

118 - EVALUATION IN PHYSICAL EDUCATION IN HIGH SCHOOL: WHY, HOW, WHAT, AND WHEN ASSESSING?

MYRIAN ABECASSIS FABER¹,
SIDNEY NETTO²,
NETALI ABECASSIS²
Universidade do estado do amazonas¹,
Universidade federal do amazonas²

INTRODUCTION

It is based on information and knowledge that human begins to construct their identity, seeing themselves as a whole, before his fellow. The way of interpreting reality can be influenced by the environment that surrounds it, but not determined.

The energetic character on the plurality of knowledge occupies a central, opposing the notion of knowledge as something static, which is explained in an inventory of content and skills to be mastered by students in a given time, cumulatively, disregarding individual differences and socio-cultural needs of students, which has resulted, according to the story in our system of education, a significant portion of exclusion and selectivity of those who enter it.

Souza (2000) emphasizes that the assessment, as conceived and experienced in most Brazilian schools has been the main mechanism to support the logic of school organization and thus legitimizing the failure, occupying the central role in the relationship established by education professionals, students and parents. Embarrassing itself with the allocation process notes, selection of students eligible for promotion to subsequent grades, the approval or disapproval of the pupil is the central focus of the evaluation process and, often, the purpose of the process of teaching and learning. Students do not discuss what they are learning, they are learning, the sense of what they are learning, but the note that they took, in which subjects are, with or without "average."

LITERATURE

The school must be assessed in its entirety, which integrates the student's evaluation. It's not possible think by modifying the evaluation system without facing a global transformation into the school.

The assessment is characterized as an instrument of control and adaptation of educational and social conduct of students. We work with students toward the adequacy and compliance to standards and expectations set by the schools, which, however, do not take into account its characteristics as a social group. The school knowledge is transmitted detached from origin culture of students and evaluation is to verify the domain of this knowledge, often far removed from knowledge of the popular sectors of society, becoming social inequalities in school failure, or a utopian discourse that all receive equal educational opportunities, but are students who behave differently (Sousa, 1986).

The evaluation is something that, in the interdisciplinary process needs special attention. Develop it implies admitting a pluralistic perspective of conceptions of education and establish dialogue between them and the school reality to overcome their limitations. Novaes (1992) points out that the order of action is not headed by a single criterion, is not perfect. The action takes place by the confrontation of views in a dialogue, which often presents incompatible values. Soon, says Morin (2000) that is necessary to replace an insular and separator thinking for distinguish and connect thought.

An assessment, when drafted, should include the following: having a clear objective of the assessment, have the opportunity to revisit these goals, the result allows for feedback in the process, pay attention to be measured and what the best criteria to be adopted, it is an important kind of reflection that co-relates multiple factors: assessments and the criteria should be developed by teachers involved in the process, it is essential to be aware of the error. The error is a factor that feeds the system. You could say that learning happens by mistake. That is, the error is not something negative. He is the way, it gives the basis for the corrections system. The error is positioning: it shows the difference between what is objective and what you're getting. "To err is more than a human characteristic is pedagogic" (DEMO, 2001: 49).

CURRICULUM FOR HIGH SCHOOL

Article 26 of the Law of Directives and Bases of National Education states that the curriculum of elementary and secondary education should "adopt a common national basis, to be complemented in each education system and school, by a diversified part, required by the regional and local society characteristics: culture, economy and customer base" and the discipline, Physical Education, is compulsory for students enrolled in high school, as determined by the Ministry of Education.

Resolution 3 / 98 (Article 11) indicates that the common national basis will have 2400 hours (75%), increased from the diverse part (25%), and should be organized in the following subject areas: Languages, Codes and their technologies; Social Sciences and their technologies, natural sciences, mathematics and their technologies.

Under article 10, III - § 2 of that resolution states that "The proposed pedagogical schools should ensure the interdisciplinary treatment and contextualized for Physical Education and Art, as required curriculum components and knowledge of philosophy and sociology for the performance of citizenship." Out that the organization of the curriculum, the situation of teaching and learning and assessment procedures and must be consistent with the aesthetic principles, political and ethical, aesthetic covering of sensitivity, gender equality policy and the ethics of identity (Article 3).

The same Resolution 3 / 98 states that the curriculum should include basic skills, content and ways of dealing with content, organized by the educational principles of identity, diversity, autonomy, interdisciplinary and context (Article 4) geared to Article 6. That pedagogical principles of Identity, Diversity and Autonomy, the Interdisciplinary, the context will be adopted as the structuring of school curriculum.

The national curriculum standards for high school establish a curriculum organized by competencies in three areas. In the curriculum the development perspective of competencies skills requires an understanding that your path construction extends to the process of continuing education, and is therefore an instrument to guide professional development (teachers and school).

The first areas of competence corresponds to languages, codes and technologies which are embedded disciplines Portuguese Language, Modern Foreign Languages, Physical Education, Art and Computers, the second concerns the natural sciences, mathematics and technologies covering chemistry, Physics, Biology and Mathematics, and the last area has been Sciences and technologies comprising the History, Geography, Sociology (Anthropology, Politics and Philosophy).

PCNEM out as the integrating principle, the technologies and any proposed curriculum that headed interdisciplinary and a contextualization. Thus, the route to the knowledge that second Saviani, (2000, p.41), is "ask within the student's daily life and their culture, rather than teaching and learning knowledge, we must implement it in everyday life questioning, responding, evaluating, on work done by groups and individuals construct their world and make for themselves, "acquire meaning when individual and collective are in action and what is put into action by their mobilization skills.

THE THREE MAJOR OUTBREAKS OF EVALUATION IN PHYSICAL EDUCATION

1 Focus: Implementation of practices

It should be noted first that the student complies with the partner, it deals with its own limitations (and colleagues) and how to participate in the group, and secondly has the expertise, the actual performance of the student in the activities and the way of they are organized. The teacher must be aware of the correct performance of an activity and as a student and the group as teams, assemble a project and act cooperatively during class.

2 Focus: Development of body culture movement

It is important to evaluate not only the student appreciates and participates in sports. Also relevant is your interest and participation in dance, recreational activities, excursions and other forms of physical activity that make up our culture inside and outside the school.

Focus 3: Value of physical education with health and quality of life

It is necessary to see how children and young people relate the elements of body culture, learned in physical activities with a broader concept of quality of life.

EVALUATION IN PHYSICAL EDUCATION IS WHAT?

The evaluation, particularly in Physical Education, has taken and has long been a selective function, a function exclusive of those who tend to be labeled "less able".

The real meaning of assessment in physical education in high school is to allow the chance to see if students learned to know their own bodies and value physical activity as a factor in quality of life. So to that worn only way to consider the frequency, the uniform or participating in games and competitions - a comparison between those who have "vein" Champion with those without, is gradually disappearing.

In answer to the above we can say that there is no single formula for evaluating, but it is essential to detect the problems and progress of students, as well as diversifying assessment instruments. And to this end, the most appropriate course is not to use a single standard for everyone, but make an initial diagnosis in order to monitor the development of each.

EVALUATION IN PHYSICAL EDUCATION IN SECONDARY EDUCATION VIEWS TO THREE POINTS.

WHY? Evaluation can and should offer the teacher evidence for a continuous reflection on their practice in regard to choice of skills, goals, content and strategies. To Hadji (2001), necessarily beyond the modification of teacher practices to understand that the student is not only the starting point, but also the arrival. It helps to understand which aspects should be reviewed, adjusted or recognized as appropriate for the individual learning process and the entire group of students.

From the standpoint of the student, the assessment instrument is the recognition of their achievements, difficulties and possibilities. Its progress can only be realized when compared with itself: A self-assessment. How was it? How are you? The actions developed between the two issues make up the formative assessment (HADJI, 2001).

For the school - Success or failure in school agreeing to Perrenoud (2000), it is a result of form and standards of excellence that were established by the school, whose performance reveals some inconsistencies, including the definition of demanding it depends on the threshold that separates those who succeed from those who do not. The forms of excellence that the school values, become criteria and categories that relate to the approval or disapproval of the student. The assessment allows the school to recognize priorities and find educational activities that require greater support (PCNEM, 1999).

HOW TO ASSESS PHYSICAL EDUCATION IN SECONDARY EDUCATION?

A second evaluation requires Libâneo (1994, p.204) "the use of tools and procedures for appropriate evaluation." The PCNEM as instruments suggest the use of systematic records in binders cumulative, allowing a period of a few classes to the group of students examine their own performance, as well as team teaching.

You can assess students systematically in agreement with Gronlund (1971) which classifies the procedures used to evaluate the learning of students: testing - set of tasks used to sample the behavior of the individual in a given situation and at a certain time, self-report - a condition where a person provides information about himself, and observation - procedures that allow the direct apprehension of the phenomenon that will be evaluated.

The observation of living situations, questions and answers made during the classes; specifically on evidence, research, reports, presentations provided information essential to the evaluation. You can also use the theoretical tests, papers, seminars, film to assess skills and attitudes, systematic observations and records, including tests of physical abilities. And yet, according to the PCNEM through Project Disciplinary or Interdisciplinary, observing the principles of teaching Identity, Diversity and Autonomy, and the Interdisciplinary Context.

The fine line between evaluation and measurement is not the choice of assessment instruments, but the design that supports the use of these. It is understood that the problem lies not in the way of collecting information but in the valuation, which must be exercised as a continuous.

ASSESSING WHAT PHYSICAL EDUCATION IN SECONDARY EDUCATION?

At this level of education assessment in Physical Education should consider the observation, analysis and conceptualization of elements that make up the totality of human conduct, that is, the evaluation should focus on the skills, abilities, knowledge and attitudes of students.

WHEN ASSESSING?

If, through observations, discussions, the teacher evaluates the student in the process, it is necessary to know the result of a formal assessment to effect change in their classes. The observation of evaluation can be made in all classes and situations and must be communicated to students, informing them about their difficulties as well as on the progress made. Thus, the application of proof required by many schools will have then merely normative.

The review shall WHAT?

The assessment should cover both the cognitive (knowledge and skills), motor (physical abilities) and attitudinal

(values), testing the ability of students to express their systematic knowledge about the culture in different body language - Body, written and spoken. Although these three dimensions appear integrated into the learning process, in moments of formal evaluation may emphasize one or another of them. This is another reason for the diversification of instruments, according to the situations and goals of education.

In Luckesi (1999, p.43) is that "not to be authoritarian and conservative, the evaluation task is to be diagnostic, in other words, to be the instrument of dialectical progress, must be the means of identifying new directions. And that "the evaluation should assess the learning not only from the minimum possible, but from the minimum required" (p.44).

HOW TO ASSESS PROJECT DISCIPLINE OR INTERDISCIPLINARY?

These tools enable the teacher to look through the process of continuous observation of the development stages - allows a correction of the course - it is also possible. Evaluate the final product is by making a video, a newspaper or a website, the organization of a League event, the performance of tactics or moves between other forms of assessment tool.

Both students and other teachers involved, the whole school community and the community around the school can collaborate with the evaluation process. Depending by the features and where to develop the project.

OBJECTIVES, CONTENT, METHODS AND STRATEGIES

The first classes should serve as reference for the teacher to do the initial analysis of the class, observing and recording the characteristics of each student. Regardless of the group know or not the activity must be explained from the outset, the reasons why it is part of the program, which movements, skills and abilities that will be worked and which aspects will be assessed, individually and collectively. The teacher could, at its criteria, establish a mandatory inspections of each stage, since that tells the student how, what, when and what will be subject of the verification. The student needs to know when and how it will be prosecuted.

CONCLUSION

The assessment needs to have objective complexity that takes the student to think, to structure and develop processes to solve complex mental responses.

The assessment of learning, which traditionally targets, trial, and classification of the student; needs to be redirected, because the competence or incompetence of the student results, ultimately, the competence or incompetence of the school.

Assess needs common sense to actually have significant value. Can only be assessed on what was taught, researched, built, formulated and reformulated through dialogue between the disciplines, without which failure is guaranteed.

REFERENCES

- BERGER FILHO, Ruy. *Currículo por competências*. MEC, 1999.
- BORGES, C. *O professor de Educação Física e a construção do saber*. Campinas: Papyrus, 1998.
- BRASIL. Secretaria de Educação Média e Tecnológica. *Parâmetros curriculares nacionais: ensino médio/ Ministério da Educação, Secretaria de Educação Média e Tecnológica*. – Brasília: MEC: SETEC, 2002.
- DARIDO, S. C. A avaliação em Educação Física escolar: das abordagens à prática pedagógica. In: *Anais do V Seminário de Educação Física Escolar – Escola de Educação Física e Esporte/USP*, 1999, pp. 50-66.
- _____. Teoria, prática e reflexão na formação profissional em educação física. In: *Motriz – Revista de Educação Física*, v.1, n.2, 1995, pp. 124-8.
- DEMO, Pedro. É errando que a gente aprende. *Nova Escola – A Revista do Professor*, São Paulo, n. 144, p. 49 – 51, ago. 2001.
- HADJI, C. *Avaliação desmistificada*. Porto Alegre: Artes Médicas, 2001.
- LIBÂNEO, J. C. *Didática*. 15.ed. São Paulo: Cortez, 1999.
- LUCKESI, C. C. *Avaliação da aprendizagem escolar*. 9. ed. São Paulo: Cortez, 1999.
- MORIN, Edgar. *Os Sete Saberes Necessários a Educação do Futuro*. São Paulo, Cortez, 2000.
- NOVAES, Maria Helena. *Psicologia da educação e prática profissional*. Petrópolis: Vozes, 1992.
- PERRENOUD, P. *Avaliação: da excelência à regulação das aprendizagens*. Porto Alegre: Artmed, 1999.
- Resolução CEB nº 3, de 26 de junho de 1998
- SAVIANI, D. *Saber escolar, currículo e didática*. 3.ed. Campinas: Autores Associados, 2000.
- www.tvebrasil.com.br/salto/boletins2001/em1/em10.htm-27k Acesso em 19/04/07.

EVALUATION IN PHYSICAL EDUCATION IN HIGHT SCHOOL: WHY, HOW, WHAT, AND WHEN ASSESSING?

ABSTRACT

Physical education has taken on a selective basis, excluding those students labeled "less able", regardless of level of education where they are. We work with students toward the adequacy and compliance to standards and expectations set by the schools, which, however, do not take into account its characteristics as a group. The curriculum of the school divided into three areas of knowledge aims to develop student's skills and abilities; integrated and contextualized. This article derives from a reflective analysis done by years of professional practice and monitoring of trainees of Physical Education in schools. Physical education in the area of Languages, Codes and their technology focuses on the evaluation of practices, promoting the culture of body movement and the relationship of physical education with health and quality of life, considering the skills, abilities, knowledge and attitude of students. The objective complexity takes students and teachers to think, to structure and develop processes to solve complex mental responses.

KEYWORDS: evaluation - abilities - contextual - behavior – integration

ÉVALUATION DANS L'ÉDUCATION PHYSIQUE EN EDUCATION SECONDAIRE: POURQUOI, COMMENT, QUOI ET LORS DE L'ÉVALUATION?

RESUMÉ:

L'éducation physique a pris sur une base sélective, à l'exclusion des élèves appelé « moins aptes », indépendamment du niveau d'enseignement où ils sont. Nous travaillons avec des étudiants de l'adéquation et la conformité aux normes et aux attentes établies par l'école, qui, toutefois, ne prennent pas en compte ses caractéristiques en tant que groupe. Le curriculum de l'école divisé en trois domaines de connaissances vise à former les compétences des élèves et des capacités, intégrée et contextualisée. Cet article découle d'une analyse réflexive réalisée par des années de pratique et le suivi des étudiants d'éducation physique dans les écoles. L'éducation physique dans le domaine des langues, des codes et leur technologie se

concentre sur les pratiques d'évaluation, et promouvoir la culture du mouvement du corps et la relation de l'éducation physique à la santé et la qualité de vie, compte tenu des compétences, des habiletés, les connaissances et l'attitude des étudiants. La complexité objective amène les élèves et les enseignants à penser, organiser et développer les processus complexes pour résoudre des réponses mentale.

MOTS-CLÉS: évaluation - compétences - Contexte - le comportement - intégration.

EVALUACIÓN EN EDUCACIÓN FÍSICA EN LA EDUCACIÓN SECUNDARIA: qué, cómo, qué, y la hora de evaluar ¿

RESUMEN

La educación física ha tomado sobre una base selectiva, con exclusión de los estudiantes denominado "menos capaz", independientemente del nivel de la educación donde se encuentren. Trabajamos con los estudiantes hacia la adecuación y cumplimiento de las normas y expectativas establecidas por la escuela, que, sin embargo, no toman en cuenta sus características como grupo. El plan de estudios de la escuela dividido en tres áreas de conocimiento tiene como objetivo formar a los alumnos destrezas y habilidades, integrado y contextualizado. En este artículo se deriva de un análisis reflexivo, hecho por años de práctica profesional y el seguimiento de los alumnos de la Educación Física en las escuelas. La educación física en el área de lenguajes, códigos y su tecnología se centra en la evaluación de las prácticas, y promover la cultura del movimiento corporal y la relación de la educación física con la salud y la calidad de vida, considerando las aptitudes, capacidades, conocimientos y actitud de los estudiantes. La complejidad objetiva lleva a los estudiantes y los profesores para pensar, estructurar y desarrollar los procesos para resolver las complejas respuestas mentales.

PALABRAS CLAVE: evaluación - competencias - contexto - el comportamiento y integración.

AVALIAÇÃO EM EDUCAÇÃO FÍSICA NO ENSINO MÉDIO: POR QUE, COMO, O QUÊ, E QUANDO AVALIAR?

RESUMO

A Educação Física tem assumido uma função seletiva; excludente àqueles estudantes rotulados "menos capazes"; independente do nível de ensino em que se encontram. Trabalha-se com os alunos em direção à adequação e submissão a padrões e expectativas definidos pela escola, os quais, no entanto, não levam em conta suas características enquanto grupo social. O currículo do Ensino Médio dividido em três áreas do conhecimento visa desenvolver nos alunos competências e habilidades; integradas e contextualizadas. Este artigo é fruto de uma análise reflexiva feita através de anos de prática profissionais e acompanhamento de estagiários de Educação Física em escolas. A Educação Física, na área das Linguagens, Códigos e suas Tecnologias foca sua avaliação na realização das práticas, valorização da cultura corporal de movimento e na relação da Educação Física com saúde e qualidade de vida; considerando a aquisição de competências, habilidades, conhecimentos e atitude dos alunos. A complexidade objetiva leva os alunos e os professores a pensar, a estruturar e a elaborar processos mentais complexos para solucionar as respostas.

PALAVRAS - CHAVE: avaliação – competências – contextualização - comportamento – integração.

PUBLICAÇÃO NO FIEP BULLETIN ON-LINE: <http://www.fiepbulletin.net/80/a1/118>