

Assessment of Learning in integrated high school: documentary analysis and students' perceptions¹

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ABSTRACT

The objective of this text is to understand the assessment of learning from the perceptions of students from integrated high school. A research with qualitative approach was conducted through the stages of documentary analysis and semi-structured interviews, and content analysis was developed using Bardin's methodology (2011). Based both, on the documents studied and on the students' perceptions, it is possible to observe the existence of an evaluation that tries to overcome the traditional conception, through training practices. On the other hand, traditional assessments, focusing on the measurement and consequent classification of the student, still persist in the educational context studied. It is concluded that good evaluative practices are necessary to promote a better interaction between teacher and student, with a focus on student learning and development.

KEYWORDS: Perceptions of Learning Assessment. Formative Assessments. Integrated High School.

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Avaliação da aprendizagem no ensino médio integrado: análise documental e percepções de estudantes

RESUMO

O objetivo do texto é compreender a avaliação da aprendizagem a partir das percepções de estudantes do ensino médio integrado. A pesquisa de cunho qualitativo teve como etapas a análise documental e a realização de entrevistas semiestruturadas examinadas através da análise de conteúdo de Bardin (2011). Baseado tanto nos documentos estudados, quanto nas percepções de discentes, observa-se a existência de uma avaliação que tenta superar a concepção tradicional, por meio de práticas formativas. Por outro lado, as avaliações tradicionais, com foco na mensuração e consequente classificação do estudante, ainda persistem no contexto educacional estudado. Conclui-se que são necessárias práticas avaliativas que promovam uma melhor interação entre professor e aluno, com foco na aprendizagem e desenvolvimento do discente.

PALAVRAS-CHAVE: Percepções da Avaliação da Aprendizagem. Avaliação Formativa. Ensino Médio Integrado.

Evaluación del aprendizaje en la escuela secundaria integrada: análisis de documentos y percepciones de los estudiantes

RESUMEN

El objetivo del texto es comprender la evaluación de los aprendizajes a partir de las percepciones de los alumnos del escuela secundaria integrada. La investigación cualitativa tuvo como etapas el análisis documental y la realización de entrevistas semiestruturadas, examinadas a través del análisis de contenido de Bardin (2011). Con base tanto en los documentos estudiados como en las percepciones de los estudiantes, es posible observar la existencia de una evaluación que intenta superar la concepción tradicional, a través de prácticas formativas. Por otro lado, las evaluaciones tradicionales, centradas en la medición y consecuente clasificación del alumno, aún persisten en el contexto educativo estudiado. Se concluye que las prácticas evaluativas son necesarias para promover una mejor interacción entre docente y estudiantes, con foco en el su aprendizaje y desarrollo.

PALABRAS CLAVE: Percepciones de la Evaluación del Aprendizaje. Evaluación Formativa. Escuela Secundaria Integrada.

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Introduction

Schooling in Brazil has revealed one of the faces of social exclusion, since, throughout history, popular classes have been deprived of the right to quality teaching. For this reason, even though there is expansion of places in schools, the dropout, failure and distortion rates between chronological age and the year of schooling are extremely high, indicating a great distance between access to school and access to knowledge (ESTEBAN, 2015).

Pereira (2017) states that such a contradiction expresses the dialectical movement of the appropriation of knowledge in the capitalist mode of production, as this system seeks to invest in an education capable of equipping the workforce that will become the productive force of our society. Thus, it becomes an imminent danger for the student to understand the reality and try to break with the current economic order. Thus, what the capitalist mode intends to do is to avoid the effective appropriation of knowledge by the least-favoured social classes.

When dealing with a high school project integrated with a technical education, Ramos (2008) points out that the axes of this type of education, which are work, science and culture, must try to overcome the conflict that permeates the school, or to educate citizens, or to train people able to develop productive work. Therefore, the author stands for a curricular construction aimed at comprehensive training, guaranteeing students an omnilateral education. The purpose is to make students able, from the knowledge acquired, to transform their reality, building fairer social conditions.

To achieve this goal, it is necessary to have a kind of knowledge certification, which is done through assessments. However, Esteban (2015) states that the hegemonic educational project is far from developing learning assessments that are instruments capable of helping students in social transformation, because such assessments become means of

regulation, control and standardization that strengthens the classificatory sense and excluding, feeding the system that generates social inequality.

According to Luckesi (2001), school educational assessment needs to overcome the authoritarian view that generates punitive pedagogical practices and that is used to preserve a capitalist and unjust society that domesticates and oppresses students. It must become an instrument that is used as a diagnosis for social growth and transformation.

According to Bedin and Del Pino (2018), the assessment process must have a mediating and formative character and not be reduced to tests and exams. The teacher, in this case, must, when assessing the student, diagnose and reorient him, observing the satisfactory points in order to reinforce them and, in relation to the negative points, try to overcome them, so that the assessed subject becomes critical, reflective and autonomous. This is supposed to happen from the construction of knowledge in the relationship between the teacher and the student.

According to Fernandes (2011), formative assessment, when it is at the service of learning, contributes to improving the ways of learning and teaching. In this context, Perrenoud (1999) considers formative assessment as one that helps the student to learn and progress continuously, through the self-regulation of learning, which should be systematic and individualized in order to improve learning. Thus, from the observation of the teacher, the necessary interventions will be outlined in the classroom. It is an interactive regulation in which observation and intervention take place in real time and are inseparable from didactic interactions.

Accordingly, this article intends, when studying the assessment of learning in a formative perspective, to contribute to a better reflection on how this practice is being built in a *Campus* of the Pernambuco Federal Institute (IFPE), based on the perceptions of students and on the documents studied.

Thus, the primary goal was to understand the assessment of learning from the perception of students from the integrated high school of that institute and from documentary analysis.

This text is organized as follows: initially, the methodology is presented, containing information on the methodological path chosen for the construction of the work, followed by the topic referring to the discussion of the results obtained from the study of IFPE documents and some normative acts that regulate education in Brazil on assessment of learning, in addition to the discussion of semi-structured interviews carried out with integrated high school students.

Then, the conclusion will be presented, listing the most important points discussed throughout this article. Finally, the bibliographic reference used will be available.

Methodology

The research content is part of a study carried out in the master's course⁵, which was developed in a qualitative, exploratory and descriptive perspective. The data were collected from the mapping of sources such as the institutional documents of the IFPE: Institutional Development Plan (PDI), Institutional Pedagogical Political Project (PPPI) and the Institutional Academic Organization. Other guidelines and norms that make up the public collections and the legal framework of the Brazilian education were also included, such as: the National Curriculum Guidelines (DCN) for mid-level technical education and the National Educational Bases and Guidelines Law (LDB).

Additionally, semi-structured interviews were carried out which, according to Minayo (2009), can provide the researcher with information

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conceived in the dialogue with the respondent, based on the interviewee's own perception of their real context.

Five students regularly enrolled in the integrated high school of an IFPE's *Campus* were interviewed, four female students and one male student, who were already attending classes from the common curriculum matrix and also from the technical base, from courses of labor safety, electrotechnical, electronics and buildings. These students were invited and agreed to participate in the research after signing the Informed Consent Form (ICF).

The selection of participants occurred for the sake of convenience. The number of five students was based on the theoretical saturation point that corresponds to the phase in which the researcher, when observing the data collected, finds that new facts do not appear and that the concepts of the theory are properly developed (RIBEIRO et al., 2018).

All interviews were pre-scheduled at the time the students were already on *Campus*, not generating a demand for travel and extra costs. In addition, the interviews were conducted in a room that offered privacy to the interviewee and the interviewer. All interviews were recorded on an audio recorder. The content of the interviews was transcribed, double checked, guaranteeing the reliability of the participants' discursive content. Subsequently, the audios were discarded.

Data collection was carried out in April 2019, after approval of the project by the ethics committee of the Integrated Faculty of Pernambuco (FACIPE), which took place in March of the same year, under opinion number 3.196.987.

In the document analysis, exploratory readings of the chosen documents were carried out in order to identify the orientations that these documents offered and that served as a basis for the development of the assessment processes in education, mainly in professional and technological education.

According to Lüdke and André (2004), documentary analysis is a valuable technique for the exploration of qualitative data in order to add information to those already obtained, or to add new data to the studied theme. It is a rich source from which evidence that guides the researcher's statements can be extracted.

The treatment of qualitative data obtained in semi-structured interviews was carried out based on the content analysis proposed by Bardin (2011), which allows the best organization of ideas and the objectivity of the results.

The technique used for content analysis, in this research, was the “context units” (BARDIN, 2011, p. 38) related to the research categories. For Bardin (2011, p. 39), “the categories are types of drawers or significant rubrics that allow the classification of the constituent elements of meaning of the message”.

After the floating reading of the transcribed interviews, the initial categories that were most repeated in the students’ speeches and that represented the context unit were identified, and these, in turn, are linked to the issues addressed in the interviews.

The categories were then grouped into subcategories that were critically analyzed and whose thematic core allowed to reflect on how the assessment of learning in the integrated high school of an IFPE’s *Campus* is developed, through the perceptions of students, as described in chart 1:

Chart 1- Categories and Subcategories

Categories	Subcategories
➤ Assessment of learning conception	➤ Importance of Assessments ➤ Purpose of Assessments
➤ Assessment in the context of comprehensive training	➤ Comprehensive training

Source: Own elaboration.

Results and Discussions

The analysis of some guiding documents will be presented below so that there is a better understanding of the context in which the assessment is inserted and the analysis of the categories arising from the content of the students' speeches, maintaining confidentiality regarding their identifications.

Documentary Analysis

In the documentary analysis, the documents that guide the assessment of learning were studied both at national level, such as the DCN for technical education at secondary level and the LDB, and at the level of the internal documents of the IFPE, such as the PDI, the PPPI and the Institutional Academic Organization.

In the analysis of the DCN for mid-level technical professional education, it is observed, specifically in Title III, which talks about evaluation, use and certification, and in Chapter I, which deals with assessment and achievement:

Art. 34 The assessment of students' learning aims at their progression towards achieving the professional profile of completion, being continuous and cumulative, with the prevalence of qualitative aspects over quantitative ones, as well as the outcomes throughout the process over those of eventual final exams (BRASIL, 2012b, p. 9-10).

It can be noticed, in article 34, that the assessment is in the context discussed in this research. That is, an assessment process that aims to help the student's development and not just measure his knowledge in unique stages that do not complement each other and that facilitate the student's failure during his educational path.

In addition, one must give value to the qualitative aspects and students should be given opportunities to make progress, especially when the results of the assessments are not satisfactory.

When discussing this guideline, Rodrigues (2018) states that assessment of learning addressed in the DCN for technical vocational education at secondary level is not very different from how it is presented in other teaching modalities. The specificity of this guideline is related to the contextualization that must exist between theory and professional practice. Thus, teachers will have to assess the student according to their performance not only in theory, but in practice, contributing, also, so that this student can be inserted in the working environment.

On the other hand, LDB, as amended by Law 13.716, of September 24, 2018, in Title IV, which deals with the organization of national education, highlights, in Article 13, that teachers are responsible for: “III – ensuring student learning; IV – establishing recovery strategies for low-income students ”(BRASIL, 1996, art. 13). In section IV, which specifically presents high school, LDB brings in article 35-A:

§ 8th Contents, methodologies and forms of procedural and formative assessment will be organized in the educational networks through theoretical and practical activities, oral and written tests, seminars, projects and online activities, in such a way that at the end of the high school the student demonstrates:
I – mastery of scientific and technological principles that govern modern production;
II – knowledge of contemporary forms of language
(BRASIL, 1996, p.25).

On the teacher’s task established in article 13, it can be understood, once again, that the role of the teacher is to stimulate his students in the teaching-learning process and to ensure that the knowledge discussed in the classroom is acquired by the student, in order to provide his development, especially when this student has a low performance.

In this scenario, Luckesi (2001) points out that it is necessary a critical teaching practice, interested in effective learning by the student and

that takes into account political, scientific and methodological objectives. Therefore, the author considers that it is necessary to have an active transmission and assimilation of the subjects worked, as a response to a systematic form of teaching present in the way the teacher plans, performs and evaluates the entire teaching-learning process. Thus, this teacher will be able to achieve the expected results.

In paragraph 8th of article 35-A, it is said that the student needs to present, at the end of high school, the ability to master certain principles and knowledge, such as: the domain of scientific and technological principles and knowledge of contemporary forms of language. Although it is considered important for the student to achieve these characteristics at the end of high school, this refers to the idea that the learning process that occurs throughout the student's journey is forgotten, even if at the beginning of the paragraph the terms procedural and formative assessment appear.

In turn, Vasconcellos (2008) argues that the teacher needs, as there is the construction of knowledge by the student, to assess him during the process, ascertaining his stage of development and not judging him at some specific moment. Therefore, it cannot be taken into account that, only at the end of high school, the student shows that he has the knowledge recommended by the school.

From that moment on, IFPE's internal documents will be analyzed with regard to the assessment of learning. Initially, it was found that the PDI presents a formative and diagnostic assessment in a continuous and permanent process, enabling the teacher to understand how the student's learning takes place.

The conception of teaching and learning assessment that should guide the IFPE's assessment system is that of a formative and diagnostic assessment, no longer having the role of verifying content apprehension. This will allow the teacher to have a broad view of how the teaching and learning process is taking place, in each stage and curricular

component, so that, from there, he can plan or review plans whenever necessary. Assessment must be experienced, therefore, as a permanent process (BRASIL, 2015, p. 137).

The assessment also needs to individually monitor the growth of the students' skills and the specific objectives of the curriculum components. These, in turn, must be clear and pre-established, prioritizing qualitative aspects over quantitative ones (BRASIL, 2015).

It can be seen that the IFPE's PDI is consistent with what is standardized by the DCN and the LDB, already discussed here. Also, when dealing with the design of the curriculum that underlies the identity of the IFPE, the PPPI brings, among several elements, the development of the procedural, training and continuous evaluation that can respect the pace of learning of students and the diversities present in the classes, be they social, cultural, religious, gender, among others (BRASIL, 2012a).

The curriculum design proposals that will provide the basis for the construction of IFPE's identity refer: [...] To the valorization of the individual's experiential knowledge, social, artistic, cultural, ethnic, religious, gender, physical, emotional and mental conditions, of special educational needs, privileging the humanistic dimension; [...] To the guarantee of contextualization, interdisciplinarity and transdisciplinarity; To the use of multiple strategies and languages that facilitate learning; To the respect for the learning pace of each student; To the processual, formative and continuous assessment (BRASIL, 2012a, p. 79-80).

Regarding the existing diversity in the school environment, Silva (2013) recognizes the importance of the teacher to understand the different histories and personalities of his students, with the intention of making the contents, objectives, and ways of assessing more flexible, contextualizing his pedagogical practice and the curriculum to the reality present in the classroom. It is up to the school, then, to provide the means for achieving meaningful learning on the part of students and that generates citizenship.

Just like the internal IFPE documents mentioned, the Institutional Academic Organization also stands out for the same form of formative assessment. The assessment instruments used, therefore, must be defined in the teaching plan of the curriculum components. The Academic Organization, in addition, displays other details, as we can see in chapter XIII, which deals with the assessment system and, in section I, the learning assessment process:

Art. 143 The result of the assessment of learning of each curricular component must express the level of students' academic performance, expressed by a score from 0 (zero) to 10 (ten), considering up to the first decimal place [...] (BRASIL, 2014, p. 42).

The Institutional Academic Organization, in addition, states that the student, in order to be approved in the integrated technical courses, must have an attendance equal to or greater than 75% of the total and average workload equal to or greater than 6.0 in each curricular component. If this student fails more than three curricular components, he can only continue his studies after attending again the classes he failed (BRASIL, 2014).

Article 143 and the following discussion by the Institutional Academic Organization emphasize the grade, as a way of quantitatively evaluating the student, in order to guarantee or not his access to the subsequent modules or series (BRASIL, 2014).

It is known, therefore, that this modality of quantitative assessment is present in school contexts, since the school system, being in line with the logic of the market, needs to register in some way, in the school history, the learning results of the student. This must be done through a language that is accessible to the insertion of this student in selection processes that allow him to have access to future economic activities in his professional field.

When discussing the meaning of the terms testing and measuring, Hoffmann (2017) argues that there is a vague and confused conception

on the part of teachers in relation to these terms. So, what happens is an indiscriminate use of numerical degrees attributed to many aspects of the student at school, including behavior and interest, although not everything can be measured.

The author believes that the consequence of assigning grades or concepts without previously established criteria is to generate arbitrariness, since the teacher will act subjectively, without having the clarity of the knowledge he is investigating (HOFFMANN, 2017).

It is noticed, throughout the analysis of the documents, that all of them are in consensus when it comes to assessments of learning, not least because such documents defend the integral formation based on work, science and culture, a tripod that supports education professional and technological.

The assessment of learning is placed at this scenario, as one of the elements that help in the realization of this educational model, since it is presented in the documents, above all, as formative, diagnostic and continuous, even though there are some aspects of traditional assessment.

Therefore, these documents, in essence, stress that any student has access to an education directed towards their inclusion, regardless of their differences.

Semi-structured interviews

Category: Assessment of Learning Conception/Subcategories: Importance of Assessments and Purpose of Assessments

First, we try to understand the different conceptions of assessment of learning presented by the interviewed students and how these conceptions were inserted in the subcategories *Importance of Assessments and Purpose of Assessments*.

We can observe, in chart 2, some thematic groups from the students' speeches that characterize the chosen category and subcategories:

Chart 2- Assessment of Learning Conception

Category	Subcategories	Thematic Nuclei Observed in the Students' Speeches
Assessment of Learning Conception	Importance of Assessments	Encourage the student to study; measure knowledge; monitor teachers' schedule and pace.
	Purpose of Assessments	See what the student has learned; being able to go to the next stage or step; detect failures and difficulties.

Source: Own elaboration.

Through the speech of the student below, one can understand how the importance of assessments is conceived for him, at IFPE:

I would not exclude assessments of learning from schools, because, like it or not, they also help. Because the student, knowing that he is going to take the test, he will study and very often the student, when he knows that he will not take the test, he will not want to study, he will not want to give preference to that subject. So the test is a way to instigate the student to study and to measure his knowledge.

One can see that this view still brings a conception of traditional assessment, because it makes us think that the student will only study if he takes a test. In addition, it is found that this same student will only maintain discipline when the teacher uses the power conferred to him, in the classroom, to threaten behaviors considered to be inappropriate.

According to Sá (2018), when analyzing the thinking of students of integrated high school about the assessment of learning, these students believe that evaluations are important, because they are motivated to study and maintain discipline. In other words, the thinking of these students is similar to what we found in the interview conducted in this research.

The fact that the interviewed student mentions the importance of evaluations in order to measure knowledge goes against the logic of a formative

assessment, which is concerned with the individual's integral education and not with measuring his knowledge quantitatively in order to assign grades.

In view of that, Luckesi (2011) recognizes the importance of evaluation as an instrument capable of assisting in the self-construction of the student, through successful learning, helping the teacher to know if his pedagogical acts and resources are satisfactory. If not, his procedure will be to correct his actions, to obtain better results that will have a direct impact on the student's development.

For Vasconcellos (2008), the knowledge acquired by the student, be it scientific, aesthetic or philosophical, will only make sense if it contributes for the student to understand and intervene in the world. Thus, their comprehensive training is guaranteed, through satisfactory mediation of the construction of learning.

Pellizzer (2016), when analyzing the opinion about the teaching and learning experience of students in integrated high school, also from a federal institute, realizes that there are ambiguous teaching pedagogical practices, corroborating the results discussed in this research. From the interview with the students, the author identifies either an education aimed at the formation of subjects accommodated and dominated by the current power, and an education in which the relationship established between the teacher and the student is dialogical and causes both to reflect critically. In the latter case, the student begins to understand the senses and meanings of what he learns, becoming a historical subject.

Next, the subcategory *Purpose of Assessments* for the student will be analyzed. It is noticed that students understand the assessment as an instrument capable of stimulating, detecting flaws and difficulties, observing the level of understanding of what was studied, but also as something that serves to classify.

Based on what was said above, the interviews showed the students' understanding of the purpose of assessment of learning and which can be seen in the statements below:

Well, it is the only way for the teacher to know if we can go to the next stage. In theory it is as if they were steps, that is why the evaluation is when the teacher knows if we can go to the next level.

I think it is useful to see how the student is doing during his learning and to detect the flaws he is having. On what he's having a hard time learning about the subject.

When analyzing the statements mentioned above, a concept of diagnostic evaluation is perceived, when the student refers to the ability that the teacher has, based on an evaluation process, to detect the flaws and difficulties presented by his students, always focusing on development of learning.

However, when there is a reference to an evaluation that serves to climb steps, it is deduced that there is also an exclusionary process in the evaluation systems. To the extent that it is not possible to perform well in any evaluation, we can conclude that there will be no possibility of climbing the steps. In this situation, the student may suffer disapproval or even give up education, if the teacher does not consider these difficulties and intervene in them before the failure or dropout occurs.

Concluding the discussion on the thematic category *Assessment of Learning Conception*, the argument of Hoffmann (2017) is presented which defends assessment as a comprehensive action, included in the day-to-day practice of teaching and which takes into account the relationship between all constituents of educational action. Thus, assessing involves the interaction and understanding of the other, through dialogue, serving as a rich source for all educational work.

Category: Assessment in the Context of Comprehensive Training/Subcategory: Complete Training

The category *Assessment in the Context of a Comprehensive Training* was subdivided into the *Complete Training* subcategory, as it encompasses

the different thematic cores present in the students' speeches and which bring a perspective of comprehensive assessment.

In chart 3, we present the thematic groups resulting from the students' speech, inserted in the category and subcategory discussed:

Chart 3- Assessment in the Context of Comprehensive Training

Category	Subcategories	Thematic Nuclei Observed in the Students' Speeches
Assessment in the Context of Comprehensive Training	Complete Training	Practical test; teachers concerned with students' learning difficulties; consider the complete training of the individual; overcome excessive concern with the labor market; teachers who encourage and stimulate; study to learn and not only succeed in exams; teachers who know our weaknesses and help us to overcome them; learn new things about everyday life; personal growth and resilience; give meaning to what we study in theory (technical disciplines do that); help to be better as a human being.

Source: Own elaboration.

Observing the students' speech, it is understood, initially, that an assessment was considered by them in an emancipatory perspective, when teachers were concerned with their learning difficulties. The students also stressed the importance of associating the studied content with everyday life. For them, the association stimulates the desire to study, as shown in the statements below:

There are teachers who give us confidence and they work hard, so we study and get good grades. Here, for the first time, I really learned the subject, I not only studied to pass the course, I really studied to learn and I learned.

There are teachers who see your ability, they know that you can do better. So they encourage us by saying what we can do to improve. Good teachers know about our weaknesses and help us with those points.

When discussing about teachers who stimulate and really care about the students' learning, realizing their difficulties and helping them to overcome them, these students understand that providing a comprehensive education goes much further than memorizing the contents. Faced with this, they understand that true learning happens at the moment it becomes meaningful. These students, in turn, assign an important role to the teacher, seeing him as the one who leads to this learning process.

In this perspective, Freitas et al. (2009) consider that assessment of learning is the instrument capable of enabling the teacher to understand what was given and how the content was given, in order to assist the student in his training. This guides the teacher's performance in the classroom, with assessment being a continuous process and not just happening at the end of an academic term. The purpose of the assessment, in this sense, should be the development of the student, from a harmonious relationship that does not impose fear, but trust between teacher and student.

These authors reiterate that the content and the evaluation method impose the way that the teacher will use to interact with his student, which can define the permanence or not of the student at school, his access or not to scientific knowledge. It depends on the positive or negative image created by this student regarding the didactics of the teacher, which will directly influence his academic performance (FREITAS et al., 2009).

Furthermore, when the interviewed students were asked about whether they considered that the IF was helping them to have a complete education, as a result of a comprehensive education, different visions are

perceived. One student, for example, referred to the institute as another school that was directed towards the job market and was not concerned with the human and comprehensive formation of the individual. However, another student had a totally divergent answer, affirming the importance of IFPE in his education, as we can see in the speeches below:

In fact, we study like this: the teacher writes on the board and the students copy what the teacher wrote. This has been happening since the industrial revolution, I see it in sociology. And schools only prepare us for the job market. In addition, there are several other things that would be important for the formation of the student as an individual, as a person. There should be other disciplines that we don't learn, for example: responsibility, emotional maturity, home economics. We don't learn that and if you look in other countries, they teach ethics, citizenship. The school is very concerned with the job market and not with people and what they will learn.

But today, in relation to the academic, the IF gave me an extremely large teaching base, I didn't think I had such a good base. You only notice this basis when you take an Enem exam and compare yourself to people from a state school. Teaching is better here. There are teachers who use many assessment instruments and give greater freedom to students' participation in the class. I think there are teachers here who care about the complete education of the students. I think IF helped me to be better as a human being.

When presenting these statements, it is clear that there, on the part of the students, a political vision linked to the assessment of learning. In the case of the first speech, we were able to see an education oriented towards the capitalist system, which aims at the job market, as was clearly expressed by the student interviewed. Thus, Vasconcellos (2008) affirms that we can find reflexes of an exclusive education in the assessment of learning, in which a minority, holder of knowledge, manages to dominate so many individuals deprived of a comprehensive education.

On the other hand, the second student reinforces the importance of IFPE in his training and in his life, especially when he says that the institute helped him to be better as a human being. Thus, it appears that there are teachers, in this institution, concerned with the students' learning, seeking to offer them a formative education. The interviewed students, therefore, value the presence of teachers who give confidence and encouragement in their journey.

Luckesi (2001), when analyzing this political function of the assessment, declares that, even the responsibility for the deviations from education, which discriminates and excludes many, not being the sole responsibility of the teachers, they need to commit to fight against this flow, offering students an education that helps them to develop individually and collectively. Therefore, if this work is of good quality it will contribute to the permanence of the students in the school. These, in turn, inserted in the process of acquiring knowledge, will bring as a beneficial consequence the democratization of society, through the formation of critical citizens and able to claim the "material, cultural and spiritual goods, to which they have inalienable rights" (LUCKESI, 2001, p. 125).

Final considerations

Studying the theme assessment of learning from the perspective of integrated high school students, from a *Campus* of the Federal Institute of Pernambuco, as well as the documents that guide education at the referred institute, the PDI, PPPI and the Institucioanal Academic Organization, in addition to national standards, namely: the DCN for technical secondary education and the LDB, it has brought valuable contributions to the understanding of assessment of learning in the context of professional and technological education.

Assessment of learning practices are one of the elements of great impact on the inclusion or exclusion of the student, since, if they are focused

on a traditional, technicist conception, they will focus on the classification and consequent elimination of the unsuccessful student.

Overcoming these limitations is also thinking of assessment practices that happen integrated to the student's learning process, that is, continuously. These, in turn, must serve to diagnose the difficulties presented in the teaching-learning process and, based on the results obtained, offer the teacher the ability to plan the necessary changes so that these difficulties can be remedied.

In the same way, the teaching evaluative practice needs to establish a dialogical interaction between teacher and student, so that both understand that the important thing is the development of the subject as a social and transforming being of the uneven reality. It is in this perspective that the concept of a formative assessment is inserted.

Based on this, when discussing the assessment of learning, it is observed that the internal and national documents in the excerpts that guide the pedagogical evaluative practices, at the same time that they provide foundations that stimulate evaluations in the characteristics that aim at inclusion and integral development of the student, they also bring up the need to evaluate, in order to measure and classify, the students who will pass and those who will fail, characterizing the traditional model that still persists in education.

Similarly, we found the traditional and formative perspectives of assessment of learning, through the perception of some students. The traditional view is observed when they mention, for example, the existence of teachers who make it difficult to pass their subjects, because it is difficult to monitor their level of education in the classroom.

Another element brought by the interviewed students was the test, as an evaluative instrument of greater weight in terms of grade. In turn, such an instrument sometimes brings a greater level of complexity, making approval very costly. Such a situation causes anxiety, fear, learning difficulties and, consequently, low academic performance.

On the other hand, the students recognize the existence of teachers with assessment practices contrary to punishment. In this case, the assessment aims to help the student in his learning and to realize his difficulties and try to solve them, encouraging him to continue studying.

It is understood, however, that the elements that make up the school environment are complex and that it is not only the evaluative practice that will shape the human and comprehensive development of students, although this action is a component of fundamental importance to guarantee opportunities for education better, especially for students who have greater learning difficulties.

Furthermore, there is a great responsibility in relation to the teacher's actions in order to guarantee this much desired education. However, it is known that guaranteeing such education is not only about the commitment of teachers, but of the entire academic community, made up of managers, students and family, who must collectively claim the guarantee of the implementation of their rights and duties. Essentially the right to appropriate knowledge historically produced and systematized by society in a satisfactory and critical way.

From this approach, it can be seen that assessment of learning, in the context of comprehensive education, which aims at the development of students in the areas of work, science and culture, should generate significant changes in the lives of students and which are reflected in society, through the construction of critical and transforming individuals.

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