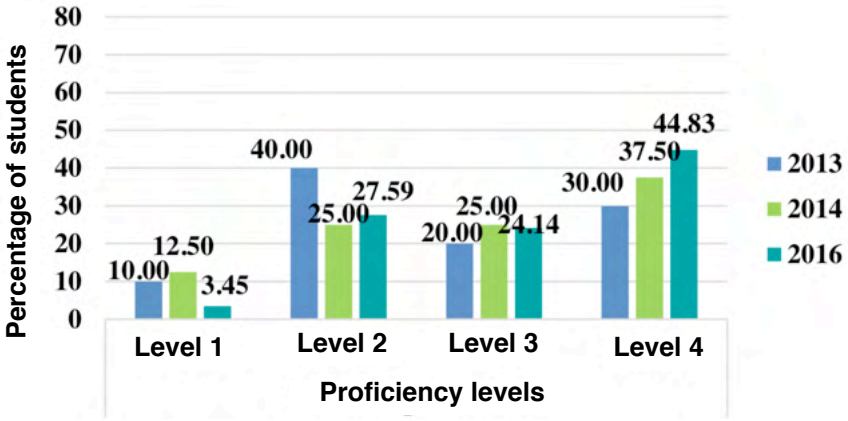
According to Picozzi (2018, p. 81), after "calculating the results and consolidating the Prova Rio Proficiency scales, the Performance Stages are defined". These internships are "descriptions related to student learning, which aim to collaborate with the dimensioning of the vision of the paths taken in teaching management" (MUNICIPAL EDUCATION SECRETARIAT OF RIO DE JANEIRO, 2017).

At School, the Prova Rio Assessment is only applied in the 3rd and 6th grades.

In the two initial years of the Training Program, the 3rd year of EF still did not reach average proficiencies higher than those of the CRE and Municipal Network. The performance rises in the third year, 2015, being classified as proficient (between 165 and 210). The teachers, who had already participated in the Program for two or three years, were able to make a difference in their pedagogical performance.

In Proof Rio, the 6th year of the School always obtained average proficiencies above those achieved by CRE and Municipal Network (Table 4). In 2013, the School obtained a **proficient** level (from 225 to 270 points in Reading; from 215 to 260 in Mathematics). In 2014 and 2015, he reached an advanced level in Reading (above 270). In Mathematics, the level was **proficient** in 2014 and, in 2015, advanced (above 260). These results indicate a teaching action that contributed to raising proficiency rates.

Performance Indices. In 2007, the Basic Education Development Index (IDEB) was created by Inep/MEC. Its purpose is to indicate the goals to be achieved in accordance with the Term of Adherence to the All for Education Commitment. Its calculation uses data on school approval, obtained from the School Census, and performance averages from the assessments of the Basic Education Assessment System (SAEB), for the Federation Units and the country, and the Prova Brasil, for



Graph 3 - Distribution of the percentage of students at the School, by level of proficiency in Mathematics at ANA

Source: NATIONAL INSTITUTE OF STUDIES AND RESEARCH ANÍSIO TEIXEIRA (2016).

Year	Proof	Municipal Network	5ª CRE	School	Students evaluated
2013	Reading	149,2	149,7	130,8	21
	Math	154,3	154,2	141,9	21
2014	Reading	175,2	174,6	147,3	23
	Math	166,5	165,5	128,7	23
2015	Reading	178,3	180,8	186,8	25
	Math	188,7	192,0	210,5	25

Table 3 - Average school proficiencies in the Prova Rio assessment - 3rd Year

Source: RIO DE JANEIRO MUNICIPAL EDUCATION SECRETARIAT (2017).

Year	Proof	Municipal Network	5ª CRE	School	Students evaluated
2013	Reading	207,9	212,7	246,5	21
	Math	204,5	209,1	250,7	21
2014	Reading	237,7	240,7	280,5	18
	Math	227,3	229,7	259,3	18
2015	Reading	244,2	248,7	285,7	29
	Math	237,4	238,2	276,5	29

Table 4 - School's average proficiencies in the evaluation of the Prova Rio - 6th Year

Source: RIO DE JANEIRO MUNICIPAL EDUCATION SECRETARIAT (2017).

the municipalities (NATIONAL INSTITUTE OF STUDIES AND RESEARCH ANÍSIO TEIXEIRA, 2016).

> The index ranges from zero to 10 and the combination of flow and learning has the merit of balancing the two dimensions. IDEB's synthetic results allow educational systems to set goals related to the quality they want to achieve. The target set for schools is to reach an average of 6.0 in 2021, which corresponds to the average level of educational quality in member countries of the Organization for Economic Co-operation and Development. (PICOZZI, 2018, p. 84).

> In the table, P is the performance indicator based on the passing rate of students in the school in the 5th year of EF. The average proficiencies in Mathematics and Portuguese in the Prova Brasil are standardized (Pp) and give rise to the standardized average grade (N). The IDEB 2015 goal was not estimated by Inep, as the school did not participate in the evaluation in 2013, a transition year of change in the School's profile and because it was not yet included in the School Census. (PICOZZI, 2018, p. 85).

In 2015, the proficiency averages achieved by the School were higher than those of schools in the country, in the Southeast (Public Network) and in the Municipal Network of Rio de Janeiro. The standardized averages in the Proof Brasil, in Mathematics and Portuguese Language summarize the statement. IDEB reached 6.9, an index higher than the predicted national target and the one achieved by the other schools. These data express the effective collaboration of the Training Program for the performance of the School.

In 2015, the averages in Mathematics and Portuguese Language increased to 250.1 and 237.6 respectively. The predicted target of IDEB - 7.1 was achieved.

In 2015, the third year of the Program, the School's approval rate reached the maximum point, 100% of the students. The yield indicator (P), based on this rate, was 1.00. This result was maintained in 2017 (Table 6).

Comparison of IDEB 2015 with other schools. According to INEP (2016), the result of the School's IDEB 2015 was compared with the results of a set of 109 schools with similar characteristics. The 5th year of the School reached the highest range of the group, from 6.6 to 7.0 and the Performance Indicator from 0.96 to 1.00, highlighting that there are no schools in the aforementioned group above these ranges. Likewise, the comparison of the standardized averages of these students with those of the group of schools shows an excellent positioning, in the intervals of higher averages, 7.1 to 7.5 in Mathematics and 6.6 to 7.0 in Portuguese.

	Income indicator ment (P) 2015	**Mathematics**		**Language Portuguese**		**Standard average grade zada (N) 2015**	**IDEB goal 2015**	**IDEB Reached 2015**
		Profic Average	**Pp**	**Profic Average**	**Pp**			
Brasil	0,92	215,62	-	203,63	-	5,79	5,0	5,3
Southeast Public	0,96	228,51	-	215,35	-	6,25	5,7	6,0
Rio de Janeiro	0,92	226,07	-	212,83	-	6,15	5,4	5,6
Municipal	**1,00**	**247,1**	**7,1**	**230,9**	**6,6**	**6,88**	-	**6,9**

Table 5 - Indicators, proficiency averages and goals of IDEB 2015

Source: NATIONAL INSTITUTE OF STUDIES AND RESEARCH ANÍSIO TEIXEIRA (2016).

Year	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	P
2013	-	-	88,46	91,3	-	-	-
2014	-	-	96,0	-	-	-	-
2015	100,0	100,0	100,0	100,0	100,0	100,0	1,00
2016	100,0	100,0	100,0	100,0	100,0	100,0	-
2017	100,0	100,0	100,0	100,0	100,0	100,0	1,00

Tabela 6– Taxa percentual de aprovação da Escola, por ano escolar

Source: RIO DE JANEIRO MUNICIPAL EDUCATION SECRETARIAT (2017).

Rio de Janeiro Education Development Index. This index or IDERIO is calculated from the results of the Prova Rio, an external assessment applied to students in the 3rd and 7th grades (RIO DE JANEIRO MUNICIPAL EDUCATION SECRETARIAT, 2017).

In 2015, the 3rd year class achieved a grade of 6.6 in the Prova Rio. The School was the one that evolved the most in the entire Municipal Network and obtained 1st place in the entire municipality, with a growth of 57.1% in relation to 2014. This result was published in SME Resolution No. 1422 (RIO DE JANEIRO MUNICIPAL EDUCATION SECRETARIAT, 2016), for the disclosure of the Annual Performance Award, the 14th salary for employees who met the requirements of RIO Decree No. 40399 (RIO DE JANEIRO MUNICIPAL EDUCATION SECRETARIAT, 2015).

In 2016, with the evaluation of the 3rd year class in the Proof Rio, the School once again stood out and the team's work received praise through a call from the SME-RJ.

In August 2017, the then Secretary of Education, on the Rio educa website, highlighted the importance of seeking support from the base to restructure the network. when compared to themselves" (RIO DE JANEIRO MUNICIPAL EDUCATION SECRETARIAT, 2017).

On November 10, 2017, the School Director and the 3rd year Teacher received a Motion of Praise and Recognition from the Rio de Janeiro City Council for their dedication to the Teaching profession. The visibility of the School's work is a result of the Training Program, which mobilized the entire school community for the success of the School and its students.

CONCLUSION

The application of the Professional Training Program at School focused on raising students' approval rates, achieved through performance in internal and external assessments. The results obtained by the groups in the different assessments, in addition to IDERIO and IDEB, are indisputable evidence of the impact of the Professional Training Program developed with teachers and other components and, consequently, on student performance and on the performance of the School as a whole.

Experience leads to the conclusion that the results of student performance assessments are valuable indicators to produce and guide actions to improve pedagogical performance in any school. These actions lead students to have more competent performances, which also come to attest to the technical and professional competence of teachers.

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