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## **SOME SCHOOL EVALUATION INSTRUMENTS AS A STRATEGY FOR THE LEARNING PROCESS**

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*Edna Guimaraes Duarte*

[lattes.cnpq.br/2654400917247038](http://lattes.cnpq.br/2654400917247038)

*Zenaide de Fátima Dante Correia Rocha*

[lattes.cnpq.br/6374015489865372](http://lattes.cnpq.br/6374015489865372)

*Cristiane Coelho Barbosa Domingues*

<http://lattes.cnpq.br/6595014835365130>

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**Abstract :** This article presents notes on school assessment and some suggestions for differentiated assessment instruments, as a strategy for the learning process, using technologies with research on websites, use of software or applications of graphics or games, in pairs or in groups, with consultation, with glue allowed and prepared previously, with internet research, report, produced and corrected by groups of students, evaluation in phases and others, emphasizing that the moment of evaluation is a continuation of learning and making a comparison of how the evaluation occurs nowadays in our classrooms, how it can be updated, continued, which allows the student to understand their level of evolution, monitor and actively participate, being subject to their learning process. The use of various instruments is necessary to identify how the student is learning, what he is learning about a certain content, which content must be resumed and how he can collaborate with his process of knowledge evolution and not just to fulfill a moment of political bureaucracy. - Pedagogical of the school environment. It must be a guide to innovate teaching practices, understanding the assessment of school learning as a basis to help students with learning difficulties and that it be a moment of self-assessment about the practice in the classroom. Using these various instruments, the evaluation will no longer be a moment of stress, an attempt to cheat, panic and become part of the teaching and learning process.

**Keywords:** Instruments. Evaluation. Learning. Innovation.

## INTRODUCTION

The purpose of this research is to contribute to the teaching practice, with a view to student learning in the face of the use of assessment instruments. With a view to highlighting that school evaluation is a

continuous learning process, being it the guide for teaching practices. It must be noted that the guidelines present in this article are available in several official documents of the MEC, BNCC and several authors are discussing this new vision that the teacher and the entire pedagogical team need to have at the time of the evaluation practice, among them ANTUNES (2018), BURIASCO (1999, 2000, 2009), D'AMBRÓSIO (2012), FORSTER (2016), HADJI (1994,2001), MENDES (2014), SILVA (2018), SOUZA (2018), TREVISAN (2013)) and VYGOTSKY (2000).

Such theoretical research implicitly or explicitly brings the understanding that when evaluating, the teacher needs to be clear about the following questions: Why evaluate? What do I mean by this review? How to evaluate? With what instruments? What will I do with the assessment result? The concern with the process must be constant, so that the result is constantly used to improve classroom practice.

Evaluation is a questioning about the meaning of what is produced in the observed situation. Therefore, the evaluation is loaded with subjectivity and, therefore, a partial and necessarily unfinished process. Therefore, it is necessary to move from a concern centered on the product (which was intended to be measured, weighed...) to a concern centered on the production process, to know and improve it, and, finally, on the producers (teachers, students, school, system) to help them (BURIASCO, 2000, p. 172).

As evaluation is a guiding element in teaching practice, it is relevant that it be continuous, with the student as an active being in this process.

## RESEARCH METHODOLOGY

This research is qualitative, bibliographic based on theoretical references on evaluation

and possible evaluative instruments in the current context.

For this study, references such as BRASIL (2018), BURIASCO (2000), MENDES (2014), SOUZA (2018) among others.

The discussion about the different assessment instruments was the focus of the research with the aim of collaborating with the professors and favoring the verification of the students' learning.

Thus, the purpose of the evaluation process, some types of evaluations and evaluative instruments were defined, discussing the potential of each one of them and the importance of diversifying these in the teaching-learning process.

## **THEORETICAL REFERENCE**

The evaluation process must aim to guide the teaching and learning processes, guarantee the learning objectives by subsidizing new teaching practices.

Assessment must support and guide the teaching and learning process in the transition phase between the initial and final years of Elementary School, through different assessment methods, capable of guaranteeing the rights and learning objectives (BRASIL, 2018, p. 05).

With the diagnostic evaluation, it is intended to verify the level of knowledge that the student has already acquired, from the result of this evaluation the teacher defines where he can start, which contents need to be resumed and only then starts the contents planned for that series, because it is a guiding assessment and must guide the pedagogical practice.

It is the question of the conditions of the "test" that arises first. Building an evaluation device consists of determining these conditions. It is about saying what the assessment will be, when it will take place, the time that will be given to it, the tasks that the student will have to use, the type of

performance that will be taken into account, the privileged support of writing. (HADJI, 2001, p. 07).

The teacher needs to use the most varied assessment instruments, get out of the sameness of the written test or with alternatives, the more he can vary, the closer he will get to reality. Test with consultation, oral, in pairs or trios, with consultation of the notebook, organized and corrected by the students, with individual or collective glue allowed, in phases, with portfolio, through virtual or physical games, with internet research, with games or graphics, in specific printed didactic material, report, self-assessment or others.

## **ASSESSMENT WITH THE USE OF TECHNOLOGIES**

According to the curricular guidelines (BRASIL, 2018), the use of technological resources in the classroom must happen urgently, sites for research, virtual games, software and applications, during classes and also at the time of evaluation. BNCC understands that the student must not only be able to use current technological resources, but must use them to create solutions for current and future practical life. Educational institutions, in turn, must select, apply and create technological resources to improve teaching and assessment. Such scores are extremely important, as the official documents that govern Brazilian education recognize that making use of technological resources to create solutions is a skill that basic schools must develop.

The National Curricular Common Base (BNCC) goes further and specifies that students must: Understand, use and create digital information and communication technologies, in a critical, meaningful, reflective and ethical way in the various social practices (including school ones) to communicate, access and disseminate information, produce knowledge, solve

problems and exercise protagonism and authorship in personal and collective life (BRASIL, 2018, p. 05).

An assessment using research sites, applications or games will be much more pleasant and closer to the reality of most of our students.

## **USE OF PHYSICAL OR VIRTUAL GAMES**

The game can and must also be used as an evaluation, if the teacher is able to observe, record, ask for student notes, mediate the questions, while he performs the manual game or with the use of technology, as long as he can understand the learning process. and change your view on assessment, which must be collaborative and part of the teaching-learning process. A virtual or physical game, like dominoes, bingo or board, can be configured as an important strategy for the assessment of learning, for example, when performing a resumption of content to verify the understanding of concepts. In mathematics teaching, this diversity of assessment strategies is relevant, as closed-ended “traditional tests” cannot be the only ones to be taken into account in view of the demand of today’s society for new technologies and globalized and creative communication in favor of different languages and readings of the world.

Regarding the use of games in the classroom, for (VYGOTSKY, 2009), the playfulness of games has a remarkable function for cognitive, social and affective progress, providing the enrichment of the Zone of Proximal Development (ZPD). According to (BNCC, 2018), the game is described as a possibility of means to guarantee learning. The use of games can arouse interest and represent a significant context for learning and teaching Mathematics [...]. Therefore, it is of fundamental importance

that the teacher considers the potential of these didactic resources as long as they are properly introduced, planned, with well-defined objectives for a systematization and formalization of mathematical concepts and consequently collaborate for a differentiated evaluation and much more pleasant for the student. student.

## **ASSESSMENT IN PAIRS OR TRIOS**

In a test in pairs or trios, dialogue is always a learning opportunity, as one student ends up helping the other in choosing resolution strategies, as well as promoting discussions about the wording of the questions and possible understandings. And it can collaborate with the social and cognitive development of students, encourage cooperation between colleagues who have more difficulties, provide a collaborative, pleasant and conducive environment for mathematical learning.

## **CONSULTING THE NOTEBOOK**

Another assessment strategy is to consult the notebook in which students recorded the contents and activities or tasks worked on during math classes, as well as notes made from their various forms of reasoning to solve problems discussed during the process. of learning mediated by pedagogical action. When it is allowed to consult the notebook, in addition to helping in the study and construction of knowledge, students are motivated to organize the contents in their notebook more, they feel more confident and prepared to carry out the assessment. In this process, they also value their notations and work on their self-esteem in the construction of mathematical knowledge.

## **GLUE MADE WITH SCRIPT**

Glue prepared with a script can be another assessment strategy for the continuity of

learning. It is constituted from a script indicated by the teacher, which can be during the review class or at an extra-class time, and an important factor present in this phase of elaboration and use of this instrument is related to the student's protagonism in relation to their learning, taking an active role, becoming the subject of their learning.

In this strategic action of the glue elaborated with a script, the teacher must establish a common standard for all, when authorizing the preparation of the glue, as described by (FOSTER, 2016) it is necessary to specify the dimensions of the paper, if the text will be of all content or of some specific, handwritten or not, and whether it must be individual.

### **GLUE FREE IN HALF SULPHITE**

The free Glue strategy, on the other hand, is an instrument that is very much appreciated by students, as they copy from their notebooks onto a piece of paper what they consider useful to help when taking the test.

According to (FOSTER, 2016) it consists of writing down the information that he deems relevant to assist in carrying out the test, individually and with the student deciding what he thinks is most important of the studied contents, it serves as a review and the possibility of use at the time of evaluation. of consultation material prepared by the student himself brings tranquility and a better resolution of the proposed questions.

### **COLLECTIVE GLUE ON THE FRAME**

For this instrument, you have a few minutes in the beginning of the class for the class, as a whole, to make collective notes on the board. During this time, the class is left alone to negotiate what they consider relevant or not to include in the notes, anticipating what they consider necessary to solve the test questions.

Glue demands prior study, choices (because space is limited), analysis, personal production and reflection. It becomes the only source allowed to be consulted at the time of taking the test prepared by the student himself. Your permission prevents the exclusive memorization of the contents. The nature of the assessment instrument changes the essence of the glue because it allows the student to dialogue in writing with the teacher, personalizing the test, and with his colleagues outside the classroom, enabling exchanges and learning. (SOUZA, 2018, p. 111).

This way, the use of collective glue as a resource in the evaluation of school learning can become another learning opportunity.

### **REPORT - EVALUATION**

Another evaluation can be a report made by the students, every end of class, of how the class was that day, what content was appropriated, what doubts still remained, what do you expect to learn in the next classes about the same content, how is your process of learning in relation to that content, what the teacher can do to improve their classes and after the return of these sheets the teacher can resume the necessary content or review their practice.

And by knowing how the student is evolving or thinking about their work, the teacher will be in a constant process of improving their practice, it can help to enrich the teacher's knowledge. It is not about grading the teacher, but giving him elements to analyze his practice, considering that the teacher is in a permanent process of improving his practice and there is nothing better for that than knowing his performance through reports. of those participating in this practice. Limit the number of lines or space for this student report to develop the ability to synthesize. (D' AMBROSIO, 2012 p. 67).

Report sheets can benefit both the teacher and the students. For the teacher it serves as a self-assessment tool and for the student it

can collaborate with the evolution of their learning.

### **PHASED TEST**

The test in phases is a written test, carried out individually, with essay questions or with justifications, in which the first phase occurs with one or more contents, which the students are not yet well familiarized with, the teacher makes the corrections and some notes, after one month or at the end of the two-month period, the teacher applies the same assessment again and when analyzing his previous resolution and the notes made by the teacher, it is possible to reconstruct, explain, criticize his own resolution and solve it again, now with more foundation, analyzing the comments and thus building and improving their mathematical knowledge.

Students answer as many questions as possible within the allotted time. After being corrected by the teacher, the test is returned to the students with an indication of the partial result and an indication of the most serious errors. In the second phase, the student, provided with this information, repeats the work at home, being able to (re) ask the questions. After the agreed time, the test is returned to the teacher and again corrected (MENDES, 2014, p. 46).

This phased assessment can be done in two or more phases, in the first phase the student becomes aware of the contents of the assessment and does only what he already masters, and this first phase will serve as a support for the teacher to know what the level of each student is. of the class, in the other phases you can observe the individual or class evolution.

### **SELF-EVALUATION**

A conscious and true self-assessment can favor the development of student autonomy, the student's active role in the assessment, even the elaboration of their own criteria

for self-assessment and help to become the subject of their learning, developing metacognition, that is,, awareness of their knowledge.

Understood by (SILVA, 2018) self-assessment is a process in which the student evaluates himself through instruments provided by the teacher or not, it can be the free way of each student or collectively elaborated by the class, be an instrument with alternatives or a free report and a number of lines can be stipulated, to encourage the synthesis of the main ideas of the students.

### **PREPARATION, REALIZATION AND CORRECTION BY STUDENTS**

It consists of a test developed in groups by the students themselves, as they must be able to solve problems, but also to propose problems in groups, with a theme previously studied and with constant support from the teacher. It can be exchanged between students, everyone solves the evaluations prepared and then the group that prepared it makes the correction.

The teacher can reorganize the classroom into smaller groups to better track progress. Then the groups exchange tests and each one, now with a different test, solves the requested tasks. After a pre-established time, the solved tests return to the groups that prepared them and they can make their correction. This movement of elaborating and correcting a test allows students a moment of autonomy and creation, putting into practice the elaborated contents. At this point, students can ask the teacher for help, or even rely on some relevant teaching material. (ANTUNES, 2018, p. 30).

This autonomy of the student in helping to elaborate, solve and correct the evaluations prepared by him and his classmates is very important, because it is configured in a moment of great learning, he can feel the subject of his learning, with the potential to

develop autonomy and responsibility in their knowledge construction process.

## FINAL CONSIDERATIONS

With the objective of bringing some discussions and suggestions of evaluation instruments, to make the classroom environment a space for collaborative teaching and learning, in which the student can become the subject of his own learning, based on the data and information obtained in these different assessments, the teacher can review his practice, bring new methodologies and help the student in the construction of his knowledge.

It is up to the teacher to incorporate several assessment instruments into their pedagogical practice, however, what characterizes whether an instrument is good and helps the teacher and the student in their constant search for teaching and learning is

the focus of the assessment, the intentions when evaluating and the justifications. for the use of a particular instrument.

The teacher must be the mediator, elaborate and constantly review whether their strategies, teaching methodologies and the diversification of assessment instruments have shown real learning possibilities in the sense of transforming the moment of assessment into a pedagogical action of constant teaching and learning. When considering the contexts of our classrooms, we know that it has been very difficult to implement a differentiated assessment due to the political-pedagogical demands imposed in the school environment, but whenever possible it is important to vary, to promote a learning environment throughout the process, so that the evaluation moment is part of the student's teaching and learning, that is, it is a continuation of his learning.

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