

The Student Assessment Tools: A Reflection on the Pedagogical Practices of the Teacher

Sueli Mamede Lobo Ferreira

University of Brasilia – UNB, Brasilia (Distrito Federal), Brazil

Email: suelimamed@gmail.com

Abstract—The article proposed to make a reflection of the pedagogical practices of teachers in relation to various forms of student assessment. Throughout the text was done bibliographic survey, and operationalized through field research applied in a school Hall. Still, progress was realized, as clear reflection of the changes, especially with the adoption of the guidelines and Bases for national education. However, there is still a lot to do and move on, because the school turns out to classify and measure the students' intelligences in a proposal of verification of learning and skills-building.

Index Terms—methodology, evaluation, teaching and learning

I. INTRODUCTION

The evaluation tools are all documents used to record the student achievement: evidence, evaluation, self-assessment, exercises, among others, are evaluative tasks.

The assessment carried out by professor focuses on encouraging students to learning situations that provide the development of notions and basic concepts, making it possible to have a dimension about the reality in which they live and become a citizen critic to guide their actions.

This article aims to analyse the pedagogical practices and conceptions which the assessment instruments that the teacher uses in the classroom to assess students in the teaching-learning process.

The present work is justified on the current reality of the school environment in which the teacher must engage students in the evaluation process so that in addition to checking the learning need to identify other essential information about the student. And check the teacher's pedagogical practice in relation to the evaluation process.

In this sense, what assessment tools that teachers use in pedagogical practice for student assessment.

The methodological procedures will have a focus on a research on the legal texts, subsidized through bibliographical survey, seeking study on evaluation on basic education and field research, by applying a questionnaire to teachers of a school of elementary school in the municipality of Luziânia-Goiás. Thus, the municipality of Luziânia object of this essay is located in Goiás, in the region called RIDE-Integrated Region surrounding the Federal District, with approximately

195.000 and 269 years. The municipal education of Luziânia meets elementary school (1st to 5th grade) and early childhood education, with 63 schools.

The article is divided into four sections including the introduction and closing remarks. The first section is this introduction, the second section elucidates on the practice teaching in teaching evaluation of learning. The third section discusses the forms of assessment used at school and the analysis of the result of applied research. And the fourth section is the final considerations of the present work.

II. THE PEDAGOGICAL PRACTICE TEACHING IN LEARNING ASSESSMENT

Initially, in ancient times until the early 19th century, a traditional education, predominated in practice a passive and receptive learning school. Learn was almost exclusively to memorize. In this type of learning, understanding and reflection played a role much reduced. It is necessary to analyze the conceptions of evaluation of the learning and the evaluation practice of teachers. The process of teaching and learning is not in approval and disapproval, but that learners acquire competences and skills to solve problems and overcome difficulties, thinking with creativity and autonomy on any subject matter.

The law of National guidelines and Bases-LDB. 9394 of 1996 CITES in article 24 that the verification of school performance will notice the following criteria: the continuous and cumulative) assessment student achievement, with prevalence of the quantitative and qualitative aspects on the results over the period of about any finals.

In this context, was approved in June 2014 the law n° 13.005 of 25 June 2014-National Education Plan-PNE, with duration of 10 years. Are 20 targets and each target has its respective strategies that must be met by the year 2024. Specifically the goal 7 says about the quality of basic education and the improvement of learning. Are 36 strategies to achieve fulfill its goal.

The evaluation strategies are also experiencing a process of transformation in the pedagogical activity of teacher and student. It is not an easy task, because the teacher as facilitator should develop your sensibilities and your critical sense to observe better the moment to make interventions, in order to provide better interaction with knowledge. Thus, the initial and continued training

is of paramount importance in improving teacher training, the improvement of teaching skills and performance of students.

According to "Ref [1]", the evaluation is a pedagogical category controversy. With respect to the future. Therefore, messes with people's lives, opens doors or close, submit or develops, anyway is a category permeated by contradictions.

"Ref [1]", illustrates the Organization of the teaching-learning process in two major centres: goals/evaluation and content/method.

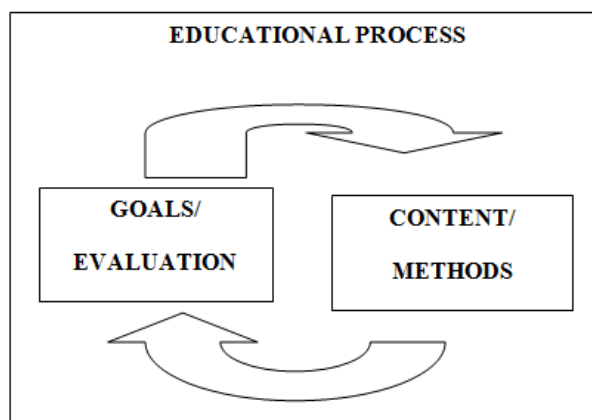


Figure 1. Categories of the educational environment of the classroom.

It is true that the educational process, as shown in figure above, the evaluation is not the final moment, but is juxtaposed to the own goals that give the base construction of evaluation. The objectives and the assessment guide the entire process. Yet as the author realizes that the evaluation process is an exchange between formal and informal moments, an ongoing process. One of the misconceptions of the didactic manuals is set that the evaluation is a formal activity that occurs at the end of the teaching-learning process.

Important to note the progress in relation to the various forms that today the teacher uses to evaluate the student. However, in regular school suffers still influences of traditional pedagogy, the teaching learning process still remains Editor, not allowing educators engage with the social context of the students in order to give them subsidies for a practice teaching more conscious about your own learning.

The evaluation of learning requires systematic actions to ensure the relationships built within the school, whereas the development follows the rhythms and individual ways peculiar to each.

In this context, it is necessary to change the course of the educational policies in relation to the evaluation. We have to learn to look at the evaluation of another way. The evaluation must be fundamental to the learning process. The need for change of current evaluation practices is linked directly to the development of learning theories, theories of the curriculum and' the democratization of public schools. [2]

According to the aforesaid author, when carried out in a planned way has a positive result: guides of the students about knowledge, influences on motivation,

guides the way the student is studying, consolidates the learning and promotes the process of analysis, synthesis, critical reflection, self-control and Metacognitive processes.

The educator should bear in mind the need to put as a mediator of knowledge, taking into account that your pedagogical practice in the classroom has a fundamental role in the intellectual development of their schooling, making him the focus of growth or destruction thereof on the application of methodology in your learning process.

"Ref [3]", States that the educator is the mediator of the knowledge of the students. The student is the subject of your own training. The role of the teacher is to build knowledge from what you do, get sense at what you do, and point out new directions for the making of students.

Interesting review of [3] one of the most important features of classroom assessment is that the evaluator is, at the same time, the directly responsible by the process that will evaluate. Is the teacher who works with students who evaluates: not a person or an expert. This implies that think the assessment in the classroom as a continuous activity and integrated teaching activities, something that is a result of these activities, inherent to them and your service.

The assessment must be an uninterrupted process in the search for quality in learning, requires both professor as student are prepared to participate in the process of construction and reconstruction of teaching and learning.

There is no way to separate evaluation of teaching, there is no way to think about assessing students without of course the role of education in the lives of people. The structure and dynamics of schools, with a view to the formation of persons, citizens, should show up as an orchestra to present at the end of the concert, at least to some extent, a harmonic and work. [4]

The political and social context of the current education and its constant change requires that the professional education respond to the different needs of society. Education is understood as co-responsible for the human formation, and necessary if the teacher East towards self-knowledge and seek the improvement of their actions and the improvement of their pedagogical practices in the evaluation of the student.

For [5] assessments (evidence) produces information about the students ' learning, but does not provide all the information that a teacher needs. The various forms of assessment can be a strategy to get further information about the student. Therefore, there are several ways to evaluate the student, remembering that it is a continuous process, the teacher may use various tools and methodologies for diagnostic evaluation, formative or summative: procedural and performance assessment, portfolio, observation of lessons, peer review, self-assessment, proof, reports, interviews, observations, among others.

Thus, there are several ways to evaluate the student, noting that is a continuous process, the teacher may use various tools and methodologies for diagnostic evaluation, formative or summative: procedural and performance assessment, portfolio, observation of classes,

peer evaluation, self-evaluation, evidence, reports, interviews, observations, among others.

The assessment is part of everyday life as a human activity. The assessment, we can define it as a process that starts with setting a goal, is divided into stages and results. [6], therefore, to develop an evaluation process, we need to answer the questions: what to evaluate? How to evaluate? When to evaluate? With which to evaluate? Who evaluates and Why Evaluate? In this way, that's how it develops an evaluation process. The evaluation of learning consists in gathering data that lead to the actual knowledge of the characteristics of a reality on which you intend to intervene. She has the ability to reveal the potentials, the weaknesses and shortcomings of this reality, which guide the definition of goals and targets to be achieved. the role of meta-evaluation, which is to help the assessment carry out your potential, promoting adjustments and renovations to the objective process itself. On meta-evaluation, your object is to own evaluation.

"Ref [1]", postulates three levels of evaluation:

- Evaluation of learning;
- Institutional assessment;
- Evaluation of systems.

So, with [7], says that the assessment for learning occurs throughout the learning process: teacher-student interaction, identify special learning requirements, selection and adaptation of materials and resources, creation of teaching strategies and differentiated learning, helps students to advance your learning and provides immediate feedback and guidance to students. In addition to increasing students ' motivation and commitment to learning.

The three levels of evaluation are of paramount importance and complement each other, since the institutional assessment is a process that involves all the subject of a school and the evaluation of systems is a process that guides the definition of public policy by the Government. It's up to analyze how to apply each assessment and so have a feedback.

The teaching and learning process boils down to meet the student, check out the strengths and weaknesses, restructure the teaching process and start again where teacher and student need to improve. This is an ongoing process of assessment, planning, implementation, control and evaluation.

III. THE FORMS OF ASSESSMENT USED AT SCHOOL

To check in the current context the pedagogical practices used by the teacher for evaluation forms that are used in the classroom, a field research. The survey was conducted using a questionnaire as an instrument, involving 14 teachers who teach from 1st to 5th grade in a public school of the municipality of Luziânia-Goiás.

With data analysis, individual perceptions are presented to every teacher, in relation to the assessment tools used with the students. Investigate individual work is not an easy task, especially as there is no previous parameters. Thus, follows a questionnaire applied analytical vision.

Experience in teaching: The results reflect the experience of most teachers in relation to teaching is between 6 to 15 years. And that 35% of teachers have teaching experience up to 5 years.

I know the (a) student (a): With the issue, is not perceived by all respondents that the teacher knows the student, but only partially.

Check student progress: Other forms of verification: daily observation, group activities, all activities which I realize is a form of evaluation. Only 2 teachers responded that use exercises and tests to evaluate students. It appears that your most uses other forms, but restricted in: daily observation, group activities and all activities is a form of evaluation.

Through the evaluations with students, I can detect the difficulties of learning? One can see that 92% of teachers can identify the learning difficulties of their students.

Uses the results of the evaluations to improve the work played in the classroom? The results show that 100% of teachers use the results obtained from the evaluations to improve the work carried out in the classroom.

After the trial period, there is a feedback to the students? Reveals that teachers in your most occasionally give a feedback to students about your performance. 2 teachers only give feedback on the development of student and 3 never give the return of what the student needs to improve and your evolution in learning.

In your pedagogical practice which evaluation forms you use? Other forms of evaluation: daily observation (behavior, attendance, commitment). It was observed that 100% of teachers use the tests and exercises as evaluation instrument in your pedagogical practice, some teachers marked the alternative other forms, but only 1 teacher wrote that uses cageside (behavior, attendance, commitment) as instrument of student assessment.

In the evaluation process promotes the involvement and participation of parents and students and reports on the strengths and weaknesses? It is noticed that 12 teachers involve and inform parents and students in cognitive development. And that 2 teachers sometimes informs parents and students about the evolution in learning.

Thus, despite advances presented in the law of guidelines and Bases of Brazilian Education, and although noticing a great effort of teachers and the supervisor of the school to change the scenario of the educational system for the use of various forms of evaluation for the student still, teachers focus on traditional evidence to evaluate the student. Realize that teachers in pedagogical practice strive in that can be (in the limitation of each).

IV. CONCLUSION

The theme presented in this article is unmistakably up-to-date, especially with the advent of the National Education Plan (2014-2024), goal 7 that reinforces quality in teaching, and evaluation is one of the elements present in the teaching-learning process.

It was perceived, progress, as a clear reflection of the changes, especially with the approval of LDB, in art. 24

in which the qualitative aspect prevails in relation to the quantitative in an evaluation procedure.

However, there is still a lot to do and move on, because the failure and school success is still nowadays to be associated with the classification and measurement processes, namely, assignment of notes.

According to the research, from the perception of teachers, it was found that the teachers use assessment so diverse, but that limited daily observation and exercises. All teachers use traditional proof as the main instrument of student assessment, noted that the quantitative aspect stands out the quantitative aspect.

Infer that the role of the teacher is of fundamental importance for the diffusion and application of numerous ways to evaluate, which are of paramount importance in the diagnosis and treatment of learning disabilities. Thus, the educator is co-responsible for the improvement of the quality of the teaching-learning process, and it is up to him to develop new pedagogical practices that allow the students a greater learning.

REFERENCES

- [1] L. C. Freitas, M. R. Sordi, E. S. Malavasio, and H. C. L. Freitas, *Educational Evaluation: Walking on the Wrong Side of the Road*, 7 Ed.-Petrópolis, RJ: Voices, 2014, pp. 17-34.
- [2] S. Fernandes, *Evaluate for Learning: Foundations, Practices and Policies*, São Paulo: Editora Unesp, 2009, pp. 112-167.
- [3] M. Gadotti, *Education and Power. Introduction to Pedagogy*, São Paulo: Cortez, 1980, pp. 40-49.
- [4] A. B. Gatti. (2003). The teacher and classroom assessment. [Online]. pp. 29-37. Available: http://abecin.org.br/data/documents/Gatti_Professor_avaliacao_sal_a_aula.pdf
- [5] D. X. P. Nogueira, G. R. Jesus, S. Castilho, Diago, and J. Cabrerizo, *Evaluation in Education: Educational Evaluation and School Promotion*, São Paulo: Unesp, 2009, pp. 27-48.
- [6] C. Rolheiser and J. A. Ross, "Student self-evaluation: What research says and what practice shows," *Plain Talk About Kids*, pp. 1-14, 2010.
- [7] L. Earl, S. Katz, "Rethinking Classroom Assessment with Purpose in Mind. Western and Northern Canadian Protocol for Collaboration in Education", pp. 29-65, 2006.

Sueli Mamede Lobo Ferreira is a Master in Education (FE / UnB), Administration (2004), Pedagogy (2010), Specialist in Strategic Management and Quality (2008), Supervision and educational guidance (2012) and Education in diversity and citizenship (2015). Counselor and President of the Municipal Council of Education of Luziânia-GO, teacher and member of the research group of the CNPQ directory in Financing of Basic Education in Brazil of the century. XXI and Financing education: advances and challenges.