Concept of evaluation in the Pedagogical Political Project of a state school in Paraná[1]

Concepção de avaliação em Projeto Político Pedagógico de uma escola estadual do Paraná

Concepto de evaluación en el Proyecto Político Pedagógico de una escuela pública de Paraná

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Abstract: Basic Education (BE) in Brazil is subject to different systems of external and internal evaluations. In this context, this study presents a documentary research, with a qualitative approach in the analysis of the Pedagogical Political Project (PPP) of a state public school in Paraná, with the objective of identifying traces of contextualization of evaluation practices and instruments, according to the reality of the institution, as well as interdisciplinarity between curricular components, in the context of the final years of Elementary School (ES), according to the guidelines of the guiding documents of BE. Among the main findings was the presence, in some curricular components, of generalist discourses, standardized to a certain extent. Incongruent due to the lack of alignment between the practices described when indicating that qualitative methods should prevail over quantitative ones, however the presence of traditional assessment instruments stands out. This is understood as a reflection of the current educational panorama, in which teachers find themselves between two discourses, one explicit in the guiding documents, and the other one, implicit in external evaluations that restrict teacher autonomy.

Keywords*: Basic education assessment system; Common National Curriculum; Quality of education; Interdisciplinarity; Contextualization.

Resumo: Este estudo apresenta uma pesquisa documental, com abordagem qualitativa na análise do Projeto Político Pedagógico (PPP) de uma escola pública estadual do Paraná, com o objetivo de identificar traços de contextualização das práticas e instrumentos avaliativos, de acordo com a realidade da instituição, bem como de interdisciplinaridade entre os componentes

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curriculares, no contexto dos anos finais do Ensino Fundamental (EF), conforme as orientações dos documentos norteadores da Educação Básica (EB). Destacou-se a presença, em alguns componentes curriculares, de discursos padronizados e incongruentes, não apresentando alinhamento entre as práticas descritas que indicam que métodos qualitativos devem prevalecer sobre os quantitativos, contudo se destaca a presença de instrumentos tradicionais de avaliação. Compreende-se este como reflexo do atual panorama educacional, no qual o professor se encontra entre dois discursos, o explícito nos documentos norteadores, e o outro, implícito nas avaliações externas que restringem a autonomia dos professores.

Resumen: La Educación Básica (EB) en Brasil está sujeta a diferentes sistemas de evaluaciones externas e internas. En este contexto, este estudio presenta una investigación documental con enfoque cualitativo para el análisis del Proyecto Político Pedagógico (PPP) de una escuela pública estatal de Paraná, con el objetivo de identificar trazos de contextualización de las prácticas e instrumentos de evaluación, de acuerdo con la realidad de la institución, así como la interdisciplinariedad entre los componentes curriculares, en el contexto de los últimos años de la Educación Primaria (EP), de acuerdo con las directrices de los documentos orientadores de la EB. Entre los principales hallazgos se encontró la presencia, en algunos componentes curriculares, de discursos generalistas, hasta cierto punto estandarizados. Incongruente por la falta de alineación entre las prácticas descritas al indicar que los métodos cualitativos deben prevalecer sobre los cuantitativos, destaca sin embargo la presencia de instrumentos tradicionales de evaluación. Esto se entiende como un reflejo del panorama educativo actual, en el que los docentes se encuentran entre dos discursos, uno explícito en los documentos rectores, y otro, implícito en las evaluaciones externas que restringen la autonomía docente.

Introduction

The Brazilian education system comprises the organization of regular education in the country, encompassing Basic Education (BE) and Higher Education (HE). The National Common Curricular Base - BNCC (BRAZIL, 2018), a normative document, defines a set of fundamental learning outcomes to ensure that students in BE have the knowledge to understand and explain reality, as well as to formulate solutions to problems based on knowledge from different areas. To achieve this, the BNCC proposes overcoming the radical disciplinary fragmentation of knowledge, encouraging the contextualization of content and curricular components, according to the reality of the place and time in which learning is situated.

The implementation of the BNCC in the State of Paraná is proposed by the Paraná Curriculum Reference - RPC (PARANÁ, 2018), a guiding document for the state education network. By considering local peculiarities, it recommends adjustments to the BNCC guidelines, seeking greater objectivity and accessibility for education professionals in their consultations and studies. During the preparation of the RPC, the Paraná State Department of Education and Sport (SEED/PR) identified the need to complement and reorganize the guidelines, resulting, in 2019, in the creation of a preliminary version of the Paraná State Network Curriculum (CREP). In 2021, the version for the final years of Elementary School (ES) of the CREP was consolidated, presenting suggestions and guidelines for content adapted to the regional reality, organized by curricular component, reaching the specificity of the class to facilitate methodological choices and continuous evaluation processes, to achieve the levels of student proficiency, foreseen for each year (PARANÁ, 2021).

Luckesi (2013) describes assessment as an essential activity in the teaching and learning process, with the function of diagnosing the level of appropriation of knowledge by students. The National Education Guidelines and Bases Law - LDB, Law No. 9394/96 (BRAZIL, 1996), establishes that assessment should be continuous, procedural and cumulative, reflecting the overall development of the student, prioritizing qualitative aspects and providing new alternatives for planning (BRAZIL, 1996).

In this context, there are two main areas of educational assessment: internal assessment, which is managed by the teacher in accordance with school planning, seeks to diagnose students' difficulties and progress in relation to the content taught, promoting reflection on teaching methods, techniques and assessment instruments. External assessments, also known as large-scale or systemic assessments, transcend the school environment, encompassing diagnosis, monitoring of teaching quality, accountability to the community, compliance with public policy goals and encompassing educational systems at national, regional, state, municipal and school levels (SILVA, 2020).

Given this scenario, this study focuses on the analysis of the Pedagogical Political Project (PPP) of a state public school in Paraná, with the aim of identifying elements of contextualization in assessment practices and instruments, aligned with the reality of the institution. It also seeks to evaluate the interdisciplinarity between the curricular components in the final years of ES, in accordance with the guidelines of the BE's guiding documents.

Basic education assessment systems

The concept of assessment is widely discussed by researchers in the areas of teaching and education, and large-scale assessment systems are the target of much criticism. Several authors (LUCKESI, 2013; BONAMINO; SOUSA, 2012; DORNE; COMAR, 2020; IIJIMA, 2021; SAVARIS, 2022) point out that classification or ranking assessment systems are exclusionary and meritocratic. In this sense, assessments of this type normalize social disparities, imposing resignation and acceptance of their present condition on those in situations of poverty and vulnerability (FREIRE, 1997).

On the other hand, there is a consensus that learning assessment should be understood as a process and not a one-off act. To this end, the learner must be accompanied at all times during the learning process, allowing their performance to be analyzed, as well as giving visibility to the teacher's performance and the adequacy of the proposed educational objectives. Pedrochi Junior (2018, p. 62) characterizes formative assessment as this process of "continuous assessment developed throughout the school term, which begins with the planning of the first tasks and continues until the analysis of the last regulatory action". According to Charlot (2021):

> [...] a distinction must be made between summative assessment and formative assessment. Summative assessment gives a mark or points, it's a quantitative operation. But the pedagogically interesting assessment is formative assessment, which is qualitative and has a diagnostic and regulatory function: it compares the results achieved with the objectives pursued. When assessment aims to classify and rank, it uses measurements [...]. When it is interested in the quality of education itself, it must have a qualitative dimension, since in this case the diagnostic and regulatory functions are essential (CHARLOT, 2021, p. 14).

Biberg-Salum, Bento and Andrade (2015) point out that assessment must be aligned with learning objectives, and the choice of which techniques or instruments to use must be aligned with the methodological and philosophical principles that the institution adopts. According to Dorne and Comar (2020, p. 25), "it should be one of the possibilities for improving or checking pedagogical practices, both internal and external, and serve as a feedback mechanism, helping to improve the learning process".

When it comes to large-scale external assessments, the international context includes the Programme for International Student Assessment (PISA), developed jointly by the countries participating in the Organization for Economic Cooperation and Development (OECD), which is applied to students aged 15, when they are finishing school. At a national

level in Brazil, the Ministry of Education (MEC) created the Basic Education Assessment System (SAEB), which had its first assessment cycle in the 1990s. Since its creation, the SAEB has undergone several structural and methodological changes, which have helped to consolidate and expand the system (PESTANA, 2016). Among these changes, in 2005, the SAEB was replaced by the National Assessment of Basic Education (ANEB) and the National Assessment of School Performance (ANRESC), better known as *Prova Brasil* (VASCONCELOS; LEAL; ARAÚJO, 2020).

As of 2007, with the implementation of the Commitment to Education Plan by Decree No. 6,094 (BRAZIL, 2007), which established the Basic Education Development Index (IDEB), the average performance of students, calculated in the SAEB, began to be combined with the pass, fail and dropout rates, calculated in the School Census. Since then, according to Pestana (2016, p. 80), the IDEB has been used as a "[...] reference for the transfer and distribution of resources from the National Education Development Fund (FNDE)", increasing the impact of the SAEB on Brazilian education policies. From this perspective, evaluation appears to be directly related to public management performance, the promotion of greater transparency and the creation of accountability mechanisms (PESTANA, 2016).

In 2020, through the publication of Ordinance No. 458 (BRAZIL, 2020), the SAEB, which until then had been applied biennially, became annual, covering all grades from the 2nd year of primary school onwards (SOARES; SOARES; SANTOS, 2021). These changes represent how complex the quest to improve the quality of school education is, in an effective and efficient way, with a view to assessing students fully, in accordance with the BNCC, considering the internal (socio-emotional) and external factors that directly influence school performance as well as learning (FONTELES, 2023). Charlot (2021), in relation to the quality of education, points out:

> [...] every time "quality of education" is mentioned, the criteria on which the judgments are based must be made explicit. Otherwise, there is a great risk that the discourse will be empty, confused, unconscious of its naïve assumptions or, even worse, that it will be a manipulative discourse, advancing one thing in order to make another, unspoken, accepted (CHARLOT, 2021, p. 11).

At the state level, in parallel to national and international evaluation mechanisms, whose purpose is to provide indicators of the quality of teaching and identify weaknesses to be monitored by public policy managers, as well as by members of the school units, educators, parents and communities, the state of Paraná has implemented its own evaluation system

through SEED/PR. This system follows a large-scale external evaluation approach, called the Paraná Basic Education Evaluation System - SAEP (PARANÁ, 2023a).

SAEP was applied for the first time in 2012 in state schools, targeting the subjects of Portuguese Language and Mathematics, in the 9th grades of primary school and the 3rd grades of High School (HS), with the aim of monitoring the quality of teaching in the state. In 2019, there were changes to the state's assessment mechanisms with the addition of a new assessment tool, *Prova Paraná* (PARANÁ, 2023b), identified as a diagnostic assessment and SAEP was renamed "*SAEP - Prova Paraná Mais*", incorporating the *Prova Paraná* and *Prova Paraná Mais* (IIJIMA, 2021).

Currently, the *Prova Paraná* is applied to all students in the municipal and state education network, as a diagnostic assessment of content every quarter. The *Prova Paraná Mais*, on the other hand, is more focused on the subjects of Portuguese Language and Mathematics, and is characterized as a performance assessment, evaluating learning levels at the end of each stage of education: 5th and 9th grades of ES and 3rd grade of HS (PARANÁ, 2022a).

What sets SAEP apart from other large-scale assessment systems is that the results are released in a restricted manner. Only with a username and password provided by SEED/PR it is possible to access the assessment results consolidated in Power BI. These results can only be released with the permission of the principal, in order to avoid ranking schools (MUTTI, 2013; IIJIMA, 2021). According to Charlot (2021, p. 14), "Disclosing comparisons between schools without caution tends to worsen the situation of the weakest establishments - and therefore their indispensable 'quality'". Another difference is that the individual performance of each student is made available to the institutions, allowing comparisons to be made between different classes at the same institution, thus enabling a more accurate and richer diagnosis of the education offered at each educational institution.

Research methodology

The present study, with a qualitative approach, is configured as documentary research which, according to Lima Junior *et al.* (2021, p. 42), "is one in which the data obtained comes absolutely from documents, with the purpose of obtaining information contained in them, in order to understand a phenomenon". In the educational context, we can cite as documentary sources the class diary, teaching plan, pedagogical political project, among others. Gil (2010) indicates the following as the most important sources of documentation: statistical records, written institutional records, personal documents and mass communications.

The research focused on analyzing the PPP of a state public school located in the northwestern region of Paraná, with the aim of identifying traces of contextualization of evaluation practices and instruments, in accordance with the reality of the institution, as well as interdisciplinarity between curricular components, in the context of the final years of ES, in accordance with the guidelines of the BE's guiding documents. This analysis was supported by statistical data from the IDEB, obtained from the INEP website, and information on the programs implemented at the institution on the SEED/PR website, as well as contributions from studies by researchers on the subject of evaluation.

The institution in question offers the final years of ES, as well as HS and the New High School. Authorized to start its activities in 1968, it is maintained by SEED/PR. According to the 2022 School Census, there were 462 students enrolled, distributed over the morning, afternoon and evening shifts, 215 of whom were in regular ES. The students enrolled at the institution come predominantly from low- and middle-income families, whose guardians work in urban sectors related to industry, commerce, services and the informal economy.

With the approval of the BNCC in December 2017, followed by the drafting of the RCP and CREP in subsequent years, there was a need to reorganize the curricula in all educational institutions in Paraná. The institution's management team, in partnership with the School Council, implemented strategies for this reworking, starting with the study of the RCP. As a result, the current version of the PPP came into force at the start of the 2022 school year, incorporating conceptual foundations, a framework for organizing content, teaching strategies, assessment procedures and references for each curricular component, all aligned with the CREP.

The PPP, a fundamental instrument in the democratic management of public primary schools in Brazil, became compulsory after the LDB was enacted in 1996. It is a strategic planning tool that defines the institution's intentions and must be drawn up collectively, following Lück's (2013) principle of participatory management, with the participation of the entire school community. It should cover essential elements, from the organization of the routine to the definition of objectives, goals, strategies, deadlines for implementation, a vision of the future and mechanisms for evaluating the school's work.

In the evaluation phase, the PPP plays a crucial role, which is why it is important to present objective and detailed information, driving the continuous process of reworking planning, restructuring school organization and involving the local community. Thus, the PPP transcends its bureaucratic nature, becoming a dynamic tool that supports the constant improvement of educational quality (ROCHA; MORAES, 2021).

The results obtained from the analysis of the PPP are described below, as well as from the searches carried out on the INEP and SEED/PR websites, subdivided into the following sections: Methodological and philosophical principles of the institution; Actions implemented to improve learning; Performance in large-scale assessments; Guiding principles for assessment practices and instruments.

Methodological and philosophical principles of the institution

As a public educational institution, which responds to the determinations of SEED/PR, we identified in its PPP a Pedagogical Curriculum Proposal (PPC) based on the vision of interdisciplinary knowledge, seeking to establish connections between the experiences, contents and reality of the students. The emphasis is on working within the progressive, dialectical line, which is historical-critical and historical-cultural pedagogy, based on Vygotsky (1989; 2007), Saviani (1983; 1999; 2000), Corazza (1991), Gasparin (2002), among others. According to the document, this requires teachers and students to adopt new attitudes towards content and society: school knowledge becomes theoretical and practical. It defines the indicator of school learning as the student's demonstration of theoretical and practical mastery of the content, based on the social needs to which they must respond.

The institution's assessment process is quarterly, in accordance with the legislation in force and the School Rules, considering the historical and formative context of the individual. In addition, the PPP recommends that learning recovery be integrated into the teaching and learning process, using diversified didactic-methodological procedures and new assessment instruments, according to the learning criteria for each content. The document also states that, at the beginning of each assessment period, students should be informed about the assessment and recovery system, including the instruments to be used.

Actions implemented to improve learning

The Action Plan, proposed in the PPP for the 2021-2024 term, describes the objectives and details the actions that can help overcome the weaknesses detected, with a focus on reducing failure and dropout rates and improving learning levels. To this end, the institution has the More Learning Program (PMA), a SEED/PR action that seeks to deepen students' knowledge and support them in resuming essential content for the development of skills and competencies related to "reading, writing, interpretation and problem-solving, covered in all

curricular components so that they can continue their school career, successfully following classes in the regular enrollment class" (PARANÁ, 2022b).

The PPP highlights that the implementation of the PMA takes place collaboratively, discussed in the school collective and organized by the management team together with the teachers. It indicates that pedagogical intervention must be continuous and procedural, using differentiated activities to express knowledge in various forms of language, such as practice, group work, directed studies, written assessments, workshops, student monitoring, oral activities, seminars, projects and the use of technological resources and media, as well as active methodologies. The results of the action are recorded in the Online Class Record Book - LRCO, "an electronic document for recording student attendance, content/planning and assessments online" (PARANÁ, 2023c), showing the student's progress in participating, studying and carrying out the activities.

To reduce dropout and failure rates, the institution implements the Present at School program (PARANÁ, 2023d), another SEED/PR initiative that aims to monitor student attendance and combat dropout through various strategies. This process includes daily monitoring of student attendance by the Management and Pedagogical Team, together with LRCO records. In cases where five consecutive absences/days or seven alternate absences/days are recorded in the system, school agents (teachers, staff and pedagogues) take action with an active search through the Program to Combat School Dropout (PCAE), an action carried out in partnership with the Educational System of the Protection Network (SERP) and the Child and Adolescent Protection Network (PARANÁ, 2023e).

Another action implemented at the institution to improve pedagogical practice and school management, involving principals and teachers, is Pedagogical Tutoring, conducted by tutors, pedagogical technicians from the Regional Education Centers (NRE), who are responsible for carrying out weekly pedagogical monitoring in the schools. This monitoring is based on an Action Plan, which includes observation, feedback, suggestions for pedagogical guidelines and support in implementing the planned actions. After collecting information, the tutors meet with school management to discuss actions and referrals, with a view to making student learning effective and reflecting on the teachers' teaching process, adapting to the reality of each educational establishment (PARANÁ, 2023f).

In addition, monitoring the daily life and actions of professionals through Pedagogical Tutoring aims to identify and share Good Practices between schools, "This socialization is extremely important, as they are practices that seek to inspire others to also adapt, carry out and also share" (PARANÁ, 2023g).

Performance in external evaluations

As for external assessments, whose instruments and criteria are used to diagnose learning levels and analyze the individual performance of each student, the PPP states that one of the greatest challenges facing the institution is to improve its learning index and, consequently, the IDEB, whose index ranges from 0 to 10, based on the calculation of school approval, obtained from the School Census, and the performance averages in the SAEB. Although the average achieved by the school, which is the subject of this study, has been improving over the years and surpassing the projections stipulated for the institution, it is still below the average achieved by the state which, in turn, has surpassed the averages achieved throughout the country, as shown in Table 1:

Table 1 - IDEB: Elementary School - State Network

	SCHOOL		PARANÁ		BRAZIL	
YEAR	Projection	Index	Projection	Index	Projection	Index
2005	-	2,7	-	3,3	-	3,3
2007	2,7	3,6	3,3	4,0	3,3	3,6
2009	2,8	3,7	3,5	4,1	3,5	3,8
2011	3,1	4,0	3,8	4,0	3,8	3,9
2013	3,5	4,0	4,2	4,1	4,2	4,0
2015	3,9	4,0	4,5	4,3	4,5	4,2
2017	4,1	-	4,8	4,6	4,8	4,5
2019	4,4	5,0	5,1	5,1	5,1	4,7
2021	4,7	4,9	5,3	5,2	5,3	5,9

Source: adapted from Inep (2022). (2022).

The PPP formalizes the diagnosis made at monthly meetings between the pedagogical team and teachers, in which the difficulties faced by the institution are identified and the need for pedagogical intervention for differentiated and individualized work, considering the specificities of each class and student with difficulties. During these meetings, proposals are discussed for methodologies and teaching resources to overcome the difficulties presented.

According to the analysis of the teachers who teach at the institution, a considerable proportion of the students are dedicated and participative, have study habits and demonstrate that they are actually assimilating the proposed knowledge, recognizing its importance beyond the school context. However, in addition to the students who have learning difficulties, many students are undisciplined, don't actively

participate in classes, get distracted by side conversations, use their cell phones during classes as a distractor, don't carry out activities during class, don't have study habits, and don't hand in required tasks or assignments.

> With no interest in learning, they are unable to see goals in their studies and are unaware of notions of respect, tolerance and authority, demonstrating a lack of limits (indiscipline) and values. This creates a context that is harmful to both the teachers and the students themselves (PARANÁ, 2022c, p. 13).

The PPP also mentions, among the problems faced by the institution and which interfere with students' performance in external assessments, the lack of time and commitment from families in monitoring students' school performance. This performance is portrayed in the latest results of the 2021 *Prova Paraná*, shared by the institution in its PPP, which shows the percentage (%) of questions answered correctly by each class, in each curricular component, as shown in Table 2:

Table 2 – Institution's results in the *Prova Paraná* – 2021.

CLASSES	PORTUGUESE LANGUAGE	MATHEMATICS	ENGLISH LANGUAGE	HISTORY	GEOGRAPHY	NATURAL SCIENCES
6° A	74,2%	41,5%	59,7%	52,4%	49,4%	55,0%
6° B	65,8%	47,8%	54,0%	47,8%	43,8%	49,2%
7° A	70,4%	31,7%	42,5%	39,5%	34,6%	47,6%
7° B	67,4%	32,8%	42,1%	45,7%	29,1%	46,2%
7° C	64,7%	35,3%	41,2%	40,7%	29,0%	38,0%
8° A	70,8%	38,5%	44,4%	51,4%	43,3%	65,6%
8° B	73,3%	40,3%	55,9%	59,1%	51,8%	65,2%
9° A	70,0%	41,5%	47,0%	60,2%	56,3%	53,6%
9° B	54,6%	33,0%	27,6%	43,1%	29,5%	42,6%

Source: Paraná (2022c, p. 21).

This data contributed to the diagnosis of the reality experienced by the institution and the development of strategies to tackle the problems detected. In general, we can see that students performed best in Portuguese Language, followed by Natural Sciences, and the worst averages were in Mathematics, followed by Geography. It is also possible to identify classes in the same grade, such as 9th grade, which showed significantly different performances, pointing to the need to develop differentiated strategies that meet the specific needs of each class.

Guiding principles for assessment practices and instruments

Based on the list of Guiding Principles contained in the RCP (PARANÁ, 2018), which guide the preparation of the PPP and its developments, namely: Education as the inalienable right of all citizens; Practice based on the reality of the school's subjects; Equality and Equity; Commitment to Comprehensive Education; Valuing Diversity; Inclusive Education; Transition between the stages and phases of BE, respecting the stages of student development; Reframing School Times and Spaces, Assessment is proposed from a formative perspective.

> In this conception, assessment must take place in order to map and record the achievements and difficulties of each student in the process of acquiring knowledge, being an essential part of this process and not the final moment of a period of school activities. Student assessment should not be restricted to the search for the right answer, but should be broad, continuous and consistent with the objectives of the proposed activities, valuing any and all development of attitudes, acquisition of knowledge and mastery of procedures that leads the teacher to realize what the student has mastered autonomously, what the student needs help with and what intervention should be made so that learning can progress taking into account individual differences (PARANÁ, 2022c, p. 67).

The autonomy of the teacher is emphasized in the PPP of the institution studied, since CREP provides guidance on the content to be worked on by the teacher, in accordance with the Learning Objectives (Skills), emphasizing that the selection of which content will be worked on is up to the teacher, considering its complexity and the characteristics of each educational institution (PARANÁ, 2021). Thus, the PPP emphasizes that it is up to the teacher to stipulate in the Teaching Work Plan (PTD), in addition to the content to be worked on, evaluation criteria and instruments based on the content/objectives of their subjects and areas of activity.

Chart 1 below shows the conceptions of the assessment practices described in the Pedagogical Proposal for each curricular component in the PPP, and the assessment instruments indicated, in the context of the final years of ES. Excerpts have been selected which present the practices in a contextualized way, when possible, as well as the instruments indicated for carrying out the practices.

Chart 1 - Assessment practices and instruments described in the Pedagogical Proposal for the ES curricular components.

CURRICULAR COMPONENT	EVALUATION PRACTICES	INSTRUMENTS
Arts	"Assessment in the Arts has a procedural character, because it allows the student to become aware of their learning path and the teacher, as a mediator in the teaching and learning process, in the act of assessing, to have references of how the development occurred, and the focus is not only on the final result, but on a meaningful and contextualized assessment" (p.193).	• Portfolio and diary; • Exhibitions, shows, presentations; • Debates; • Seminars; • Research.
Science	"Assessment must be investigative, continuous, permanent and cumulative, with the aim of monitoring and improving the student's learning process, with qualitative aspects prevailing over quantitative ones. Assessment also helps to diagnose the difficulties the student encounters in the process of assimilating/constructing knowledge, so that the possible causes can be identified and diagnosed, and so that the teacher has evidence to evaluate their practice and, consequently, seek new ways of teaching" (p. 242).	• Observation; • Self-assessment; • Tests or exams; • Oral exam; • Written dissertation; • Diversified objective written test.
Physical Education	"The act of evaluation, on this premise, is effective as a diagnosis, in which the learning situation is analyzed, with a view to defining guidelines aimed at the appropriation of knowledge; and also, in a continuous/processing way, as it takes place throughout the teaching-learning process; and also, as formative, contributing to the formation of the critical subject, situated as a social, historical, cultural being, emphasizing, in this last aspect, the importance of the process" (p. 280).	• Instruments developed based on previously established criteria; • That focus on reflection on action in the most different manifestations of body culture.
Religious Education	"The Religious Education lesson plan needs to provide for procedural and diagnostic assessment, based on criteria established in relation to the skills proposed for the area in the BNCC. When thinking about assessment criteria, you need to consider who the subjects of assessment are (teacher, student and method) and the teaching methods. Once you understand who and what is being assessed, you can select the assessment instruments that are best suited to the skills and competences that students are expected to have developed during the process" (p. 302).	• Interpreting and producing texts; • Exercises with games and games; • Making maps and models; • Activities with questions and answers; • Analysis of images and works of art.

Geography	"...the evaluation of the learning process in Geography helps us to think about and reflect on the theoretical and methodological approaches adopted by the teacher, and to rethink them based on the data collected in this process. To this end, it is an act of investigating the quality of student learning, in order to diagnose impasses and recommend solutions that enable the desired/appreciated satisfactory results [...] dialogic evaluation; peer evaluation, self-assessment; online evaluation; integrative evaluation, among others, since the Geography curriculum component offers a variety of options for promoting an investigative look at Geography teaching" (p. 372).	- Tests; - Exercises; - Problematization; - Class debates; - Field trip reports; - Reading and writing texts with geographical themes; - Research (individual or group); - Seminars; - Use of videos and documentaries; - Playful materials; - Use of technology, internet; - Portfolios.
Geography	"Teachers can use several ways to assess their students, such as: i) diagnostic assessment (analyzing the student's interpretation of the subject), ii) formative or procedural assessment (which takes place during the teaching process and helps to constantly revisit the proposed teaching objectives) and iii) summative assessment (allows the teacher to measure whether the learning objectives are being achieved and, at the same time, to reflect on their methodological approaches) [...]. ... But a fourth assessment category should not be ignored: self-assessment [...] allows the development of student autonomy and self-knowledge, the so-called metacognition, i.e.: the student's ability to identify what they have learned, comparing it with what they already knew, informing what they considered to be most significant in their learning" (p. 410).	- Individual and/or collaborative written tests (in pairs or groups); - Research produced that has as its final product written narratives or in audiovisual format; - Dramatizations or re-readings represented in text or pictorial image; - Observation reports; - Analysis of cultural products such as films, songs, works of art, etc.
English Language	"Assessment is therefore procedural, continuous, cumulative and diagnostic, because it is the result of observations, evaluations and judgments made by the teacher during a period of teaching and school life, and because it guides the resumption of processes, It is aimed at improving and/or overcoming failures, since the aim of basic education is to prepare students to know how to mobilize knowledge in an autonomous, responsible way, so that they are able to act and solve problem situations, with a view to individual and collective benefits" (p. 539)..	- More hands-on activities; - Station rotation; - Individual rotation; - Rotational laboratory; - Inverted classroom; - Gamified classroom; - Project-based learning; - Use of technological and digital resources.
Portuguese Language	"Assessment in Portuguese should be seen as formative, i.e.: it should consider the different rhythms and processes of learning, to increase students' autonomy, protagonism and active participation in the different fields of social activity [...]. In addition, it is important that assessment is built through a continuous process that begins with the collective prognosis of what will be worked on, the diagnosis of students' previous knowledge and possible difficulties to be overcome, and continues throughout the pedagogical work so that it can regulate, at the end of the period focused on, the (re)planning of the work that will be developed next" (p. 654).	- Test containing objective and discursive questions; - Text production; - Comparison between a production made at the beginning and another at the end of the process; - Analysis of news broadcast on the radio or recorded by the students; - Simulation of a newscast in the classroom; - Working in groups.

Mathematics	"Assessment, therefore, must be a continuous process of ongoing investigation, linking the learning objectives through the development of the general competences of the Common National Curriculum Base (BNCC) and the specific competences of the curriculum component. For the subject of mathematics, it is understood that not all the competences will be worked on at the same time. In each content segment, it must be clear which competences and skills we are prioritizing, in order to support the criteria, set by the teacher at the time of assessment" (p. 714).	• Tests; • Lists of exercises; • Observation of student contributions in class; • Practical classes; • Portfolio; • Rubrics, among others.

Source: data extracted from the text of each curricular component of the PPC of the school surveyed (PARANÁ, 2022c).

The results obtained from analyzing the PPP reveal aspects related to its evaluation system and the main challenges faced by the institution. Therefore, the next section will present the discussion of the results, which will focus on understanding the assessment practices indicated in the PPP and identifying traces of contextualization and interdisciplinarity oriented in the guiding documents, present in the practices and instruments indicated in the different curricular components, in the context of the final years of ES.

Analysis and discussion

Regarding the contextualization of content, in line with the reality of the place and time in which learning takes place, as recommended by the guiding documents, the analysis of the PPP revealed that attention to the diversity of methods and instruments suggests, in principle, an approach that considers the individuality of students and the complexity of the learning process. The emphasis on diagnostic practice, highlighted by the majority of curricular components, is perceived as a means of identifying obstacles in the process of assimilation/construction of knowledge, both for students and teachers. According to Pedrochi Junior (2018), this practice should extend throughout the school term, guiding the (re)planning of work at the end of each break. In this context, Charlot (2021, p. 6) emphasizes that "Teachers' experience enables them to understand that students' intellectual mobilization in learning requires an activity in a situation that makes sense to them".

As for interdisciplinary practice, as described by Vieira (2020, p. 148), "it is made up of curiosity, breaking with common sense and establishing relationships with other disciplines, recognizing the need to learn and relate to other areas of knowledge". From this perspective, when we examine the assessment practices and instruments described in the various curricular components searching for traces of interdisciplinarity, we identify holistic conceptions that permeate various areas of knowledge. This is especially the case when it is advocated that

assessment should be meaningful, contextualized, formative, dialogical and integrative, especially when considering peer assessment and self-assessment.

Similarly, the use of tools that encourage reflection on action, role-playing, simulations, observations, group work and projects enables the simultaneous development of various competences, skills, attitudes and values to solve the complex demands of everyday life, the full exercise of citizenship and the world of work, as per the BNCC guidelines. Mendonça (2007, p. 69) highlights the need for students to carry out self-assessment as a process of internal reflection, since "metacognition only happens when students become aware of their difficulties and how to overcome them". This reinforces the importance of the teacher creating favorable contexts that encourage self-learning, self-assessment, self-regulation and self-development.

However, some worrying points were observed in the assessment practices described in the PPP, such as the generic and standardized discourse in some components, without the proper detailing of the assessment instruments. The lack of alignment between the practices and the instruments described is evident when it states that qualitative aspects should prevail over quantitative ones. However, the presence of traditional assessment instruments, such as tests, exams and exercise lists, which feed a capitalist production system based on results, stands out. As well as being classificatory and selective, these instruments can generate anxiety, frustration and demotivation in students who don't achieve the expected grades. They are specific and limited and do not cover all dimensions of knowledge, such as socio-emotional skills, artistic expression, oral communication, among others, and may not reflect the student's real level of learning (SAVARIS, 2022).

According to Freire (1997), traditional educational practices that do not comprise students' experiences, interests and needs, and that do not encourage the development of students' autonomy, creativity and critical awareness, end up perpetuating relations of oppression, economic, social and cultural domination. According to the author, education should be a political act, promoting critical awareness, participation and the transformation of individuals and the reality in which they live. However, as Luckesi (2013, p. 28) points out, "The school exams that we know and still practice in our schools today were systematized during the 16th and 17th centuries, along with the emergence of modernity."

In this scenario, the influence exerted by external assessments on the curricula of educational institutions stands out. This influence ends up restricting flexibility in the work of teachers, who are forced to devote a significant part of their lessons to preparing students for exams, following predefined reference matrices that don't always reflect the local reality.

As Charlot (2021, p. 9) points out, "today the teacher has greater pedagogical autonomy, the minister or secretary of education (in principle...) doesn't tell them how they should teach, but at the same time, assessment devices are multiplying". The teacher, in this context, finds themselves in a delicate position, in which they are guided by the guiding documents to abandon the old evaluation practices, at the same time as they need to comply with the system "piloted from the results" (CHARLOT, 2021, p. 9, our translation).

Final considerations

The definition of the Political Pedagogical Project (PPP) as an essential document in democratic management and in the planning of teaching work allows us to understand that its usefulness goes beyond the bureaucratic sphere, becoming a dynamic tool for the continuous improvement of educational quality. Although some changes are gradually being implemented to abandon the classificatory and ranking nature between institutions, we are still far from an assessment model that satisfactorily meets the guidelines of the LDB (1996), reflecting the overall development of the student, with an emphasis on promoting autonomy, self-reflection and the development of metacognitive skills.

In our analysis of the PPP, we identified the presence of generalist and, to a certain extent, standardized discourses in some curricular components. These discourses are incongruous due to the lack of alignment between the practices described, which indicate the prevalence of qualitative methods over quantitative ones, while at the same time highlighting the presence of traditional assessment instruments, which in turn do not stimulate the development of autonomy, creativity and critical awareness in students. We understand this scenario as a reflection of the current educational panorama, where teachers find themselves between two discourses: the explicit one in the guiding documents and the implicit one in the external evaluations that restrict their autonomy.

It can thus be seen that the intricate system of large-scale assessment incorporated into the Brazilian education system continues to influence curricula, priorities, agendas, methods and instruments. It is therefore necessary to rethink not only assessment instruments and methods, but also agendas, priorities, curricula and the assessment system itself. As for the need to implement innovative assessment methods, with practices that truly achieve interdisciplinarity and prioritize a qualitative approach to education, we consider it essential to develop future research aimed at creating pedagogical and assessment practices that address concepts common to the areas of Portuguese Language, Science and Mathematics, as is the case with Computational Thinking.

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