Educational assessment: re-signification and reconstruction of practice[1]

ARTICLE

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Abstract
Although assessment is a significant part of the teaching-learning process, there are still weaknesses in its practice. Historically, exams have been consolidated on the basis of classification practices that have permeated the school life of current teachers and are reproduced by them. We discuss the history of assessment, its functions, objectives, assumptions and criteria, based on studies by Luckesi (2011), Fernandes (2006) and others. We aim to contribute to understanding the meaning of assessment in the educational process. We also present data from a study carried out with 35 undergraduates from an HEI in Minas Gerais, collected using a questionnaire that sought to understand the evaluation process from the perspective of these students. The results show that learning assessment is a practice under construction, which is why teacher training is fundamental to building a new perspective on assessment.
Keywords: Learning assessment. Educational assessment. Teacher training.

Avaliação educacional: ressignificação e reconstrução da prática

Resumo
Apesar de a avaliação ser uma parte significativa do processo de ensino-aprendizagem, ainda são encontradas fragilidades em torno da sua prática. Historicamente, os exames se consolidaram, a partir de práticas classificatórias que permearam a vida escolar dos atuais professores e são reproduzidas por eles. Discutimos a história da avaliação, funções, objetivos, pressupostos e critérios, a partir dos estudos de Luckesi (2011), Fernandes (2006) e outros. Objetivamos contribuir para a compreensão do significado da avaliação no processo educacional. São apresentados também dados de um estudo realizado com 35 graduandos de uma IES mineira, coletados a partir de um questionário que buscou compreender o processo avaliativo na perspectiva destes estudantes. Os resultados mostram que a avaliação da aprendizagem é uma prática em construção, em razão disso a formação pedagógica docente é fundamental para a construção de uma nova perspectiva em torno da avaliação.

Palavras-chave: Avaliação da aprendizagem. Avaliação educacional. Formação de professores.

1 Introduction

When dealing with a topic as important to the school context as learning assessment, the meaning of assessment must be presented and it must be made clear how it is directly linked to the construction of knowledge. However, it should be noted that this link only occurs if there is harmony between functions, objectives and pedagogical development, factors that together are capable of welcoming the student into a process of construction and reconstruction.

In this study, we sought to deepen the meanings that permeate educational assessment. In addition to the theoretical discussion, we present an excerpt from an investigation carried out with students from a Higher Education Institution (HEI) about their social representations of learning assessment. It is considered fundamental to provoke dialog about assessment, its history and its importance in the teaching-learning process. Hoffmann's (2006) study shows that every student is capable of learning, but each individual's path is unique and different, which means that learning occurs at different times and in different situations. In this sense, the teacher must know that the teaching-learning process will not be homogeneous, so that the construction of knowledge will follow the expectations and meanings of each subject.

According to Hoffmann (2006, p. 47), "all learners are always evolving, but at different rates and along unique paths. The teacher's gaze will need to encompass the diversity of paths, provoking them to always progress". At this point, the role of the teacher and the purpose of his or her practices are revealed, since it is the mediating action of the teacher that will help the students in this evolution.

However, even though mediating teaching based on the practice of welcoming is fundamental to the teaching-learning process, in the reality of the classroom, there are still

teachers who reproduce in their practice the way they learned: harsh, based on memorization, punitive, comparative and judgmental.

According to Luckesi (2004, p. 5), "[...] there are three main reasons for maintaining traditional assessment practices: psychological, historical and social." The first, the psychological reason, is one that has been personally built up over the lives of teachers, who have been taught in this way, which justifies them automatically repeating in their practice what they have experienced in their personal lives. The second reason, the historical one, comes from how the history of education has been constituted. And finally, the social reason expresses the model that pervades society as a whole: a model of exclusion and classification between the best and worst students.

Faced with this situation, we can recall Hoffmann's (2018, p. 176) statement that "when it comes to assessment, it's not a question of in-depth courses, but of training". Thus, for many teachers, initial training will be the moment when they will have their first contact with a more in-depth analysis of the subject, starting with its history. This reinforces the link between educational assessment and teacher training, which is key to changing conceptions, re-signifying practice and the possibility of understanding its dimensions in educational action. This is the focus of this study.

2 Learning assessment: history of practice

A brief history of learning assessment is important so that it can be fully understood as an investigative and interventionist practice. According to Luckesi (2011, p. 263), "learning assessment, from this perspective, is a pedagogical resource available to the educator to help the student in the search for their self-construction and their way of being in life through successful learning".

As a resource available to help, the trajectory of the act of assessment has developed with the absence of its objectives. According to Luckesi (2011), it was and still is at the service of planned pedagogical actions, which have been hegemonic in schools. "Traditional Pedagogy is based on a static view of the learner and therefore supports the

practice of exams at school - whose function is to classify what has already been given, what has already happened [...]" If the school has been consolidated on the basis of an assessment that excludes and punishes, it is clear that there is an urgent need to understand, in the various areas of knowledge, that the assessment of learning "[...] operates by subsidizing what is yet to be built or is under construction. Exams and learning assessment are different phenomena and practices [...]" (Luckesi, 2011, p. 21).

The need to build a new perspective on the assessment of school learning arises in order to break the cycle of exclusion that traditional assessment resources create. According to Freire (2001, p. 11-12), we must pay attention to the mistakes that are made when the true focus of assessment is lost, "[...] instead of assessing to better train, we assess to punish [...] we are little or not concerned with the context in which the practice will take place in a certain way with a view to the objectives we have". Based on an understanding of assessment as an important part of signaling and informing about learning, the re-signification of this practice and its processes must permeate teacher training.

Luckesi's study (2011) points out that the practices of monitoring learning throughout the history of education have left negative marks around this action. "As far as school exams are concerned, we are heirs to propositions and prescriptions from the 16th and 17th centuries, which crossed the following centuries and have reached us" (Luckesi, 2011, p. 233). The author also states that the examination practices we know today were systematized in the centuries mentioned through the so-called simultaneous school, which is part of modern developments.

Previously, educational practice was developed only between a master and an apprentice. Thus, the historical legacies of the practices of monitoring learning left us with the mission of reflecting the needs of an emerging capitalist society that needed to meet large-scale demands, including education. Thus, simultaneous teaching, under the responsibility of one person, in the instruction of several others, no longer just one, came to train citizens to carry out certain activities.

In the capitalist context, discipline came to be demanded as a basic issue in various sectors of society, and this was no different in schools. Students had to adapt to a specific standard of conduct during lessons. Regarding this conduct, Luckesi (2011) presents how discipline was worked on through exams, and the control it exerted over them. This experience has lasted over time and still sounds familiar to today's students, as many have heard phrases like "you'll see what happens on exam day!". In this way, a huge dread of assessment was built up, which remains to this day.

With this in mind, exams began to exist in a time of change and were therefore used as mechanisms to discipline and control a society that was changing and growing. In this way, "[...] our pedagogical legacies [...] emerge in a specific historical context, the moment in which the formation of bourgeois society, also known as modernity, began" (Luckesi, 2011, p. 252-254). Thus, education was formed based on the design required at that time. The authoritarian model that bourgeois society created is still present in schools today. "The configurations of education and pedagogy, as they were outlined at the time, responded to the needs of that specific historical moment. And if it remains in force today, [...] it responds to the present needs of the same model of society." (Luckesi, 2011, p. 252-254).

In light of Luckesi's (2011) comments, we can see that the historical construction of exams is still alive in today's culture and pedagogy. Sometimes, even though we know the differences between exams and assessment, which, as we saw with Hoffmann (2018), is something considered crucial to breaking the traditional cycle, controlling attitudes are still reproduced through exams. Luckesi (2011, p. 251) elucidates that "in our environment, the hegemonic power of this proposal in our schools is still visible. We are direct heirs to this practice. Years, many years, of practice have made us believe that exams are fundamental resources for control". It is therefore necessary for teachers to seek to denaturalize this deep-rooted practice in order to break the cycle and provide teaching-learning processes in which exams are not a punitive tool, but instead a way of identifying the problems and progress of this process, so that we can continue with it in the best possible way.

For Perrenoud (1993, p. 173), assessment is an instrument that "[...] helps the student to learn and the teacher to teach. The basic idea is quite simple: learning is never linear, it proceeds by trial and error, hypotheses, setbacks and advances". Luckesi (2002, p. 81) adds to this prerogative, showing that learning assessment is an "instrument for understanding the stage of learning the student is at, with a view to making sufficient and satisfactory decisions so that they can move forward in their learning process".

According to Haydt (1997, p. 292-293), assessment "[...] can contribute to improving teaching by providing teachers with data to adapt their teaching procedures to the needs of the class". Villas Boas' studies (2008, p. 4-5) elucidate that assessment is a means "[...] to identify what they have learned and what they have not yet learned, so that they can learn and reorganize their pedagogical work".

In the same vein, Sant'Anna (2014, p. 31) concludes that learning assessment is a process that aims to "identify, measure, investigate and analyze changes in the behavior and performance of the student, the educator and the system, confirming whether the construction of knowledge has taken place, be it theoretical (mental) or practical". According to Loch (2000, p. 31), the meaning of assessment "[...] is not to give grades, make averages, fail or pass students. Evaluating, in a new ethic, means evaluating participatively in the sense of construction, awareness, the search for self-criticism, self-knowledge of all those involved [...]".

Understanding the careful and welcoming perspective on assessment that has been built up, it is also necessary to understand what we are trying to achieve with learning assessment. The presuppositions of learning assessment are an important step that should guide the construction of a project, with a view to re-signifying assessment. Demo (1999) elucidates that learning assessment is directly linked to its objectives and aims, and that in order to achieve them, planning, understanding of the practice and systematization are necessary, "hence the assessment criteria, which condition that its results are always subordinated to aims and objectives previously established for any practice, be it educational, social, political or otherwise" (Demo, 1999, p. 1).

Antunes (2002) presents us with assumptions, objectives and procedures that are fundamental to building a curriculum project that aims to treat assessment as part of the teaching-learning process. The assumptions elucidated by Antunes (2002) point out that learning assessment must be centered on the following parameters: educational objectives, appreciation of change in the sense of progress, the existence of data on each type of performance and signs of change; the teaching team's confidence in the reliability and validity of the facts collected; continuous systematization of the process; use of different processes, with different complexity; and diagnostic functions (Antunes, 2002).

Presuppositions are the search for what you want to achieve, and so, in the educational sphere, they signal the importance of pedagogical organization, so that satisfactory results can be achieved. Determining what will be assessed, recognizing changes that show student progress as beneficial, verifying the data on improvement, getting the team on board with the new practice and guaranteeing the veracity of the facts collected and presented. All these points culminate in progress.

Even if it is possible at times to move on from failures, the teaching staff must remain focused on promoting continuous assessment around the new practice, which helps in discovering the students' abilities. It is worth mentioning that using different means to investigate whether learning is taking place is fundamental to the success of the approach.

Another assumption worth highlighting is the outcome of the diagnostic functions, the main aim of which is to provide formative moments and not just use grades to set up the assessment process. In this regard, Sant'Anna (2014, p. 8) makes an important point when he mentions that "the more aware educators are of their tasks, the easier it will be to change the mentality and qualifications inherent in knowledge, the basis for a liberating school practice".

With regard to the functions of learning assessment, following the assumptions that are the way forward in building a new approach to assessment, there are the objectives that are extremely important for an institution's school assessment project. According to Antunes (2002, p. 37-38), some objectives are fundamental for this project to be satisfactory. These are: to identify strengths and weaknesses, with a view to improvement

and adaptation; to identify teaching methods, seeking improvements to the curriculum; to identify students' needs and abilities; to inform students and families of the diagnoses; to provide all those involved in the educational process with information on the actions taken so that the whole group can be supported.

Complementing this author, Haydt (2000) certifies that the objectives of assessment in the teaching-learning process include checking that the students have learned and that the teacher has also managed to share what had been planned. Haydt (2000, p. 294) validates that "educational action is finalistic, that is, it presupposes objectives to be achieved. It is therefore up to the teacher to set goals for their teaching work". In this way, the author understands the main objectives of learning assessment in the classroom to be: to get to know the students; to identify learning difficulties; to assess whether the proposed objectives have been met; to improve the teaching-learning process; to promote students from one level to the next.

According to Sant'Anna (2014, p. 37), the objectives of assessment can be divided into general and specific. The general ones are: "1) to provide the basis for planning; 2) to enable the selection and classification of people (teachers, students, specialists, etc.); 3) to adjust curricular policies and practices" (Sant'Anna, 2014, p. 37). And the specific objectives are: "1) to facilitate diagnosis; 2) to improve learning and teaching (control); 3) to establish individual learning situations; 4) to interpret the results; 5) to promote, to group students" (Sant'Anna, 2014, p. 37).

According to Antunes (2002), there are some procedures that should be highlighted in the process of drawing up a school assessment project that aims to understand exams as part of the teaching-learning process. These procedures are: 1- Collecting evidence of the students' development, which should be based on "tests, individual work, group work, tests, diagnoses of their intelligence, other diagnoses of their skills, observations, interviews, questionnaires and which will become part of each student's portfolio" (Antunes, 2002, p. 39). 2- Record "conversations, comments, spontaneous or directed writing, interventions in class, in the schoolyard, on excursions" (Antunes, 2002, p. 39). 3- Consider and analyze the opinions of the people who live with

the students, i.e. "analysis of the parents' opinion, possibly the action and intervention of other professionals, school staff [...]" (Antunes, 2002, p. 39).

Along the same lines, Hattie and Timperley (2007, p. 102) show that feedback in assessment processes is one of the most powerful influences on student learning and performance. Their studies have identified three main feedback issues:

> Where am I going? How am I going? and Where to next? The answers to these questions enhance learning when there is a discrepancy between what is understood and what is aimed to be understood. It can increase effort, motivation, or engagement to reduce this discrepancy, and/or it can increase cue searching and task processes that lead to understanding (thus reducing this discrepancy) (Hattie; Timperley, 2007, p. 102).

They also add that the impact of feedback on learning can be both positive and negative, depending on how it is carried out.

It is also worth highlighting the discussions in the studies by Black *et al.* (2019, p. 164) on self-assessment. For these authors, "Students can achieve a learning goal only when they understand what that goal means and what they must do to achieve it. Thus, self-assessment is essential for learning".

Self-assessment is not an easy task, however, to the extent that it is carried out by students, it increases the possibility of a broader view of the learning process (Black *et al.*, 2019).

3 Learning assessment criteria

According to Depresbiteris (1991), assessment criteria are the principles that are used as a reference to judge something. In learning assessment, two standards are used: absolute and relative. Assessment that uses absolute standards is called criterion-based assessment; and assessment that uses relative standards is called norm-based assessment.

Both assessment standards are important and have different purposes. In criterion-referenced assessment, the aim is to check the student's performance against previously

set objectives, while standards-based assessment has the function of comparing students' performances with each other. According to Depresbiteris (1998, p. 166) "when we measure on the basis of absolute criteria, we use criterion-referenced measures; when we do so on the basis of relative criteria, we use norm-referenced measures".

Regarding the origin of the word criterion, it

> [...] comes from the Latin criterium and the Greek kriterion, which means to discern. In its common sense, it is a rule that is applied to judge the truth. In the philosophical sense, it is a sign or characteristic that allows us to evaluate a thing, a notion, or to appreciate an object. It is what serves as the basis for a judgment. It can be said that an evaluation criterion is a principle that is taken as a reference to judge something. Parameter, judgment standard, reference standard are some synonyms for criterion. Basically, in terms of learning, there are two types of reference criteria: absolute and relative (Depresbiteris, 1998, p. 166).

According to Depresbiteris (1998), norm-referenced measures are the most suitable for use in selection and classification processes, and also help to provide information for teachers, such as comparing classes, differences between means, standard deviations and other statistical measures. The norm-referenced measure consists of tests that are standardized, as the norms are chosen from groupings based on specific characteristics, such as age, school grade and other factors.

As for the absolute criteria measure, it is more appropriate for the assessment process that takes place in the classroom, since its purpose is to check whether the proposed objectives are being achieved, creating a new path if there are failures, and motivating students when the path taken shows satisfactory results. As Depresbiteris (1991, p. 131) exemplifies, "assessment by criteria would determine the degree to which each student has achieved the objectives. The teacher should then stipulate how many objectives should be achieved in order to be sure that 60%, 70% or 100% of the objectives have been learned by the students?".

In this sense, Depresbiteris (1991) also emphasizes the importance of defining criteria for achieving the proposed objectives. According to her, "the criterion for correcting the achievement of objectives in the test would be directly related to the number of

questions set for each objective" (Depresbiteris, 1991, p. 131). In this way, the author exemplifies that if three questions of the same level of difficulty were constructed for a certain objective, it would be possible to establish that getting two of these questions right might be enough to achieve the objective. "It should be emphasized that determining the criteria for achieving each objective of a test should be based on the idea of quality that one wishes to imprint on teaching" (Depresbiteris, 1991, p. 131).

Thus, Depresbiteris (1991, p. 131-132) states that criteria are important because: "they offer a slightly more objective judgment [...]; they clarify what is desirable for both the student and the teacher; they standardize assessment procedures; they allow for the analysis of the performances developed; and they offer more precise guidance in the event of problems".

Soeiro (1982 *apud* Depresbiteris, 1991, p. 132) certifies that there are precautions to be taken when drawing up criteria that support those involved in the process, namely: "[...] they must contain precise indicators of student performance; [...] be reasonably stable, so that the student is assured of a number of conditions that favor their emotional security; [...] correspond to the student's stage of development".

Understanding the importance of criteria for learning assessment, it is clear that they should be used as a quality standard and not as a way for the teacher to show themselves as an authority. In addition to Soeiro's (1982) recommendations, care must be taken to ensure that the criteria are not drawn up during the assessment process, but rather beforehand, which requires planning and organization. If the criteria are not well prepared, the teacher's subjectivity can interfere in determining learning levels, which can lead to erroneous judgments.

4 Methodological paths

This study, which is part of a larger research project, was descriptive and exploratory in nature. Descriptive research is research that "primarily aims to describe the characteristics of a given population or phenomenon or to establish relationships between

variables" (Gil, 2008, p. 28). Exploratory research, on the other hand, according to Marconi and Lakatos (2003) does not start from scratch, even when it explores an unknown situation, in a certain place and with a certain group, there must already be similar or complementary research.

It is characterized as a qualitative-quantitative study, described by Creswell (2003) as mixed methods research. In order to carry out a more complete analysis and understand the social representations of the students of an HEI about the learning assessment instruments used by their teachers, it was deemed necessary to use quantitative methods, because by applying closed questions in the questionnaire, quantifiable data was collected, and statistical techniques were applied for its treatment and analysis (Richardson *et al.*, 1999).

5 Results

5.1 What the data reveals about assessment instruments and the teaching-learning process from the perspective of university students on a bachelor's degree course at an HEI

In 2020, the authors of this article carried out an investigation. This research was carried out as part of a master's degree course in Education, and only a descriptive, exploratory and quantitative section will be presented here.

It is considered pertinent to present the data obtained, as it confirms that learning assessment is still a weakness in the educational field. The locus of the research was a Higher Education Institution (HEI) located in the city of Uberaba, Minas Gerais, where data was collected from a questionnaire answered by 35 students. This questionnaire was organized into five different stages; however, in this study, only the stage related to the topic of learning assessment will be presented.

Understanding that assessment is part of the teaching-learning process, this question sought to directly identify the participants' representations of the implications of

the assessment instruments used by the course teachers for academic learning. When collecting data, students were presented with a number of statements regarding the design, development and application of assessment instruments, and were asked to answer whether they agreed, partly agreed, disagreed or were unable to give an opinion on the questions.

As shown in graph 1, the statements about assessment instruments used by teachers on a bachelor's degree course were as follows:

Graph 1 - Students' view of the tools used by course teachers
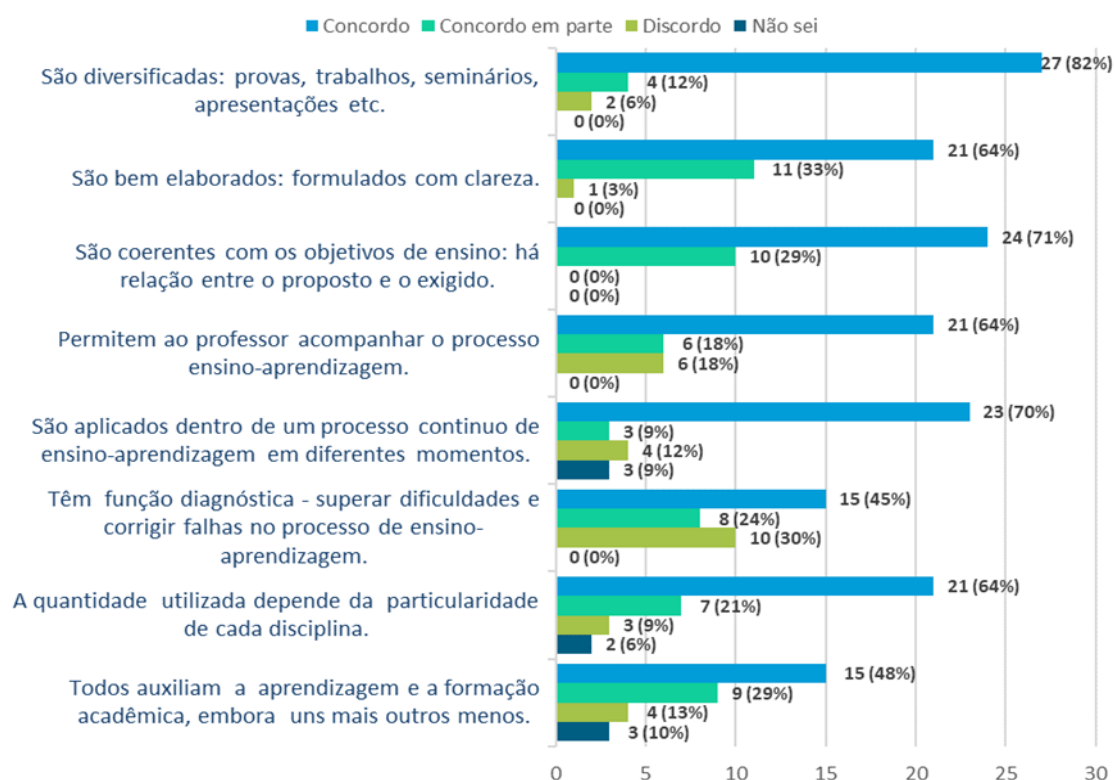
Source: Prepared by the author (2020).

Discussing the information, the first statement was: "They are varied - tests, assignments, seminars, presentations, etc.". It can be seen that the majority of students believe that teachers vary their assessment instruments. Of the 35 students, 27 (82%) said

they agreed that the instruments are diverse, 4 (12%) said they partly agreed and only 2 students (6%) disagreed that there is diversity in the instruments used.

According to Santos and Varela (2007, p. 6), there is a need to adopt "[...] diversified assessment instruments that can provide the opportunity to be clear about what needs to be improved and obtain more data to organize their work". The authors also state that "when assessing student performance, the teacher should use different techniques and varied instruments, because the larger the sample, the more perfect the assessment will be" (Santos; Varela, 2007, p. 6).

With regard to the second statement, about the preparation of assessment instruments, most of the students were satisfied. However, some believe that the instruments could be rethought, as 21 students (64%) said they agreed that they were well-designed, 11 students (33%) agreed in part and only 1 student (3%) said they disagreed.

According to Meurer and Almeida (2016), teachers should plan their assessments based on the interactions that take place in the classroom with students, taking into account the content being covered and the possibilities for student understanding. After defining the assessment tool, the teacher should carefully check a few points, "if the language used is clear and objective, if there is a well-designed context, if the content is meaningful to the student being assessed, if it is consistent with the teaching objectives [...]." (Meurer; Almeida, 2016, p.12).

With regard to consistency with the teaching objectives, in the third statement, it can be seen that most students are satisfied. However, this issue needs to be constantly addressed, as 24 students (71%) answered that they agree that the assessment instruments are consistent with the teaching objectives, while 10 students (29%) answered that they partially agree.

In this regard, Meurer and Almeida (2016) show that learning assessment needs to complement and be meaningful to the teaching-learning process. It must be a means for the teacher to achieve the objectives proposed in their practice, identifying students' difficulties and the possibilities for building new knowledge.

In relation to the fourth item in graph 1, when students were asked if the assessment instruments allow the teacher to monitor the teaching-learning process, 21 of them (64%) agreed, 6 (18%) partially agreed and 6 (18%) disagreed. We noticed that although more than half of the students agreed that the instruments used make it possible to monitor the teaching-learning process, a significant number, 36%, only partially agreed or disagreed with this statement, which deserves attention.

Luckesi (2005) understands that we have come to call tests and exams school assessment, but the practice has not changed. According to him, "in our school practice today, we use the name assessment and we practice tests and exams" (Luckesi, 2005, p. 171). We can see that this statement is also true in the context of this research, when we look at the first question about assessment instruments, in which students mention objective and discursive tests as the assessment instruments most used by teachers.

In view of this, it is necessary to understand that the purposes of tests and exams are different from assessments. While the former imply judgment, with consequent exclusion, the purposes of evaluation presuppose acceptance, with a view to transformation (Luckesi, 2005). We need to increasingly practice assessment to the detriment of tests and exams, so that the teaching-learning process can be monitored effectively.

In relation to the application of assessment instruments within a continuous teaching-learning process, according to the fifth statement in the questionnaire, we found that, when asked whether assessment instruments are applied within a continuous teaching-learning process, i.e. at different times, 23 students (70%) said they agreed, 3 students (9%) said they partly agreed, 4 students (12%) said they disagreed and 3 students (9%) said they didn't know how to give an opinion.

We can see from this that, although the majority of students say that teachers use assessment instruments as part of a continuous teaching-learning process, the percentage of students who agree in part, disagree or don't know what to say is significant. Students need to perceive assessment as a continuous process; teachers need to assess in different ways and at different times, so that assessment "ceases to be a terminal moment in the

educational process and is transformed into an incessant search to understand the student's difficulties and to stimulate new opportunities for knowledge". (Hoffmann, 2018, p. 19).

Meurer and Almeida (2016, p. 12) also emphasize that "by being characterized as a continuous process, assessment becomes an aid to growth, as it aims to diagnose students' difficulties and guide teachers as to the methodology that should be used so that there is a real construction of learning [...]".

As far as the diagnostic function of assessment instruments is concerned, according to the sixth statement shown in graph 1, related to overcoming difficulties and correcting flaws in the teaching-learning process, it needs to be rethought. Only 15 students (45%) said they agreed that the instruments currently used have this function; 8 students (24%) said they partly agreed and 10 students (30%) said they disagreed. Here we need to relativize not only the percentage results, but also consider that errors and difficulties may have existed before the instrument identified them and have not been resolved. In this sense, it is necessary to detect errors and failures at the time of ongoing assessment and act to overcome them through formative assessment.

Luckesi (2005) stresses that this assessment model should be based on discussion and dialogue, to allow students to progress and identify new paths.

In the seventh point of the questionnaire, referring to the number of assessment instruments used by teachers, we were asked whether the number used depends on the specific nature of each subject. With this question, we wanted to see if there was a significant difference in the number of instruments used between subjects. According to the students' answers, it was possible to see that a large proportion believe that the specific nature of the subject influences the number of assessment instruments used by teachers, since 21 (64%) said they agreed. However, 7 (21%) students answered that they partially agree, 3 (9%) that they disagree and 2 (6%) were unable to give an opinion, which represents a reasonable proportion.

The diversity of assessment instruments during the teaching-learning process is fundamental. However, these instruments must in fact be applied in an evaluative manner,

with the aim of reflecting the student's real learning, because, according to D'Agnoluzzo (2007, p. 3-4), when the evaluative instrument is not applied well:

> [...] at the end of a whole year's work, the teacher has enormous doubts as to whether or not his student will pass, despite having in his possession a vast amount of material, with countless exercises, tests, papers, notebooks, which have taken up hours and hours of his time in endless corrections, but which, at this decisive moment, seem to contribute nothing to the end of a process with tranquility and security.

Lastly, they were asked if all the instruments help with learning and academic training. Although some more, others less, it was clear that the students do not consider that all the instruments help and add knowledge. From the answers, it can be concluded that some instruments need to be reformulated, as only 15 students (48%) agreed with this question; 9 (29%) partially agreed, 4 (13%) disagreed and 3 students (10%) were unable to give an opinion.

According to Rampazzo (2011, p. 4), "an assessment that is not questioned and that does not question its objectives and purposes can lose its very meaning as an assessment process". It therefore seems necessary for teachers to engage in dialogue with their students and review some of the instruments used.

5.2 Thinking about the re-signification of evaluation: where to start?

A historical understanding of learning assessment gives rise to reflections. This is because it is clear that the school serves a particular model of society of a particular time, and teachers are heirs to these practices, even without realizing it. Therefore, it is understood that Continuing Teacher Education can help in the process of deconstructing these practices, when it is understood that they need to be rebuilt so that teachers and students can walk a path of meaningful learning in the school course.

> Assessment is, or should be, intrinsically and umbilically linked to learning and teaching and, therefore, must be present when we want to analyze teachers'

pedagogical practices or their conceptions about education, school, teaching or learning. The relationship between assessment and pedagogy is obviously quite strong and, for this reason, its theoretical or practical discussion can hardly ignore teacher training (Fernandes, 2006, p. 15).

Although teacher training is not the subject of this study, it is understood to be inseparable from learning assessment. For this reason, the provision of training can help teachers to break away from exclusionary pedagogical practices in the assessment scenario, since teachers play an important role in the construction of formative assessment.

Considering that our analysis is mainly based on instrument-based assessment, it is important to revisit the studies by Black *et al.* (2019) to reinforce the importance of self-assessment in the student learning process.

6 Conclusions

Learning assessment is a broad and complex subject, so it is not possible to end this research; it continues. However, it is worth mentioning the fundamental considerations about the object presented.

Assessment was formed from the model of bourgeois society. Over time, its disciplinary and exclusionary tone was inculcated into school culture, until it reached the present day, still bearing the historical and social marks of a time when exams were used to punish.

From an understanding of the types of assessment, it can be seen that classificatory assessment is widely used in schools, entrance exams and universities. This draws attention to the importance of formative assessment, which seeks to build learning along a continuous path. In this context, we need to consider the importance that educational institutions attach to large-scale assessments. We can infer that these assessments, to a certain extent, condition teachers' pedagogical practices, in particular their teaching and assessment practices.

The data presented in this research, about the study carried out with students at an HEI, shows that although the majority agree with the students' vision and the

instruments used by the course teachers, a minority says the opposite, which indicates that there are still weaknesses in the assessment process. In other words, some of the students say they don't agree that the assessment instruments are consistent with the teaching objectives or that the assessment processes allow the teacher to monitor learning.

With this in mind, it should be noted that although the assessment process is of the utmost importance in education, it needs criteria, an understanding of its functions and projections of objectives to be met. Assessment needs to be pedagogically prepared and teachers need to be guided to know its functions and assumptions, so that it is possible to design assessment instruments that have the purpose of building learning and recalculating the path, if necessary.

In this way, we can say that educational practices in the context of Continuing Teacher Education must be considered with a view to reframing assessment processes, which leads to an understanding of the inseparability between assessment and learning.

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