

Learning Assessment in History: tendencies and perspectives¹

Ana Paula Giavara²

Nayara Silva de Carie³

ABSTRACT

This work aims to understand how scientific studies in History teaching have addressed the theme of learning assessment. To do so, we conducted a state-of-the-art study in periodical and academic (dissertations and thesis) publications on the theme developed between 2000 and 2020. The data analysis pointed out that the discussion about learning assessment in the History of Brazil is recent and ongoing. It focuses on Middle and High Schools in the Southeast region of Brazil. The results show an approximation to the history classes and indicate the continuation of traditional methods to assess conceptual contents in the subject. They also indicate the need for studies on evaluation that articulate different epistemologies connected to assessment, Pedagogy of Competencies, and the teaching of history⁴.

KEYWORDS: History Teaching; Learning Assessment; State of the art.

¹ English version by Viviane Coelho Caldeira Ramos. *E-mail:* vivianeramos@gmail.com.

² Doctor in Education. Assistant Professor at Universidade Federal de Minas Gerais, Belo Horizonte-MG, Brazil. Orcid: <https://orcid.org/0000-0002-5364-610X>. *E-mail:* anagiavara@hotmail.com.

³ Doctor in Education. Assistant Professor at Universidade Federal de Minas Gerais, Belo Horizonte-MG, Brazil. Orcid: <https://orcid.org/0000-0001-9805-3917>. *E-mail:* carienayara78@gmail.com.

⁴ Promotion: Pró-reitoria de Graduação (Prograd) da Universidade Federal de Minas Gerais (UFMG).

Avaliação da aprendizagem em História: tendências e perspectivas

O objetivo deste trabalho é compreender como as investigações científicas na área de ensino de História têm contemplado o tema da avaliação da aprendizagem na disciplina. Para tanto, foi realizada uma pesquisa do estado da arte em publicações periódicas e acadêmicas (dissertações e teses) que contemplam estudos sobre o tema, as quais foram desenvolvidas no período de 2000 a 2020. A análise dos dados apontou que a discussão sobre a avaliação da aprendizagem em História no Brasil é recente e está em desenvolvimento. Ela se concentrou nos anos finais do ensino fundamental e do ensino médio, na Região Sudeste do país. Buscou uma aproximação com as aulas de História e indicou a permanência de métodos tradicionais de aferição de conteúdos conceituais na disciplina. Apontou para a necessidade de estudos sobre avaliação que articulem diferentes epistemologias ligadas aos campos da avaliação, da Pedagogia das Competências e do ensino de História.

PALAVRAS-CHAVE: Ensino de História; Avaliação da Aprendizagem; Estado da Arte.

Evaluación del aprendizaje en Historia: tendencias y perspectivas

RESUMEN

El objetivo de este trabajo es comprender cómo las investigaciones científicas en el área de la enseñanza de la Historia han abordado el tema de la evaluación del aprendizaje en la disciplina. Para ello, se realizó un levantamiento del “estado del arte” en publicaciones periódicas y académicas (disertaciones y tesis) sobre el tema, de 2000 a 2020. El análisis de datos mostró que la discusión sobre la evaluación del aprendizaje en Historia en Brasil es reciente y en desarrollo. Se centró en los últimos años de la enseñanza básica y media, en la Región Sudeste del país. Buscó una aproximación con las clases de Historia y señaló la permanencia de los métodos tradicionales de medición de contenidos conceptuales en la disciplina. Señaló la necesidad de estudios sobre evaluación que articulen diferentes epistemologías vinculadas a los campos de la evaluación, la Pedagogía de Habilidades y la enseñanza de la Historia.

PALABRAS CLAVE: Enseñanza de la Historia; Evaluación del aprendizaje; Estado del arte.

* * *

Introduction

Analyzing learning assessment in history nowadays needs, as a priority, to understand the changes that have affected the subject in the last decades. To talk about history nowadays implies considering the historiographical, pedagogical, and contextual influences that can be observed in Brazil, mainly after the 1980s. In this period, for example, we can notice the development of epistemological fields that study History teaching, such as History Education, and History Didactics, as well as the arrival of discussions pertinent to the Pedagogy of Competencies. Furthermore, some changes affected how learning evaluation is understood in school curricula.

In this sense, we first ask to what measure the debate on learning assessment in history has been incorporating these discussions. Seeking answers, this investigation centers on periodical and academic publications about this theme conducted between 2000 and 2020. We understand that, during this time, the works investigated could present the appropriation of the epistemological debate that focused on history as a subject, a reality perceptible since the last two decades of the 20th century. Thus, two scientific journals were chosen, whose scopes were mainly in History teaching. Concerning the academic works, dissertations and theses from eight Brazilian institutional repositories were analyzed.

Beyond a quantitative analysis of articles, theses, and dissertations, we sought to qualitatively identify tendencies and gaps, delineating perspectives that could favor the development of other studies. This study questions: How do the publications analyzed deal with learning assessment in history classes?; Which educational phase is predominant in these productions?; How do the authors deal with the epistemological debate on History teaching?; How do the studies appropriate the discussions about teaching by competencies ?; Which evaluation model has been reported by these works?

The methodological resource that enabled this research was the state of the art. Its use is justified when there is an intention to compose a cartography of the production of groups, scientific periodicals, and graduate programs (Ferreira, 2002). Different from studies on the state of knowledge, the state of art has a broader nature. It proposes the mapping of more than one field of knowledge dissemination, such as thesis and dissertations, congress annals, and articles in journals. Hence, it is possible to “[...] point out the restrictions about the field in which the research moves, its dissemination gaps, and identify innovative experiences investigated” (Romanowski; Ens, 2006, pp. 39-40).

This resource enabled us to identify the researchers involved in the debate, as well as how they consider the evaluation of history learning. Consequently, we conducted a vertical analysis between the findings, called tendencies here, and the theoretical questions that epistemologically involve the theme in the current scenario of History teaching as a research field. From this movement, we sought to broadly think about the perspectives of using evaluation in history classes, considering its relevant role as a formative tool and a learning facilitator. As a starting point, we presented here the main transformations through which the teaching of history nowadays has gone through, mainly for Historical Education, History Didactics, Pedagogy of Competencies, and formative evaluation.

Transformations in History teaching: Some remarks

The discussions pertinent to the field of historical education developed since the 1970s in different countries, such as England, the United States, and Canada. These studies have sought to understand the principles and the subjects’ learning strategies in history (Barca, 2001). They are guided by the idea that apprehending knowledge is processed in concrete contexts, in an active process of interactions between subject and object, restructuring mental constructions. In Brazil, the influence of these reflections in the

production of History teaching has intensified in the 1990s and is under full development. In Barca's (2001, p. 13) words,

In this research field, the researchers (with formation in History, Philosophy of History, or Cognitive Psychology) triggered the systematic task of studying the principles and strategies of learning in history, of children, young people, and adults. As a theoretical assumption, they start from the nature of historical knowledge and, as a methodological assumption, undertake analysis of ideas that the subjects manifest in and about History, through concrete tasks.

Another important contribution to studies in the field of History teaching methodology has emerged from the History Didactics (*Geschichtsdidaktik*), which was born in West Germany in the 1960s, as an answer to the legitimacy crisis underwent by history as a science and a school subject. This crisis demanded from historians a broader reflection about the relationships between academic history (produced by historians) and how subjects related to history in their daily lives and school education, to grant a legitimating role to the historical knowledge that surpasses the State's nationalist and ideological interests. Hence,

(...) the perspectives of history didactics were greatly expanded, going beyond considering only the teaching and learning problems in school. History didactics now analyzes all forms and functions of historical reasoning and knowledge in everyday practical life. This includes the role of history in public opinion and the representations in the means of mass communication; it considers the possibilities and limits of visual history representations in museums and explores

several fields in which historians equipped with this perspective can work (Rüsen, 2006, p.12).

Since the 1980s, the precepts of German Didactic History and History Education started to influence worldwide studies on the teaching of history pointing out, for instance, the need to develop in teaching-learning situations the contact with other contents besides the so-called substantives or of first order, such as colonialism, Industrial Revolution, capitalism, and others. Thus, such precepts indicated second-order contents, also called structural, whose meanings are related to understanding the subjects' actions through time and the notions of causality, permanence, and change in the historical process. These contents are not, in themselves, what history "deals with" but shape our way to build history (Lee, 2016).

Similarly, the studies from these epistemological fields also indicated that the learning process in history permeates the subjects' apprehension of procedural contents, which means knowing the procedures used by the historian in the process of creating the historical narrative, such as the selection and analysis of sources, creating a script and an analysis of interviews, content analysis, and the analysis of human actions in different periods, and their relationships of continuity and rupture with the present. In their turn, such procedures are connected to the idea that the teaching-learning process is grounded on students' previous or tacit knowledge about the concepts of first and second order and depends on their active participation to mobilize different knowledge to solve problems of historical nature.

Such changes in the way of thinking History teaching and the role it plays in the experience of the subjects with the temporality of practical life have also impacted the notion of learning assessment, which started to be increasingly more understood as part of the process to produce and appropriate the objects of historical knowledge in the school environment. Therefore, the assessment in history entered the formative sphere and is

present during the whole teaching-learning process, encompassing strategies that allow students to develop abilities related to the mobilization of different concepts, knowledge, and attitudes when confronting different situations in everyday life.

This concept of learning assessment aligns with the curriculum documents that guide nowadays the history subject in Brazilian K-1 education, such as the PCNs- Parâmetros Curriculares Nacionais [National Curriculum Guidelines] (Brasil, 1998) and the BNCC- Base Nacional Comum Curricular [Common National Curriculum Framework] (Brasil, 2018). These curricula have been organized through the logic of competencies that, according to Perrenoud (1999, p. 10), can be understood as the capacity that subjects have to act efficiently in different reality situations, supported by conceptual contents but not limited to them.

In synch with this perspective, Roldão (2009) understands that competence is the capacity of the subjects to adequately mobilize several abilities, selecting and integrating them into the challenging situations they face routinely. Thus, acting competently demands a solid and broad base of content, be them from a conceptual, procedural, or attitudinal nature. For this author,

Competence distinguishes itself by the capacity that the subject has to adequately mobilize/organize, in each situation, the constellation of knowledge from different types, predispositions, and the capacity of analysis one has and that the situation requires. Competence is not an application of knowledge; in this understanding, competence is a knowledge in use, active, and effective (Roldão, 2009, p. 591).

To exemplify one competence in the field of History teaching, we can cite the history empathy, understood as an “[...] achievement, something that happens when we know what the historical agents

thought, in the contexts they lived, how they understood a certain situation, which were their objectives, and what they did” (Lee, 2003, p. 20). The acquisition of this competence involves the apprehension of procedural abilities, such as reading sources and producing a narrative, mastering first and second-order contents, as well as understanding the subjects’ actions and motivations in their action contexts. Finally, students have a certain competence when they can mobilize a set of knowledge and abilities to solve problems that have a historical nature.

In the assessment field, the curriculum documents PCNs (Brasil, 1998) and BNCC (Brasil, 2018) present a perspective of formative assessment that, according to Loch (2000, p. 31), is not restricted to grading, approving, or reproving but aims to build a teaching-learning process that seeks the autonomy of subjects. In her words, assessing

[...] is not to give grades, calculate averages, reprove, or approve students. Evaluating, in a new ethics, is to assess participatively, in the sense of building and of awareness, to seek self-criticism, the self-knowledge of all those involved in the education action, investing in the autonomy, involvement, commitment, and emancipation of subjects.

To Luckesi (2002, p. 81), formative assessment

[...] should be assumed as an instrument to understand the student's learning level, aiming to make sufficient and satisfying decisions to advance their learning process. If it is important to learn what is taught in school, the role of assessing is to provide educators with the conditions to understand the students’ level to work with them, so that they can leave the outdated level they are to advance in terms of knowledge [...].

Some authors, such as Pedro Martínez et al. (2017) and Sanmartí, Simón, and Márquez (2006), have already incorporated these transformations to think learning assessment in history nowadays. Hence, we need to enter in this debate to ground the analysis of the periodical and academic publications in the theme. The research conducted by Professor Pedro Martínez et al. (2017), for example, shows that, despite theoretically understanding assessment in its pedagogical character, history and geography teachers had more traditional practices than their conceptions. According to the author, in the teaching programs of the History and Geography departments of the education institutions in the region of Murcia, in Spain, it was possible to notice that the most used instrument to evaluate students' learning was the test, with the prevalence of exercises that focused on the memorization of conceptual contents.

The continuation of traditional assessment practices in school can be related to the difficulties that the new evaluation concepts might bring to the teacher. Sanmartí, Simón, and Márquez (2006, p. 34) call attention to the need to conceive new assessment instruments and to introduce other elements in the teaching-learning process, for example, co-evaluation and co-regulation practices, in which the teacher shares with the students the teaching contexts, the evaluation criteria, and the activities to guide their tasks in advance. It is also necessary to observe diversity, the rhythms to apprehend knowledge, and students' form of communication because it is essential to develop ways of talking, writing, explaining, arguing, and justifying, as well as the equally important use of Information and Communication Technologies (ICTs), to create co-evaluation spaces.

Another aspect to be considered in the current concepts of assessment in history is the epistemological characteristics of historical knowledge. In this process, some authors, such as Mario Carretero (1999), Joaquín Prats (2006), Peter Lee (2016) and those already referenced in this text, Isabel Barca (2001) and Jörn Rüsen (2006), contribute. According to these authors, some characteristics that define the area are the social and political

influences of the contents; the influence that the values and beliefs play in the conceptual change; the lack of pure facts and their selection, related to the theoretical concepts adopted; the nature of reasoning, which is used to build concepts, as well as its high level of abstraction and polysemy; the casual, multi-causal, and intentional explanations; the identification of cultural-historical spaces; the notion of space; the narrative character, and the construction of the notion of evidence.

Thus, thinking learning assessment in history, according to the concepts of formative assessment is a complex task that, beyond articulating the indicative elements, implies reflecting how to plan instruments and processes that interconnect to gradations of specific abilities in the area, as well as creating strategies to make students become increasingly more autonomous and understand their own learning.

Reiterating the transformations through which the teaching of history have undergone nowadays, mainly History Education, History Didactics, Pedagogy of Competencies, and formative assessment, we seek to understand how the appropriation of this debate took place in the academic and scientific works in the area. Besides pointing out the definition of changes listed here as prevalent, other contributions to the theme in the analyzed works stand out.

Learning assessment in history: periodical publications

Aiming to understand the state of the debate in learning assessment in history in the first two decades of the 20th century, this investigation was guided, on the one hand, by the analysis of articles published in scientific journals focused on the research in History teaching. We considered the period between 2000 and 2020 to determine these periodicals. Thus, the journals *Revista História Hoje* and *Revista História & Ensino*, pioneers in the discussions about History teaching in Brazil, emerged. In the quadriennium 2017-2020, both were considered

Qualis A1 in the Education area, which guaranteed the theoretical-methodological rigor, as well as the periodicity of the publication, determinant factors to compose the documental *corpus* of this article.

Revista História Hoje [Journal History Today] is an online journal, run by the *Associação Nacional de História* (ANPUH- History National Association). The first issue was published in July 2003 aiming to disseminate the recent historiographic production on current themes and didactic experiences in K-12 and Higher Education. Between 2003 and 2011, the journal circulated digitally 14 numbers that did not have a regular periodicity. In 2011, a reorganization privileged the teaching of the subject history and the journal started to be published every semester. Nowadays, it has the following sessions: Reviews; Interviews; E-story; History today in the classroom; Talking about history today; and History Bricolage. The editorial board characterizes its publication scope in the following way:

The journal *História Hoje* publishes articles, interviews, research results and experience reports of works that favor the articulation between history, History Teaching and Teacher Training. The journal aims to contribute to the discussions developed in Higher Education, Basic Education and other formal and non-formal educational spaces, besides creating an institutional space for debate related to the fields of work of history professionals, teachers and researchers. (*História Hoje*, on-line)⁵.

The *Revista História & Ensino* [Journal History & Teaching] is an online and physical publication from the *Laboratório de Ensino de História* [History Education Laboratory] from the History Department of *Universidade Estadual de Londrina* (UEL). It focuses on the

⁵ Available at <https://rhhj.anpuh.org/RHHJ/about>. Accessed Aug. 06, 2024.

dissemination of new articles, translations, reviews, and interviews related to History teaching. From the beginning in 1995 until 2010, it was an annual publication. In 2011, it was restructured and started to be published every semester. The sections currently present in the journal are: Editorial; Presentation; Dossier; Articles; History of Education; Fundamentals of Education; History in the Early Years of School; Invited Author(s); Translation; Laboratory; Reviews; File, and Dissemination. In its electronic address, we can find a discussion field that reads:

[...] History teaching; history education; methodologies for History teaching; historical learning; History Didactics; construction of school history knowledge; history of the subject History (school or academic); internship in history; extraschool History teaching; History of Education; history curriculum (school or academic); historical cognition; relationships between History Teaching and Public History; training of history teachers (História & Ensino, on-line)⁶.

In the scope of both journals, we can perceive the prevalence of topics related to history as a school subject, with no specific mention of “learning assessment.” However, we understand that assessment is intrinsically connected to the teaching-learning process, which justifies the choice of these journals for the intended investigation. It is important to highlight that, until now, no Brazilian journal focuses exclusively on the theme of learning evaluation in History teaching.

The journals’ documental *corpora* was accessed on their websites. To notice the theme, the keywords, the theoretical-methodological tendencies, the institutions, and the articles’ publication year, we read the abstracts and

⁶ Available at <https://ojs.uel.br/revistas/uel/index.php/histensino/about>. Accessed Aug. 06, 2024.

built analytical tables that could show a tendency of the publications as a whole and, mainly, in the works concerning learning assessment in history.

During the time frame chosen, 2000 to 2020, we found 724 publications. In the first phase, we selected the articles by locating the descriptor “evaluation/assessment” in the title and the keywords indicated by the authors. After reading the abstracts, we could identify the works related to “learning assessment.” Finally, we did an investigative reading of the complete works to analyze the works found qualitatively.

Tables 01 and 02 presented the articles selected that were in the scope of this research:

TABLE 01: Periodical publications connected to the “learning assessment” theme at *Revista História Hoje* (2000-2020).

YEAR	TYPE / SESSION	TITLE	AUTHOR(S)	INST.	KEYWORDS
2013	History today in classroom	<i>A promoção da educação histórica na escola: os desafios da avaliação diagnóstica em História.</i>	Renilson Rosa Ribeiro and Cláudia Regina Bovo	UFMT UFMT	-History education -Diagnostic assessment -History teaching
2015	Article	<i>O currículo mínimo, o ensino de História e o Sistema Estadual de Avaliação no Estado do Rio de Janeiro: reflexões sobre os processos de ensino e aprendizagem na escola básica.</i>	Maria Aparecida da Silva Cabral	UERJ	- History education -School writing -School history discourse

Source: created by the researchers (2024).

TABLE 02: Periodical publications connected to the “learning assessment” theme at *História & Ensino* (2000-2020).

ANO	TIPO	TÍTULO	AUTORES	INST.	PALAVRAS-CHAVE
2005	Article	<i>Avaliação e novas perspectivas de aprendizagem em História.</i>	Marisa Noda	UEM	-Planning -Evaluation -Methodologies of History teaching and history learning

Source: created by the researchers (2024).

The first aspect observed was the lack of a significant representation of the learning assessment theme at Revista *História & Ensino*, with one article published, and at *Revista História Hoje*, in which two articles on the theme were found between 2000 and 2020. Hence, we cannot say that the debate is consolidated in these journals. However, the qualitatively analyzed works allowed us to conduct an exploratory action that indicated pathways and gaps in the field.

We should notice that all publications examined sought to understand the theme of learning assessment in high and middle school. There were no works on elementary school pointing out a gap whose overcoming demands investigations and proposals by scholars focused on history as a school subject.

To understand how learning assessment has been considered by the authors, facing the transformations undergone by History teaching nowadays, mainly History Education, History Didactics, Pedagogy of Competences, and formative assessment, we sought to identify and analyze how the concept of assessment was used in these works. We can say, for instance, that the presence of terms such as formative and processual assessment approximates the articles to a concept of

assessment/evaluation taken as an instrument of students' knowledge construction in history classes.

The article “*A promoção da educação histórica na escola: os desafios da avaliação diagnóstica em História*” [The promotion of historical education in school: the challenges of diagnostic assessment in history], written by Renilson Rosa Ribeiro together with Cláudia Regina Bovo and published in 2013 at *Revista História Hoje*, approached the process of creating an instrument of diagnostic assessment of historical knowledge from the wish to create projects and workshops that answered students' needs and contributed to potentialize and problematize the process of constituting the “historical awareness,” a conceptual instrument that encompasses the conceptions of history produced in different life spheres, in and outside school. The article is grounded on the precepts of Cipriano Luckesi (2003 *apud* Ribeiro; Bovo, 2013) when dealing with the concept of diagnostic assessment, which portrays the understanding of assessment as a formative process whose principle is considering students' previous/tactic knowledge. However, no other author from the field of learning assessment was called for the debate. We should that, in this work, several authors that are closer to the theoretical concepts of German History Didactics were referenced.

In the article “O Currículo Mínimo, o ensino de História e o Sistema Estadual de Avaliação no Estado do Rio de Janeiro: reflexões sobre os processos de ensino e aprendizagem na escola básica” [The Minimum Curriculum, the teaching of history and the State System of Evaluation in the state of Rio de Janeiro: reflections on teaching and learning in basic school] published in 2015 at *Revista História Hoje*, Maria Aparecida da Silva Cabral (2015) sought to understand how the curriculum reform took place in the routine of public schools in the state of Rio de Janeiro, since 2012. To understand the processes of conception, planning, transmission, and assessment of school history knowledge, the author used the records of History teaching undergraduates in their school placement activities.

These documents show the prevalence of written activities in assessment processes, as well as tests similar to those from the state external evaluation system, focusing on checking conceptual contents. Despite pointing out criticisms toward this type of evaluation conception, the text does not present a pertinent debate regarding learning assessment from a formative perspective, which can be seen by the lack of concepts from the field and well-known authors in this discussion. There is no mention of the other transformations that affected History teaching since the late 20th century, such as History Education and History Didactics.

In the article “Avaliação e novas perspectivas de aprendizagem em História” [The evaluation and new perspectives of learning in history] published at *Revista História & Ensino*, in 2005, Marisa Noda (2005) aimed to present an investigative method as a proposal for learning assessment in history classes in the elementary, middle, and high school, considering the readings, dialogues, and experiences as a teacher in the subject. When understanding learning assessment as part of the construction of students’ knowledge showed students’ protagonism in this process and used concepts, such as formative assessment, assessment in phases, and assessment as a process, theoretically grounded on the production of Brazilian authors dedicated to History teaching, with an emphasis on History Didactics, without, however, presenting the bibliographical references in the evaluation field.

In general, the data collected show that the authors of the articles sought an approximation with learning assessment in history classes. One of them perceived the continuation of traditional evaluation methods, with a prevalence of content assessment through written activities and tests similar to those of external evaluations. There was a tendency regarding the use of concepts pertinent to the epistemological field of History Didactics because, besides the work of the German historian Jörn Rüsen (2010 *apud* Ribeiro; Bovo, 2013), some of the main precursors of his thought in Brazil were present in the bibliography of the investigated

works, among the authors: Maria Auxiliadora Schmidt (et al. 2010 *apud* Ribeiro; Bovo, 2013), Luís Fernando Cerri (2011 *apud* Ribeiro; Bovo, 2013); Oldimar Pontes Cardoso (2004 *apud* Noda 2005); Marlene Rosa Cainelli and Maria Auxiliadora Schmidt (2004 *apud* Noda 2015). The contribution of studies in the field of History Education was represented by the tenuous presence of Portuguese historian Isabel Barca (2001). The Pedagogy of Competencies, widely disseminated in Brazilian curriculum documents, was not referenced in the analyzed articles. Among the authors that focus nowadays on understanding learning assessment in the education environment, only Cipriano Carlos Luckesi (2003 *apud* Ribeiro; Bovo, 2013) was referenced in the investigated works.

Learning assessment in history: academic publications

To select the institutional repositories investigated, we sought data from the journals *História & Ensino* and *História Hoje*, considering the same time frame (2000-2020) and the Higher Education institutions indicated by the authors as their origin places. Among those, eight were the most cited by the authors: *Universidade de São Paulo (USP)*; *Universidade Federal do Rio de Janeiro (UFRJ)*; *Universidade Federal do Paraná (UFPR)*; *Universidade Federal do Rio Grande do Sul (UFRGS)*; *Universidade Federal do Rio Grande do Norte (UFRN)*; *Universidade Estadual de Londrina (UEL)*; *Universidade Federal de Minas Gerais (UFMG)*; and *Universidade Federal de Sergipe (UFS)*. We used the descriptor “History teaching” in the research system of institutional repositories to search for keywords, finding 155 works among dissertations and theses. To refine the choice of thesis and dissertations of our interest, we searched in the title by the descriptor “evaluation/assessment,” including the variations “evaluations,” “evaluated,” and “evaluative.” Therefore, we identified four master’s dissertations, two from Graduate programs in history education (ProfHistória), and two PhD theses. In the

analytical tables built to map these productions, we sought to identify the year of the defense, the title of the work, the program, and the names of the author, advisor, and institution. All these data could be collected by reading the pre-textual elements.

After, the investigative reading of the full abstracts and texts allowed us to identify the works related to learning evaluation. In the end, two dissertations and one thesis were analyzed. Table 03 presents the academic production of the learning assessment in history:

TABLE 03: Academic publications (dissertations and thesis) connected to the “learning assessment in history” theme in Brazilian graduate programs (2000-2020).

Year	Type	Title	Program	Author	Advisor	Institution
2017	Dissertation	<i>O Programa de Avaliação da Aprendizagem Escolar (Paae) em Minas Gerais: interfaces entre práticas avaliativas e currículo de História no Ensino Médio.</i>	Graduate program in Education	Alex de Oliveira Fernandes	Suzana dos Santos Gomes	UFMG
2018	Dissertation	<i>Uma proposta de instrumento de avaliação em História para o Ensino Médio: a prova objetiva e o sistema de múltiplas respostas.</i>	ProfHistória	Laira de Azevedo Pinheiro	Helenice Aparecida Bastos Rocha	UERJ
2019	Thesis	<i>A (im)possibilidade da avaliação no ensino de História: uma análise a partir de exercícios de livros didáticos.</i>	Graduate program in Education	Marcus Leonardo Bomfim Martins	Carmen Teresa Gabriel	UFRJ

Source: created by the researchers (2024).

From the eight repositories investigated, we could identify works on the theme of learning assessment in History teaching in the following universities: *Universidade Federal de Minas Gerais (UFMG); Universidade Federal do Rio de Janeiro (UFRJ); Universidade Estadual*

do Rio de Janeiro (UERJ). We observed the prevalence of the debate on the theme in the Southeast region of Brazil. Between 2000 and 2020, the first work was located in 2017 and the last in 2019, which indicates a recent production on the theme.

All works deal with high school, one of them is the thesis “*A (im)possibilidade da avaliação no ensino de História: uma análise a partir de exercícios de livros didáticos*” [The (im)possibility of the assessment in the History teaching: an analysis through exercises in textbooks.] , by Marcus Leonardo Bomfim Martins (2019), defended on the Graduate Program in Education at UFRJ, in 2019. Besides analyzing high school didactic collections, he also investigated didactic history books from Year 9. He highlights the lack of studies regarding learning assessment in history classes in elementary school.

It was possible to perceive that the works highlighted aimed to establish an interlocution between teachers’ and students’ everyday lives in the assessment practices used in the subject. The dissertation entitled “*Uma proposta de instrumento de avaliação em História para o Ensino Médio: a prova objetiva e o sistema de múltiplas respostas*” [A proposal of an evaluation instrument in history to High School: the objective test and the system of multiple answers] by Laira Azevedo Pinheiro (2018) refers to the process of learning-teaching assessment, focused on the challenges and possibilities of an evaluation system of multiple choice and grading. We can also perceive this in the dissertation “*O Programa de Avaliação da Aprendizagem Escolar (Paae) em Minas Gerais: interfaces entre práticas avaliativas e currículo de História no Ensino Médio*” [School Learning Evaluation Program in Minas Gerais: interfaces between evaluation practices and history curriculum in High School], defended in the Graduate Program in Education from UFMG, in 2017, in which Alex de Oliveira Fernandes (2017) sought to investigate the implications of a program in the practices of history education. In this work, the author, when observing, among other aspects, the evaluation strategies used by

history teachers in high school showed a general tendency to maintain traditional evaluation activities. Similarly, the thesis from Marcus Leonardo Bomfim Martins (2019) aimed to problematize, from the exercises and the activities found in history didactic books, the historical learning that has been legitimized in Brazilian K-12 education. Though the focus of this thesis was not evaluation in the classroom, there was an attempt to approximate this theme through didactic books.

By analyzing the bibliography used in the dissertations and thesis analyzed, we could observe exponents in the discussions about learning evaluation in Brazil, such as Cipriano Carlos Luckesi (2000; 2008 and *apud* Martins 2019), Jussara Hoffmann (1991 *apud* Martins, 2019). Parallel to this, the academic production identified the continuation of traditional evaluation practices in history classes, which do not consider different types of knowledge (procedural, attitudinal, and conceptual), neither the competencies nor abilities, as evidenced in the assumptions of the Pedagogy of Competencies field.

Another aspect noticed was the tenuous presence of references concerning History Education in academic productions. Only the article from Portuguese historian Isabel Barca (2011 *apud* Martins 2019) was present in the bibliography of Marcus Leonardo Bomfim Martins's (2019) thesis. The studies on the field of History Didactic, represented by the German historian Jörn Rüsen, were not found in the bibliographical references.

Conclusions

This state-of-the-art periodical and academic scientific production about learning assessment in the History of Brazil shows that the debate about the theme is still recent and under development. The first article on the theme was written in 2005, and the first dissertation was defended in 2017. Studies focused on middle and high school prevailed, revealing a

gap at the elementary school level. In the case of academic publications, the works from Southeast Brazil stand out in the debate.

We could perceive the faint presence of the contributions of the studies in history education, represented by Portuguese Historian Isabel Barca (2001), in the academic and periodical productions. The epistemological field of History Didactics was present in the periodical publications without being referenced in the academic publications. There was no reference in the analyzed works about the Pedagogy of Competencies broadly disseminated in Brazilian curriculum documents.

In general, the authors used the concepts of formative and processual assessment. However, the dialogue with the authors in the field of education assessment is still preliminary in the publications, besides only referencing Jussara Hoffmann (2012; 2014) and Cipriano Luckesi (2000; 2003; 2008), there are works that, though using such concepts, do not refer to authors in the field of assessment. The periodical and academic publications sought to establish a relationship with assessment practices used in the subject of history. In this movement, some authors observed the continuation of the traditional archetype of evaluation, with the prevalence of written activities and tests to assess conceptual contents.

So that the assessment of learning in history can meaningfully contribute to the process of students' knowledge apprehension, scientific investigations (periodical and academic) must focus on the concrete classroom practices and materialize assessment procedures to favor the intersection among contents, competencies, abilities, and education objectives throughout the whole teaching-learning process. Finally, there is a need to highlight the demand for investments in initial and continuous teacher education to provide alternatives for more traditional uses of learning assessment in the classroom. We also stress the need for studies that propose the articulation of different epistemologies connected to the evaluation field, Pedagogy of Competencies, and History teaching.

References

- BARCA, I. Educação histórica: uma nova área de investigação. *Revista da Faculdade de Letras, História*. Porto III, série, vol. 2. 2001. p. 13-21.
<https://doi.org/10.5433/2238-3018.2013v19n1p49>.
- CARRETERO, M. Perspectivas disciplinares, cognitivas y didácticas en la enseñanza de las Ciencias Sociales y la Historia. In: Carretero, M. et.al. *Construir y enseñar las Ciencias Sociales y la Historia*. Buenos Aires: Aique, 1999.
- FERREIRA, N. S. de A. As pesquisas denominadas “estado da arte”. *Educação & Sociedade*, ano XXIII, n. 79, ago., 2002. Disponível em
<https://doi.org/10.1590/S0101-73302002000300013>.
- LEE, P. Nós fabricamos carros e eles tinham que andar a pé: compreensão das pessoas do passado. BARCA, I.(org.). *Actas das Segundas Jornadas Internacionais de Educação Histórica*. Minho, Portugal: Centro de Investigação em Educação. Instituto de Educação e Psicologia, 2003.
- LEE, P. Literacia histórica e história transformativa. *Educar em Revista*, Curitiba, Brasil, n. 60, p. 107-146, abr./jun. 2016.
- LOCH, J. M. de P. Avaliação: uma perspectiva emancipatória. In: *Química na Escola*, nº 12, novembro, 2000, p.31.
- LUCKESI, C. C. *Avaliação da aprendizagem escolar: estudos e proposições*. 14 ed., São Paulo: Cortez, 2002.
- LUCKESI, C. C. *Avaliação da aprendizagem escolar*. Rio de Janeiro: Cortez, 2003.
- MARTÍNEZ, P. M.; PUCHE, S. M. FERNÁNDEZ, J. M. Cuándo y cómo se evalúa en Geografía e Historia: fases e instrumentos de evaluación del profesorado de ESO: Análisis de entrevistas y grupo de discusión en la Región de Murcia. *Revista Electrónica Interuniversitaria de Formación del Profesorado*, 20(1), 187-199, 2017.
- PERRENOUD, P. *Avaliação: da excelência à regularização das aprendizagens entre duas lógicas*. Porto Alegre, Artmed, 1999.
- PRATS, J. Ensinar História no contexto das Ciências Sociais: princípios básicos. *Educar em Revista*, vol. 22, 2006, pp. 191-218 Universidade Federal do Paraná Paraná, Brasil.
- ROLDÃO, M. O lugar das competências no currículo – ou o currículo enquanto lugar das competências? *Educação Matemática Pesquisa*. São Paulo, v. 11, n. 3, 2009, p. 585-596.
- ROMANOWSKI, J. P. R.; ENS, R. As pesquisas denominadas do tipo "estado da arte" em educação. *Diálogo Educacional*, Curitiba, v. 6, n.19, p.37-50, set./dez. 2006.

RÜSEN, J. *Razão histórica: teoria da história; fundamentos da ciência histórica*. Trad. de E. de R. Martins. Brasília: Editora Universidade de Brasília, 2001.

RÜSEN, J. Didática da História: passado, presente e perspectivas a partir do caso alemão. *Práxis Educativa*. Ponta Grossa, PR. v. 1, n. 2, p. 07 – 16, jul.-dez. 2006.

SANMARTÍ, N., SIMÓN M. y MÁRQUEZ, C. (2006). La evaluación como proceso de autorregulación: diez años después. *Alambique. Didáctica de las ciencias experimentales*. Graó: Barcelona. n° 48.

Official Publications

BRASIL. Ministério da Educação. Lei nº 9.394, de 20 de dezembro de 1996. Estabelece as diretrizes e bases da educação nacional. Diário Oficial da União, de 23 de dezembro de 1996. Disponível em: https://www.planalto.gov.br/ccivil_03/leis/19394.htm. Acesso em: 21 fev. 2024.

BRASIL. Secretaria de Educação Fundamental. *Parâmetros Curriculares Nacionais: História*. Brasília: MEC/SEF, 1998.

BRASIL. Ministério da Educação. Base Nacional Comum Curricular. Brasília, 2018.

Sources:

Revista História & Ensino. Home. Disponível em <http://www.uel.br/revistas/uel/index.php/histensino>. Acesso em: 20 jan. 2024.

Revista História Hoje. Home. Disponível em: [https://v.13.n.27\(2024\):Janeiro-Junho](https://v.13.n.27(2024):Janeiro-Junho) | Revista História Hoje (anpuh.org). Acesso em: 20 jan. 2024.

DA SILVA CABRAL, M. A. O Currículo Mínimo, o Ensino de História e o Sistema Estadual de Avaliação no Estado do Rio de Janeiro: reflexões sobre os processos de ensino e aprendizagem na escola básica. *Revista História Hoje, [S. l.]*, v. 4, n. 8, p. 328–347, 2016. DOI: <https://doi.org/10.20949/rhhj.v4i8.194>. Disponível em: <https://rhhj.anpuh.org/RHHJ/article/view/194>. Acesso em: 25 fev. 2025.

MARTINS, M. L. B. *A (im)possibilidade da avaliação no ensino de História: uma análise a partir de exercícios de livros didáticos*. 2019. Tese (Doutorado em Educação) – Universidade Federal do Rio de Janeiro, Rio de Janeiro, 2019. Disponível em: <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://ppge.educacao.ufrj.br/teses2019/tMarcus%20Leonardo%20Bomfim%20Martins.pdf>. Acesso em: 25 fev. 2025.

NODA, M. Avaliação e novas perspectivas de aprendizagem em história. *História & Ensino, [S. l.]*, v. 11, p. 143–152, 2005. DOI: <https://doi.org/10.5433/2238-3018.2005v11n0p143>. Disponível em: <https://ojs.uel.br/revistas/uel/index.php/histensino/article/view/11843>. Acesso em: 25 fev. 2025.

PINHEIRO, L. A. *Uma proposta de instrumento de avaliação em história para o ensino médio: a prova objetiva e o sistema de múltiplas respostas*. 2018. Dissertação (Mestrado em Ensino de História) – Faculdade de Formação de Professores, Universidade do Estado do Rio de Janeiro, São Gonçalo, 2018. Disponível em: <https://www.bdttd.uerj.br:8443/handle/1/12114>. Acesso em: 25 fev. 2024.

RIBEIRO, R., Bovo, R. C. (2013). A promoção da educação histórica na escola: os desafios da avaliação diagnóstica em História. *Revista História Hoje*, [S. l.], v. 2, n. 4, p. 315–338, 2014. DOI: <https://doi.org/10.20949/rhhj.v2i4.103>. Disponível em: <https://rhhj.anpuh.org/RHHJ/article/view/103>. Acesso em: 25 fev. 2025.

Received August, 2024.

Approved January, 2025.