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THE SYMBOLIC POWER OF SCHOOL ASSESSMENT

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Abstract: Assessment is a mechanism of school culture that influences the marginalization of some social groups depending on the pedagogical concept applied to this tool in everyday school life. The present research was developed through a qualitative approach through bibliographical analysis seeking to understand the weight of the evaluation for the "success" or "failure" as well as the influence of the subjectivity of the teacher's look within the evaluation process, understanding that this tool exerts symbolic power within the school. The cycle is approached as an alternative to the serial system that predominates in school institutions, which enhances failure, exclusion and, consequently, failure.
Keywords: School evaluation; Symbolic power; school success-failure

INTRODUCTION

The present research emerged through reflections during several periods of the pedagogy course, which instigated me to direct my gaze to reflect on the influence of the school for the marginalization of some social groups. Dissatisfied with this scenario, I sought to understand which practical issues of school life could potentiate inequality, with this, to find a mechanism of school culture that exerted an influence on "success" or "failure", arousing my interest in evaluation, a mechanism so used, but little reflected in the intrinsic universe of the classroom.

What is the weight of assessment as a component of school culture for achieving school success-failure? This question strengthened this study, leading me to think about the evaluation criteria chosen by teachers in the classroom, seeking to reflect on the role of the same within this social teaching institution, as well as the influence of the subjectivity of the teacher's view within the evaluation process.

The study will start from the traditional and formative perspective of evaluation, based, at first, on Perrenoud (1999), starting with the dialectical-liberating evaluative conception of Vasconcellos (2008) and other conceptions of evaluation, understanding that there is a culture of failure that according to Arroyo (1998), it is legitimized in actions which it labels subjects, which it excludes in the practice of teaching-learning-assessing. When dealing with failure and success and school daily life, I chose to base myself on the reflections of Esteban (2010) and Saul (2015), relating these authors to the analyzes of school culture by Arroyo (1998) and the symbolic power of Bourdieu (1966).

The teacher can be an agent of symbolic violence, contributing to the marginalization of social groups through their subjectivity and understanding marked by the internalization of the social exteriority of social markers of difference, I reflected on the studies and notes of Carvalho (2004, 2009) and Silva (1999) to deal with this aspect, the teacher can also be a transforming, reflective agent that seeks to understand how the student learns and in what way he can individually intervene so that learning actually takes place, using assessment as a tool in favor of the student and not as a mechanism for creating hierarchies of excellence, classifying and even stigmatizing students.

Thinking of a way to change the scenario that the current evaluation in schools is, I chose to address the cycle as an alternative to the serial system that predominates in school institutions, based on Alavarse (2009).

The study will be built through a bibliographic research, based on materials already developed, such as the books and scientific articles.

WHAT IS ASSESSMENT?

Assessment is a mechanism of the educational system that is present in the

school routine of any institution concerned with the teaching-learning process. Learning assessment is understood as:

> Intentional and systematic process of collecting, analyzing and interpreting information on subjects' knowledge, capabilities, attitudes and cognitive processes, in which the value or merit of these processes and/or results is estimated, with the purpose of producing knowledge to guide decision-making decisions regarding the educational process or educational policies. Directly related to the pedagogical dynamics, it is intertwined with questions of power, maintaining strong links with social demands and public policies. Polysemic term, its study, formulation and practice are in permanent tension, it brings marks of the dialogues that it establishes with different contexts, ideologies, cultures and theoretical perspectives. (ESTEBAN, 2010, p.1).

We can understand a priori assessment as a diagnosis and a judgment, as an investigation, a survey of the learning process. The definition of evaluation and how or what to evaluate is shaped according to the pedagogical concept that the subject in charge of this task acquires for his teaching practice, it carries a conception of the role of the school, education and a vision of the world.

Much is said about school success or failure, but little is reflected on the mechanisms that legitimize these labels. The school, through practical issues of everyday school life, can enhance inequality and the marginalization of groups in society.

Bourdieu, in the midst of his writings, addresses symbolic power, power which only becomes legitimate when there is the complicity of those who are influenced by it, it is an invisible power that is accepted as something natural. "Symbolic power is a power that the one who is subject to it gives to the one who exercises it" (BOURDIEU, 1998: 188). Symbolic systems come from structured and structuring structures within society, it exerts it almost imperceptibly where there is a hegemonic consensus, of domination that is agreed upon, even without any real awareness of it.

We can understand evaluation as a mechanism of symbolic power exercised in classrooms. It exerts a power that subjects give to school institutions, especially to teachers, without reflecting on this granted authority, without analyzing the impacts that this invisible power, agreed upon by all, plays in the construction of social reality, being naturalized and legitimized.

When reflecting on the culture of exclusion (Arroyo, 1998) we can understand that the act of evaluating, in the traditional perspective, as a means for the creation of hierarchies of excellence (PERRENOUD, 1999), it is through it that students are classified and ranked. from best to worst according to predefined criteria of what is expected of a student, comparing them, classifying them and putting aside students who do not fit the standard.

> To assess is – sooner or later – to create hierarchies of excellence, based on which progression in the course followed, selection at the beginning of secondary school, guidance for different types of studies, certification before entering the job market will be decided and, often, hiring. Evaluating is also privileging a way of being in the classroom and in the world, valuing forms and standards of excellence, defining a model student, applied and docile for some, imaginative and autonomous for others. (PERRENOUD, 1999, p.9)

This school culture makes traditional processes, as in the perspective of a normative or summative assessment, explainable and legitimate, both pedagogically and socially. The school institution is changing, but slowly. The exclusionary evaluative model will only cease to exist when the school structure is modified, opening space for a differentiated pedagogy that really puts the student at the

center of the entire educational process, but for that one must reflect on the entire dynamics of the curriculum and question, rethink the role of the school in today's society.

The evaluation in the context of the classroom, in a common sense, was reduced to moments of accomplishment of school work with a certain emphasis, and in certain moments pressure, raising fear, affirming that it is an evaluation where the teacher will give grades and the student /student will see within this grade the effort put into hours of study, often without real meaning beyond reaching the goal imposed by the institution, being classified and ranked in the class. This type of assessment is related to judging the main subject of the learning process without necessarily seeking to reflect on their practices, so that the individual will reach the level of acquisition of knowledge or competence imposed in this assessment. It precludes a dynamic of dialogue between those involved in the process, this evaluation continues to raise a hierarchical relationship between the teacher and the student.

The school routine is surrounded by complexity and diversity, anything can happen inside the classroom, the individuals who live daily in this environment are primarily social subjects loaded with their worldviews and their experiences linked to situations that permeate all the segmentation of the areas of the namely, school subjects. Thinking about an assessment in a reductionist way understood in common sense, such as tests, are not enough to develop a meaningful and coherent pedagogical practice.

> Although the classroom is constituted by movement, surprise, turbulence, disorder, difference, school practices and teaching/ learning processes are structured to lead to homogeneity, convergence, linearity, considered essential for a good pedagogical relationship. Uniformity simplifies reality by producing clippings that present the classroom through some of its fragments; ignoring many others that configure it, it produces a collage that, in its partiality, intends to represent the real. Trying to avoid chaos and overvaluing order, it proposes the teaching/learning relationship, and evaluation as one of its processes, for what it cannot be, making many of its possibilities unfeasible. (ESTEBAN, 2000, p.3).

From this perspective, we can question what is evaluated, the reason for evaluating and how it is evaluated. These questions guide us to consciously evaluate, seeking the real meaning of this so naturalized practice, the meaning of an evaluation as research, as a questioning and scientific search to understand the phenomenon that occurs in the field of research space that is the classroom. in order to take actions interfering in this process.

> The evaluation process is structured by the ideas of homogeneity, linearity, predictability, being one of the central practices in school processes to discipline knowledge, discipline and hierarchize the subjects, predict and homogenize results and processes, providing information that allows ordering several other daily practices, acts that aim to guarantee, through the uniformity of parameters and results, the quality of the pedagogical dynamics. (ESTEBAN, 2000, p.3).

How to evaluate thinking about predictability, linearity and homogeneity when we are surrounded by an unpredictable environment with subjects with such heterogeneous experiences and histories? Thinking this way conveys the idea of fitting students into an "easy" assessment model, a model that can blame the student for not having achieved the hierarchy of excellence imposed by the institution and the teacher.

When thinking about evaluation of school learning, it will hardly be dissociated from the concept of grade, numerical value, concept or mention as excellent, good, satisfactory, unsatisfactory. Grading and evaluation

have become to a certain degree almost intrinsic, but not necessarily for there to be an evaluation, there must be a grade. The grade is linked, even if unconsciously, to the reward-punishment relationship, being used at times as a tool of fear, of threat, at the moment that the grade, in the evaluation system of most Brazilian schools, is related to approval and failure, in school success or failure.

> The history of educational evaluation, in its dimension of the evaluation of school performance, or of the student, has been marked by the logic of technical control. In this, the focus of the assessment is what the student has learned, which is expressed by mastering skills and content. Instructional concern has been the most frequent goal of classroom work. Associated with instructional assessment are behavior assessments, expressed by the requirement of obedience to rules, and assessment of students' values and attitudes. Afraid and conditioned by the assessment, the student attends classes, does his homework, decides to express himself in certain ways, behaves in one way or another. Families seek the results of their children's assessment at school and teachers, in general, use assessment most of the time as a way of controlling discipline, tasks and the so-called learning outcomes. Assessment becomes a weapon in the teacher's hand, giving it a disciplining and threatening power, which is so well adapted to the formation of submissive children and adolescents. (SAUL, 2015 p.5).

This conception of evaluation brings with it a perception and a model of student, of learning, it ends up being intensified and defended in favor of a "quality" of education. However, what is meant by quality of education, what are the values and ideologies behind this pedagogical conception of evaluation if it does not maintain the violent and excluding logic of the school system? Saul addresses that "education implies an option for values. It is this statement that supports the thesis that education is political, not neutral." (SAUL, 2015 p. 6), therefore, thinking about evaluation means being aware and questioning what is meant by the world, society, education of subjects, curriculum and other aspects that are closely intertwined with the teaching-learning process.

> That is why, in order to talk about the quality of education, it is essential to have clarity of the meaning of this expression, showing, therefore, what are the values that are being assumed in relation to the human being, society, school, curriculum, knowledge, training of educators and evaluation. (SAUL, 2015 p.6).

To think about evaluation is looking at the relational perspectives of the political scenario, society and social groups and how this educational mechanism influences the marginalization of these groups, thinking about evaluation is thinking about education and questioning school success or failure.

The evaluation thought in the logic of the exam [1], from the attribution of grades that lead and enhance the hierarchy, leading to the process of marginalization and school exclusion that leads to "failure", makes the pleasure of learning, the pedagogical dynamics with real meaning in the lives of individuals, historical and social subjects, lose the sense, lose the pleasure of studying, knowing and school, which is also one of the reasons that can lead to school dropout. This evaluation model measured by grade or concept that consequently hierarchizes people and knowledge, this evaluation that is linked to the school approval or failure process, words that intrigue me in their excluding meaning, accentuate the differences in cultural capital of each of the subjects enrolled in the school institution.

This model is insufficient to really understand the knowledge, the knowledge that the subject has already assimilated

1. BARRIGA, Àngel Días – Controversy over the exam

during his school trajectory, much less how he is interpreting what is proposed in the classroom or how this information affects him to understand the real. An assessment based on the exam can only present to the teacher if the student was able to adequately answer their questions. Perrenoud (1999), approaches evaluation from two perspectives, making a counterpoint between evaluation in the service of a selection and hierarchy and an evaluation in the service of learning, he understands that evaluation has a great role in school in strengthening school inequalities that are transform into social inequalities, mainly due to the role of this certification process. This same author understands that each subject who attends school carries a baggage of learning, that each subject carries with him a cultural capital that differs from the other individuals found in the school institution. When the school treats these same individuals as if they were all the same and with the same experiences, the school ends up ratifying the inequalities, making the learning inequality become a cultural capital. Perrenoud addresses school excellence that shapes school hierarchies, understanding that this idea is a social and cultural construction that is internalized and externalized in the school system, as well as created by teachers through evaluation. School excellence is a naturalized and socially legitimized power mechanism. Without being thought, criticized, reflected on this process, this idea so experienced in the school universe, has the power to build the real, build the daily life and impose on students as the only reality and as the only way to make education, to evaluate.

Thinking of an alternative to the traditional, hierarchical assessment, Perrenoud defends formative assessment, as his concern is to help the student learn, assist in the teaching-learning process, making students come to identify their mistakes and difficulties and that teachers help them to progress. This evaluation is based on observation, through which it will be possible to understand, in a closer way, the difficulties, interests and motivations, providing data, information for the teacher to take didactic actions, interventions in search of helping and accompanying the student during the learning process, for this, the teacher must create a climate of cooperation and trust so that the student can expose their doubts and difficulties, understanding that there is space for dialogue in the classroom and that they are the center of the process.

The evaluation of learning must not be based on evaluating the student only, but on evaluating the teacher, evaluating his practice in search of self-reflection, turning it into action after analyzing the data obtained through careful observation of the teaching-learning process. According to Freire (1992[a], p.83 apud SAUL, 2015 p. 1307)

> It is not possible to practice without evaluating the practice. Evaluating practice is analyzing what is done, comparing results obtained with purposes that we seek to achieve with practice. The evaluation of the practice reveals successes, errors and inaccuracies. Evaluation corrects practice, improves practice, increases our efficiency.

To evaluate is to review practice, practice understood as a theoretical domain put into action, every teacher is an evaluator, to be an evaluator is not to be, but to build as one along the experiences acquired along the way.

SCHOOL EXCLUSION AND FAILURE

The school continues to be a selective and excluding institution, reinforcing an unequal society through the structural and structuring culture of exclusion (Arroyo. 1998). It is an institution still concerned with the ranking and "mastery" of knowledge and skills required by the curriculum for each school

subject. The school, mainly serial, is organized and structured to exclude. It is understood as a unit, as Arroyo (p.14) addresses, "organized, bureaucratic, segmented, gridded. In short, the school as a social and cultural model of organizational functioning".

Arroyo (1998) understands that a culture of failure and exclusion has materialized in the organization and teaching process of school institutions over decades, taking root in the system itself, making it difficult and posing almost imperceptible obstacles to teachers or managers who seek a fairer and more inclusive school. in favor of the student and not the system. This author discusses that school failure or success is beyond the method, beyond the supposed reductionist capacities that say the student has and/or the capacity, professionalism of the teachers. One cannot think about school failure and success without analyzing them in the midst of the structure and functioning of the educational system, without understanding that the school has a cultural dynamic, which interacts with the broader social culture, as previously exposed in Arroyo (1998, p. 17):

> Talking about school culture is more than recognizing that students and school professionals carry their beliefs, values, expectations and behaviors to it, which will undoubtedly affect the expected results. Accepting that there is a school culture means working with the assumption that the various individuals who enter and work in it adapt their values to the values, beliefs, expectations and behaviors of the institution. They adapt to their culture materialized in the set of practices, processes, logics, rituals that constitute the institution.

This school culture affirms and induces the processes of exclusion that lead to failure, makes these processes become legitimate in the pedagogical and social environment on a daily basis, it is a culture of exclusion (Arroyo, 1998) legitimized by the school system, which permeates evaluation. Culture that is impregnated in the organization and structure of one of the institutions socially recognized as an integral trainer of the human being for the experience in society, being interpreted, in many moments, as an investment to achieve a future social ascension. Failure is a product contextualized within a social-historical perspective, so it is not an isolated factor that influences only the school, it affects society as a whole.

The current school system, for the most part, is structured in series and independent disciplines, even though there is an incentive to work with interdisciplinarity or other means of integrating these disciplines, we know that there are few moments that this occurs in the vast majority of schools. The school is limited to teaching its own productions molded gradually and serially, approving and disapproving subjects if they cannot reach its criteria of excellence, which it has defined as minimum to be able to advance in its series so that the student at the end, when or if he manages to reach the end, he will earn his certification, his diploma saying that he has acquired the school knowledge that enables him to "enter" society and live its dynamics.

Analyzing from this perspective, failure is deliberately produced by the education system, because due to the domain of school knowledge, partly decontextualized, and which privilege the dominant classes, students are judged through evaluation, reproved and excluded. Transforming the differences of individuals into social inequalities for not achieving the diploma, the certification.

Bourdieu (1966) in his writings deals with cultural capital, a cultural heritage passed on in the family, with its class habits, understanding that it influences the initial difference that individuals have in their school experience, making students have an ease naturalized knowledge that is valued

by the dominant culture, by the institution they find themselves in by the approximation of the elite culture with the present school culture.

The school, when it has the objective of passing or failing students, through, for the most part, assessments in the logic of examination in its ranking structure, accentuates the differences in this cultural capital, masking through the discourse of equal rights the social inequalities that it reproduces itself with this dominant logic.

The school ignores this difference in the cultural capital of individuals and works through a discourse on equality of rights and duties, charging everyone and in the same way the contents that are the reality of a certain group, ignoring the culture of others, their experiences, being indifferent to inequalities, indifferent to this plurality.

The discourse of equality excludes, ignores real inequalities in the face of school culture, the valued culture, turning the privilege of heirs, as Bourdieu calls individuals who are subject to the cultural capital and the class habits of their family, into merit. We are not all the same, we are all different, and when taking this into account, the pedagogical practice changes and understands that the school dynamics must be restructured to suit the individuals who are in the school, so that learning takes place.

This aspect of everyday school life, which is understood as school failure, is interconnected in a dynamic, a cycle and a logic, a line of situations that occur that are designated as failure, such as low performance, negative expectations, repetition, exclusion in serious situations. moments of abandonment and evasion.

To understand school success or failure, the isolated cultural capital factor would not make sense to explain this dynamic, it must be understood by entering school practice and its hierarchies of excellence, understanding its judgments, its evaluative conception, being aware of that evaluation mechanisms are what legitimize success or failure, legitimize exclusion.

WHO ARE THOSE WHO SUFFER UNDER THE SYMBOLIC POWER OF ASSESSMENT?

Assessment is seen as a mechanism of approval and failure in schools with a graded system, Carvalho (2004) addresses that negative and excluding concepts are given to students when evaluated as a whole, this whole that is encrusted with a subjectivity of teachers, with their hierarchies of excellence, with this what he understands as a "good" or "bad" student.

> The teachers claimed to evaluate students using a multiplicity of instruments (individual work without consultation, of the "test" type, group work done in class and at home, participation in classes, homework, oral tests, making posters, etc..). And they said they took into account both the performance itself and the aforementioned "student's commitment" or "the child's relationship with the daily life of the school". (CARVALHO, 2004 p.33.).

In this research (CARVALHO, 2004), the author, in the midst of the interviews, found that most of the teachers evaluated the students for aspects such as: posture, commitment to the school, involvement, responsibility, participation and disciplinary issues, realizing that families with low socioeconomic status, boys and mostly black, were the ones who had the negative concepts highlighted, showing a greater difficulty in adapting to what was considered important in the school evaluation by the teachers, being stigmatized and excluded, in ignored moments having a great possibility of fitting in. what is understood as school failure. Carvalho (2004) shows that the assessment

of learning in everyday school life can be based on learning issues, but other subjective aspects that teachers take into consideration, in their assessments are also taken into account, which may be wrong and negatively influence the school trajectory of some subjects. that do not reach the excellence imposed by the teachers.

In another research, Carvalho (2009) addressed the evaluation criteria and the influences in relation to gender and race with literacy teachers, noting that when defining better evaluation criteria, seeking to evaluate learning and not behavior, there was a greater balance between race and gender, where tutoring became a space for learning and assistance for those who had a more individualized need for monitoring the learning process. In the same work Carvalho (2009, p.838) began to question this subjectivity of evaluating the student for issues such as commitment and other aspects, stating that:

> To do so, they used repertoires and personal references, only relatively conscious, without fully realizing their arbitrary character, and this way, they reproduced values, ideas and symbols resulting from the socioeconomic hierarchy and from gender and ethnoracial relations.

There is a symbolic violence, a subtle violence, almost imperceptible in this school dynamics of the exclusionary evaluation driven by the subjectivity and criteria of excellence of these teachers, this act being naturalized, accepted and legitimized in the school. For the author, the evaluation criteria are of paramount importance to understand their influences and the processes of exclusion, to understand the marginalization of some subjects entered in the school universe. Carvalho (2009) found that male, black children, partly with a low financial situation, are the most affected by negative concepts and evaluations.

> The results of this research, however, indicate that we are not facing a difference in learning, but in behavior, alongside a great lack of definition of evaluation criteria, which may be creating difficulties for both boys, mostly black, who too early they build an image of students incapable of learning; as for some dedicated and well-behaved girls who don't even make it to the tutoring classes, but who would have much to enjoy individualized attention or extra support, if their learning were effectively considered. (CARVALHO, 2009 p.860-861.)

These judgments, these perceptions about the student mark and influence the life of a student. Teachers, in the midst of the evaluation, give grades or concepts which state that a student may or may not continue in their grade. The subjectivity of evaluating the whole can cause an individual to be excluded, failed and framed as one more on the list of school failure due to concepts that are related to the behavior and habits of these subjects, and not necessarily related to learning.

Louzano (2013), in agreement with Carvalho (2009) finds that the simple fact of race, being black and male increases the chances of school "failure".

> [...] black children find it more difficult to progress in their schooling without repeating or dropping out of school. These rations can include feeling discriminated against by peers, teachers, and school staff, or even not fitting into the school's culture. (LOUZANO, 2013, p.126)

I realize, therefore, that factors such as social markers of difference are of great influence for school success or failure, but understanding that these characteristics are insufficient to explain this dynamic, one must take into account several instances, analyze school culture and its structural aspects to understand why social markers influence the subjects' "learning" and what can be done to change this reality in search of a school that values the subject who enters its environment.

student, but the failure of the school, an institution responsible for learning that does not fulfill its role when it stigmatizes the other, placing the "blame" of its incompetence on aspects such as the family, biological issues or the student himself.

Carvalho (2009, p.853) addresses that "it is necessary to attribute a pedagogical meaning to the evaluation, to diagnose the work developed, calling the school to be responsible for the learning of each child". We must think of the school more as a learning space, giving a pedagogical character to the evaluation, making the teacher reflect on his practice, modifying his dynamics and not following the bureaucratic requirements that make us assign concepts, grades in agreement with the classificatory logic that is part of the structure. of schools.

One of the alternatives for changing this logic of exclusion and failure in which the school is structured is the cycle. The cycle is a new way of organizing school time and structure according to the stages of human growth, dialoguing with continued progression. The cycle "is the attempt to overcome school failure, expressed particularly by the high failure rates, identifying a factor that favors it" (ALAVARSE, 2009, p.35). The logic of the cycle provides a longer time to achieve what is proposed by the institution's curriculum, it is a mechanism that together with continued progression, if really understood, allows thinking of a formative assessment, a more individualized assessment without grades, but a look directed at the student thinking about using the evaluation in favor of the teaching-learning process, in favor of the student.

> Continuing progression and school cycles, although they do not have the same meaning, have a very intimate relationship with each other. The first means, strictly speaking, "progression" in a given level of education or cycle, without the student having to "repeat a year". The cycle, in a narrow sense, is understood as the set of years during which the progression is valid. (PARO, 2011, p.698).

The continued progression in many institutions is distorted by continuing with the pass and fail logic, seeing the continued progression as a simple automatic pass, losing all the pedagogical sense that this system tries to provide. Paro (2011) understands that failure as an anti-pedagogical mechanism, losing one of the characteristics that for this author is basic in the teaching-learning process, which is the desire for knowledge, with failure being exhaustive and meaningless if we think of this logic, the cycle, therefore, comes as a means of thinking about the school from another perspective.

> From a broader point of view, and in line with advances in educational sciences, which consider, for example, the stages of biopsychic and social development of children and young people, cycles are a way of organizing teaching in periods that they take into account these phases of human development, during personality formation, offering the student the pedagogical treatment more in accordance with their age and stage of development. Here, there is no reason to keep failing, even at the end of each cycle, as the same education sciences have already demonstrated, to exhaustion, that such a measure is deleterious to the teaching-learning process. Only here, strictly speaking, can we speak of continuous progression in a broad sense, in which the continuity of progression is not barred at the end of cycles, but extends throughout the entire education level. (PARO, 2011, p.698).

This modification of the school system's logic enables other ways of thinking about school content, time and space for experience.[2] (Bondía, 2002), seeing the school as a space for

2. BONDÍA, Jorge Larrosa. Notes on the experience and the knowledge of experience. 2002 - For the author, experience can be

sociocultural experience, a space for training.

> Social movements, with their emphasis on human rights, the right to culture, dignity and training as values in themselves, have been pressing for school time to lose its excessively training connotations and become a more human time of more pluridimensional training and fuller experiences. The old elementary school of learning elementary reading, writing and calculation skills was getting closer to the middle education that had in the humanist and cultural formation of a minority its objective. School contents, the distribution of times and spaces increasingly emphasize training and sociocultural experience. (ARROYO, 1998, p.24).

The cycle is a mechanism for adapting the school institution to each training age, seeking to provide cultural content and experiences of intellectual, artistic and physical training in an interdisciplinary way. of skills of the disciplines has an anti-democratic character, this "domain" that is intrinsically linked to the criteria of excellence, of pass-fail "loses any sense of its own and is nothing more than a pedagogical makeup of the culture of exclusion" (ARROYO, 1998, p. 25). The cycle makes it possible to modify this excluding construction within the summative logic of the evaluation, for Alavarse (2009, p. 38).

> Summative evaluative practices that reinforce the utilitarian notion of knowledge by attributing to school grades an exchange value associated with a use value, often distant from knowledge, as it would express success in the internal school career – approval – and promises of social ascension.

An evaluation within the cycle receives a character of "collection, analysis and interpretation of information about knowledge" (ESTEBAN, 2010, p.1) in search of a pedagogical action, in search of change so that learning occurs or continuation of the process, without discrimination and with an individual look that the teacher starts to have in dialogue with the main subject in the teaching-learning process.

Assessment, in the classification perspective of the traditional system that still exists in schools, is used as a tool of violence, as a weapon of behavioral mastery, as a control mechanism. Failure is only found within the dynamics of a school followed by the serial system, Vasconcellos (2014, p.18) understands that "school failure is another form of exclusion: the exclusion of those included, since the students are formally in the system, but they are not learning, therefore having much of their development compromised.

Due to the school dynamics of fragmented and serial knowledge, making it difficult to understand the real, all the bureaucratization and external demands, teachers wear out to the point of reproducing what is given to them to do, to be content and not having space and time to reflect. about their practice, making it impossible to have a different look at the student, change their evaluative logic and seek ways, research to change the reality of school failure. Teachers alone cannot change the entire system, but they can seek to change, as far as possible, to modify the reality that enters the intrinsic universe of the classroom, doing the pedagogical, seeking to look at the other and be ethical in their practice.

FINAL CONSIDERATIONS

Assessment, as a component of school culture, exerts a weight in achieving success-failure, whether consciously or unconsciously, to those involved in this academic dynamic. It can be a mechanism that creates hierarchies, that judges and imposes criteria of excellence favoring a hegemonic group or as a probing mechanism, of analysis that walks along the

understood as what happens to us, touches us, happens and marks us. In the midst of his thinking about experience, he brings a reflection on information, knowledge, learning and time.

pedagogical bases in order to interfere in the learning process, respecting differences, giving time and margin so that the subjects of the process can have a different look from a teacher who seeks to reflect on their practice and uses assessment as a means of self-assessment and improvement, seeking mechanisms that enable an environment of experience, living and learning.

School success only exists because there is failure, these terms only make sense within a serial logic of teaching where there is segmentation of areas of knowledge, in which exclusion and failure are part of the system. The evaluation is used in order to blame the student for not having reached the hierarchy of excellence imposed by the institution and the teacher.

Assessment may seem to be natural to the school, but the obvious needs to be said so that it becomes obvious, we need to reflect on these naturalized mechanisms to understand what is behind what is legitimized in the school system.

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