62 - FINDINGS OF EVALUATION IN PHYSICAL EDUCATION CLASSES

CLAUDIA STEFANINI
UNIÍTALO – São Paulo - BRASIL
claudia.stefanini@prof.italo.br

1INTRODUCTION

In relentless pursuit of a quality school, has been that children should be conceived in its concrete reality, in which you can develop their potential and transfer them to your daily life, transforming the society in which they live. Thus, as Perrenoud "there is no school guidance assessment." (1999, p.51).

Therefore, the evaluation is of paramount importance to guide or redirect a job that is consistent with the needs of human beings in their full development, whether student or not, the evaluation is always a way to continue the actions in targeting aspects of proposed objectives.

In the discipline of Physical Education this look at the assessment is no different, as embraced by the education as a whole with the formation of an ideal citizen critical, participatory and socially active.

Basic Education in the discipline of Physical Education is mandatory curriculum component serving pedagogical school, the Law of Guidelines and Bases of Education, Law No. 9394/96.

In this context, the Physical Education should follow the proposed assessment of the school that somehow eliminates some of the traditional school activities and an assessment to be considered as a whole.

The objective of this research is to diagnose how the assessment is regarded by physical education teachers: what is the understanding of the topic, its importance, and to use instruments which it serves.

2 EVALUATION

The most plausible indication of the word evaluate is to assign value, and, at school, you assign values to students, as judged it makes their learning skills and knowledge.

Libâneo (1994, p.195) notes that "evaluation is a necessary and permanent teaching job of teaching, which must go step by step the process of teaching and learning." From this, the assessment should be compared with the proposed objectives, evaluating their progress, difficulties, turning them as needed.

It can be argued that the issue of evaluation is important, but the problem is: what, how, to evaluate.

Most of the problems that concern teachers in schools refers to the issue of evaluation. How to evaluate a student at the end of a learning process, ie, how to know if the student has learned, and how much and how he learned about the content presented? (FREIRE, 1997, p.196).

To Darido (2005) to evaluate the act allows the school to recognize the needs, priorities, and find educational activities that require greater attention and support.The author also states that:

assessment can and should offer the teacher elements for a continuous reflection on their practice, as regards the choice of skills, goals, content and strategies. It helps in understanding what aspects should be reviewed, adjusted and recognized as appropriate for the individual learning process and the entire group of students. (DARIDO, 2005, p.127).

And from the standpoint of the student, the assessment is an instrument of awareness of their achievements, difficulties and possibilities (DARIDO, 2005).

According to Barbosa (1997) many teachers because they need to evaluate a note to the student, derived from a requirement of the school. Often the teacher evaluation models follow pre-established by the school system, by tradition or fashion. Do not pay attention to the fact that evaluation, the teacher's point of view, must be subjective because it is what should define the best way to assess their students and their own work.

There are numerous formulas used in schools for evaluation. The greatest experience in this field refers to efforts to evaluate teaching in the classroom. Often all that is seen is a measurement of results, much more than a qualitative assessment. For each set of content or content, apply evidence assigning a grade. If the end result matches the result expected by the teacher, the student is scored, otherwise not. This greatly facilitates the evaluation process in schools, with the advantage of a homogenous class, every group of students must answer the same way to identical questions. (FREIRE, 2010, p.196).

Students graded the performance of specific activity, so the prevailing quantitative value and have answers ready and expected by the teacher.

You can propose evaluation as a decision point, and relevant value judgments about events relevant to reality. "Characterizing it as a form of filing of the quality of the object evaluated, a factor that involves taking a position on it, to accept it or change it." (LUCKESI, 2003, p.33).

According Darido (2005), evaluation in physical education should consider the observation, analysis and conceptualization of elements that make up the totality of human behavior, ie, the evaluation should focus on the acquisition of skills, abilities, knowledge and attitudes of students.

In the Law of Guidelines and Bases of Education - LDB (Brazil, 1996) is found in Article 24 that the assessment should be "... continuous and cumulative student performance, with a prevalence of about qualitative and quantitative results to over the period on any finals. "

The assessment of learning thus should be understood broadly, not limited only to evaluations at the end of a program or period, it would have finished form. It should be emphasized adherence to qualitative values of the quantitative values throughout the year, occurring then the evaluation of a process in which the student has developed. For didactic purposes, can be classified into three assessment types: diagnostic, formative and summative (BARBOSA, 1997).

The diagnostic evaluation is that performed at the beginning of the year school year, and aims to give the teacher information about the level of knowledge or skills that the student already possesses. Helps the teacher to adapt his plan according to most students. (BARBOSA, 1997).

Formative assessment is that performed throughout the school year in which the teacher will try to detect flaws in the teaching-learning process, in view of possible changes in the way of delivering their lessons according coma evolution of their

students. You can, for example, increase or decrease the amount of content passed to each class, explaining them more or less, according coma need the class (BARBOSA, 1997).

And finally, Barbosa (1997) cites the summative evaluation, which aims to verify the result of the teaching-learning process at the end of a unit or school year. Usually this is associated with a final assessment grade or concept that will allow the student to have access or not the next series the following year.

It is noteworthy that the three types of evaluation must coexist in the same space of time, ie, throughout the course of his educational work, the teacher should be evaluating their work, the student's performance and the relationship established between them.

3 EVALUATION IN PHYSICAL EDUCATION SCHOOL

When analyzing the evaluation in physical education throughout history, we agree with Freire (2010) by stating that the history of assessment in physical education is the story of the measurements. It was used as a simple evaluation measures and data collector, being what it is weighed in evaluating the objectivity of quantitative tools.

Comparing the evaluation in physical education with other disciplines, Freire (2010) states that assess learning of writing and reading of the calculations is difficult, Physical Education to assess learning of the movement becomes even more complex because there are infinities factors involved in movements such as muscle strength, endurance, agility, balance, rhythm, feeling, cognition, affection, etc.

The concern with the assessment is also observed in Junior Faria (1985 apud MATTOS and NEIRA, 2000), when the evaluation reports that Physical Education has concerns about the methods and techniques used by teachers, as tests are developed, materials and systems, establishing criteria are for purposes of classification and selective, thereby enhancing and encouraging, the most skilled and holders of greater physical abilities.

In this sense, what one finds is that evaluation is a problem to be solved in physical education classes, because the main question is: what if you really want to evaluate? The starting point is the definition of the goals of teaching Physical Education.

Thus, it is agreed that "the evaluation of the teaching-learning process is much more than simply apply tests, raising measures, select and sort students." (MATTOS; NEIRA, 2000, p. 68-69).

Complementing the thought, Coletivo de Autores (1992) argues that, by looking at physical education classes it appears that the assessment is taken for both the students and for teachers, an act to enforce the law, meet the standards of selecting students for school and sports competitions.

Another problem to be addressed refers to little relation between the discourse and teacher evaluation practices. Mattos and Neira (2000) report that this happens because the teacher put more emphasis on student observing the procedure, accuracy of statements by performing movements, delivery of work, behavior in class, etc.

In an attempt to define what we really want to be assessed in physical education classes, one must consider the approach used by the teacher in physical education classes. According to the approach, the assessment may be a means of having the diagnosis of student learning, as well as having a parameter of the method used by the teacher may be revised and updated.

It presents a brief summary of the role of evaluation in the approaches used in physical education from traditional approaches and the most innovative.

The traditional school values the amount of activities. Content is worth more than the teacher and student. To Darido (2005) assessment was defined by measuring assimilation larger or smaller than the student could for the content, giving it a note. It can be seen that the evaluation takes place in a classification and exclusion, giving, only quantitative values. In the context of the traditional approach or sportsmanship, Darido (2005) states that the evaluation emphasized measurement, the performance of physical, motor skills and in some cases, use of anthropometric measurements. Enhances the playback of content and the note represents the measure of student's knowledge in relation to each other or to the group.

The humanistic school-reform is the main element in the observation, for value the cultural aspect, the change in behavior. The qualitative assessment values the integral formation of students in the psychological, emotional and social aspects such, can not be measured, are assessed in a qualitative way. Humanistic approach in the assessment criteria should be through self evaluation, the student is the only one able to measure their learning, turning to internal aspects of the individual. (DARIDO, 2005).

In the behavioral approach to assessment is the focus of student progress compared to the content presented. Such content is taught from simple to complex, because the student can not err. In this sense, evaluation takes place on an individual basis, where the student sets a goal it to himself, the comparison of success and failure occurs in the advancement of knowledge in comparison to the proposed themes.

In the cognitive approach there is a provision in advance about how the student will assimilate the content and evaluation takes place according to the approach of the knowledge that the student has achieved. (SHIGUNOV, 2001).

Betti (1991) is based on studies in philosophy, sociology and psychology to define the purpose of physical education is to integrate the student in physical culture to understand the world of physical culture, the author makes use of the content proposed by the critical line -surpassing, noting that physical education is for everyone. In this approach, in assessing the student must be a critic of the sport, including all its social, historical, psychological, and biological surrounding the sport both in society and in his personal life, leading him to understand and practice with pleasure.

Shigunov (2001) describes the critical-emancipatory approach focused on teaching the sport that was designed for physical education, seeking a broad reflection on the possibility of teaching the sport for its didactic and pedagogical transformation, making the school education of children and critical competence for young and emancipated. The evaluation is so subjective, personal and individualized according to the perception of the individual's role in society. The proposed critical-surpassing the trend, according Darido (2005), considers the social relevance of content, its contemporaneity and its adaptation to the social and cognitive characteristics of students. This design is based on the ideas of Joseph and Libâneo Demerval Saviani. The work marked, among other understanding was this line of Methodology of teaching physical education (1992) written by a group of authors.

For Soler (2003), surpassing the critical-approach questions the alienating attitudes of physical education at school, suggesting that the content selected for the class should provide a better reading of the situation by enabling students and thus their inclusion in this transforming reality. So students can combat individualism and homogeneously the sport seeking solidarity, cooperation and freedom of speech movements.

The developmental trend in Physical Education class focuses on learning and the concept of movement and motor skill learning. It was described by Tani at work: Physical Education - a developmental approach. According Mauad (2003), this

trend to evaluate the act is not clearly presented, does not show a clear way to do it, unless the systematic observation of the behavior of students in connecting what he presents and phase development that meets the student, who obviously must be a deep knowledge of the teacher. The evaluation of this approach is put forward as quantitative and subjective, and is considered traditional.

The interactionist constructivist trend occurs with the launch of the book Education Full Length (1989) of John the Baptist Freire. The student's participation is active, the classroom is student-centered. The basis of the trend comes from the interactionist ideas of Jean Piaget, in which the subject interacts with the environment, so the learning taking place. (DARIDO, 2005).

Finally, the evaluation in physical education follows the process of evolution that is dictated by social issues, but it is mainly up to the teacher's view of the profile of students as active and participatory beings who are part of an ongoing process of social transformation. The transformation in the evaluation process occurs in a broader movement to rebuild the sense of the school and is linked to the global movement to redefine the social practices. (PERRENOUD, 1999).

Therefore, the reflection on the evaluation makes sense only if it is interlaced with reflection on the production of failure / success in school in the process of inclusion / exclusion.

In this context it is important to review the assessment in a pedagogy that fosters transformations at all levels and, therefore, must be both integrated and open its agents responsible for the reflection that changes may emerge.

Thus, as Perrenoud (1999, p.76) (...) the "most formative assessment, giving less importance to the classification and regulation of learning more, will integrate the best innovative teaching."

Luckesi (2003) explains that the assessment in its general sense, because it implies failure / success, pass / fail, you should consider two factors that are the reason and sensibility.

The reason needs analysis and actions that are grounded in the political, ideological and educational, these serving to define the instrument will be used for liberation or oppression, or operational decisions. Sensitivity is the assessment as something negative, which laid the foundation of the school influenced by the Jesuit pedagogy, therefore the assessment relates to feelings of punishment, failure, rejection, humiliation, than with feelings of self-analysis, in order to overcoming what is presented in a negative way. (LUCKESI, 2003).

By observing what tools can be used in these types of assessment, Freire (2010) states that whatever instrument adopted, have several limitations. Human activity can not be measured quantitatively, providing only qualitative data. If a quality instrument will not have the objectivity in the answers.

Assessment tools are therefore records different natures. Now is the student who is driven to make their own records, expressing their knowledge in tasks, tests, design work and other instruments developed by the teacher. Now is the teacher who records what the student observed, making notes and other notes. The more frequent and such records are significant in both directions, the better the conditions of the teacher to tailor the educational possibilities of each group and each student.(HOFFMANN, 2001. p.119).

4 METHODOLOGY

A structured questionnaire with open and closed in order to diagnose the understanding of physical education teachers on the subject evaluation. This research is characterized as descriptive as it has as main purpose the description of the characteristics of a given population or phenomenon or the establishment of relations between variables (GIL, 1995).

The sample were 20 physical education teachers who work in elementary education in the region of Santo André-SP in public and private schools. Chosen randomly according to the geographic region in which they operate. The research followed the protocol of the Ethics Committee of which the respondents signed a consent form.

When asked about the use of assessment in their classrooms, all teachers responded affirmatively, as shown in Table 1. Thereby demonstrate that they consider relevant in assessing the educational process.

As Darido (2005) by evaluating the teacher can reflect on their teaching practice, assisting in the understanding of which aspects should be reviewed and what tools and methods should be used for the learning process to reach all students.

TABLE 1 – Use of assessment tools in practice teaching

Replies	***No. of teachers***
Yes	*20*
No	*0*
Total	***20***

Those who answered yes to evaluate the physical education classes, it was found that 10 teachers said they use the instruments to assess student learning and development. Since six teachers responded that they use to evaluate the planning and design of the school, three teachers use assessment tools as a requirement of school and / or parents and a response was not included, because its justification does not answer or the question does not have nexus displayed, the running theme. It can be seen in Table 2.

One can understand from the data that most professors searching through the evaluative tools to assess learning and student development. Mattos and Neira (2000) report that many instruments do not accurately show what the student was able to assimilate during the learning process.

TABLE 2 – Reason for use of evaluative tools

Reason	***No. of teachers***
To acess the sudent's lear ning and development	*10*
To evaluate the planning and design	*6*
As a requirement of the school	*3*
Drsregarded a response	*1*
Total	***20***

The next question deals with the frequency of use of assessment tools. Of the 20 teachers interviewed, seven of them responded that they use assessment tools at each stage of learning, 7 bi-monthly, according to the school, five respondents said the tools they use every day, and no respondent chose for the first and second alternative would be at the beginning and end of

the year or only at the end of the year and one teacher interviewed scored another alternative answered quarterly in accordance with Table 3.

The findings based on the survey indicate an improvement over the other times when the assessment occurred only at the discretion of the institution. Research shows that physical education teachers have more autonomy in the evaluation process, and interventions, ie, the assessment tools are used when the teacher believes is best for the learning process. It is noteworthy, therefore, that requires on the part of teachers the basic conditions (theoretical and practical) for the quality in this important task is the evaluation practice.

TABLE 3 – Frequency of assessment

Perids	*No. of teachers*
Only at the beginning of year	*0*
At the beginning and the end	*0*
At the each estage of learning	*7*
Daily	*5*
Every two months, acoording to school	*7*
Other (quarterly)	*1*
Total	***20***

When asked the way they assess their students, it was found that 37.5% of responses in the group of 20 teachers interviewed choose the way in Diagnostic assessment, 27.5% scored conducting formative assessment and 30% of respondents who use summative assessment. Since 5% of the responses correspond to the "other" option. (Table 4)

Barbosa (1997) points out that it is important that teachers should be aware of the consequences of these assessments and that learning occurs at different times, which is of great importance to understand the pedagogical praxis.

TABLE 4 – Evaluation forms used by teachers

Forms	*No. of responses*	*Percentage*
Diagnostic	*15*	*37,5%*
Formativea	*11*	*27,5%*
Summative	*12*	*30%*
Total	***39***	***100%***

The next question refers to the aspects assessed by teachers on students. We found 17 answers evaluate the cognitive aspect of the students, 19 responses to the motor aspect, 19 responses to the question correspond to the social aspect of the physical and anthropometric 9 answers, and no alternative answer to the "other", as shown in Table 5.

As presented, it is clear that teachers have sought to assess their students as a whole, considering the physical education curriculum component a more comprehensive, as it was seen differently in the past in the traditional pedagogy that valued physical appearance and especially the motor on the other aspects.

TABLE 5 – Aspects evaluated in students

Aspects of behavior	*No. of responses*	*Percentage*
Cognitive	*17*	*22%*
Affective	*14*	*18%*
Motor	*19*	*24%*
Social	*19*	*24%*
Fhysical – Anthropometry	*9*	*12%*
Total	***78***	***100%***

Teachers were asked whether they used the assessment can reflect positively on the teaching-learning process that the student has been submitted. The responses suggest a high degree of satisfaction of teachers surveyed. That is, teachers rely on instruments used in their evaluations. There is the importance of evaluation in the education of students, and the close relationship of content and teacher's interventions.

According to Table 6, 85% responded that the assessment used can reflect the learning process in which the student was subjected to 15% of respondents opposed, that the valuation used by them cannot reflect the process of learning which the student was submitted.

TABLE 6 – The assessment reflects the learning process to which the student was submitted

Respostas	*No. of teachers*
Yes	*17*
No	*3*
Total	***20***

Teachers should justify their answers above. From table 7 it is observed that there is no consensus about why evaluate, and why it is important to evaluate the physical education classes. But is that a major justification is that one has to evaluate to understand where you want to go. Observing the difficulties and successes makes the process more reflective, committed by both teacher and the student. The answers are five teachers who justifiably claim that the assessment becomes critical and reflective for students, six of them responded that the evaluation shows a positive result from the planning process; 7 said that the assessment reflects the theory to practice, and 2 of respondents said the objectives were achieved.

TABLE 7 – Why the assessment reflects the the learning process to which the student was submitted

Reason for interference in the evaluation process	*No. of teachers*
It becomes critical and reflexive for the student	*5*
Demonstrates positive result from the planning process	*6*
Reflects theory to practice	*7*
Objetictives achieved	*2*
Total	***20***

7 CONCLUSION

Therefore, if the assessment contribute to the development of students' abilities, both in the discipline of Physical Education and in the other, one can say that it becomes an educational tool, an element that enhances student learning and quality of education.

Anyway, the whole evaluation process cannot fail to be reflexive (re) constructive and creative partnership between those involved in the educational process.(PERRENOUD, 1999).

As analysis of the research carried out, allowed to verify that teachers make use of various evaluative tools, forms of assessment to understand how students develop. The data show that many teachers assess their students during classes, from the implementation of proposed activities, noting the evolution of learning on a day-in day school. However, consider various aspects in their evaluation as the social, emotional, cognitive, and motor, which in turn leads to the possibility of working during the school year with various forms of assessment.

It is felt that teachers consider that the Assessment in Physical Education is a major component in teaching practices, for this, need to be worked out and understood for what happens in a manner consistent with professional practice, ie, meeting the school rules and the process students' learning.

The assessment of learning fails to understand the acquisition of isolated skills, the physical activity involves various aspects that go beyond motor gestures, promotes the development of skills and abilities of the individual and developments.

The importance of the study on the evaluation is to ensure a quality school that meets all those involved in which they pay attention to the real sense that it seeks to force in society, therefore, exclusive and qualifying, but re-significant, making it an act of reflection and an ideal approach satisfactory.

Therefore, considering the importance of evaluation in physical education classes, it is clear that the issue needs further evaluation by the deepening of education, when it seeks to promote quality education. Thus, this study leaves open space considerations and subsequent studies on the topic presented.

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Av. João Dias, 2046 - Santo Amaro - São Paulo (SP),
CEP: 04724-003. - Telefone: 11 3926-2196.
E-mail: claudia.stefanini@prof.italo.br

FINDINGS OF EVALUATION IN PHYSICAL EDUCATION CLASSES

The objective is to diagnose the issue as assessment is understood by teachers of physical education. We tried to ascertain what understanding of the topic, its importance, ways to assess aspects evaluated and its reflection in the teaching-learning process. It is understood that the assessment is a mandatory and permanent teaching job to do in teaching, following step by step the process of teaching and learning. From this, the assessment should be compared with the proposed objectives, evaluating their progress, difficulties, turning them as needed.The research is descriptive and was conducted with 20 physical education teachers working in schools of St. Andrew, through a questionnaire. The results made it possible to see that you can use that practice teaching as a way to enhance the student's progress and reassess its applicability, guiding new planning. Among the teachers surveyed, it was found that 100% of them evaluate the physical education classes, 50% perform assessment to verify student learning, 37.5% perform diagnostic evaluation, 33% performed the evaluation at each stage of learning , and most of them evaluates all aspects of human behavior. The evaluation and is a complex issue has great relevance in education that require evaluators and evaluated their understanding of the true meaning in the learning process. It was concluded that teachers use multiple forms of assessment instruments and to understand how students develop. The data show that many teachers assess their students during classes, from the implementation of proposed activities, noting the evolution of learning in everyday life at school. However, consider various aspects in their evaluation as the social, emotional, cognitive, and motor, which in turn leads to the possibility of working during the school year with various forms of assessment.

KEYWORDS: physical education, assessment, methodology.

RÉSULTATS DE L'ÉVALUATION COURS D'ÉDUCATION PHYSIQUE

L'objectif est de diagnostiquer le problème que l'évaluation est compris par les professeurs d'éducation physique. Nous avons essayé de déterminer ce que la compréhension du sujet, son importance, des moyens d'évaluer les aspects évalués et sa réflexion dans le processus enseignement-apprentissage. Il est entendu que l'évaluation est un poste d'enseignant obligatoire et permanent à faire dans l'enseignement, à la suite, étape par étape le processus d'enseignement et

d'apprentissage. De cela, l'évaluation devrait être comparé avec les objectifs proposés, l'évaluation de leurs progrès, les difficultés, les transformant au besoin.La recherche est descriptive et a été réalisée avec 20 professeurs d'éducation physique travaillant dans les écoles de Saint-André, à travers un questionnaire. Les résultats ont permis de voir que vous pouvez utiliser que l'enseignement de la pratique comme un moyen de renforcer les progrès de l'étudiant et de réévaluer son applicabilité, de guider la planification de nouvelles. Parmi les enseignants interrogés, il a été constaté que 100% d'entre eux d'évaluer les cours d'éducation physique, 50% effectuent une évaluation afin de vérifier l'apprentissage des élèves, 37,5% effectuent une évaluation diagnostique, 33% ont procédé à l'évaluation à chaque étape de l'apprentissage , et la plupart d'entre eux évalue tous les aspects du comportement humain. L'évaluation et est une question complexe a une grande pertinence dans l'éducation qui nécessitent des évaluateurs et évalués leur compréhension de la véritable signification dans le processus d'apprentissage. Il a été conclu que les enseignants utilisent de multiples formes d'instruments d'évaluation et de comprendre comment les élèves à développer. Les données montrent que de nombreux enseignants d'évaluer leurs élèves pendant les cours, à partir de la mise en œuvre des activités proposées, en notant l'évolution de l'apprentissage dans la vie quotidienne à l'école. Cependant, considérer les différents aspects dans leur évaluation que le social, affectif, cognitif et moteur, qui entraîne à son tour la possibilité de travailler pendant l'année scolaire avec les diverses formes d'évaluation.

MOTS-CLÉS: éducation physique, l'évaluation, la méthodologe.

CONSTATACIONES DE LA EVALUACIÓN EN LAS CLASES DE EDUCACIÓN FÍSICA

El objetivo es diagnosticar el problema como la evaluación que se entiende por profesores de educación física. Hemos tratado de averiguar lo que la comprensión del tema, su importancia, las formas de evaluar los aspectos evaluados y su reflejo en el proceso de enseñanza-aprendizaje. Se entiende que la evaluación es un trabajo de enseñanza obligatoria y permanente que hacer en la enseñanza, siguiendo paso a paso el proceso de enseñanza y aprendizaje. A partir de este, la evaluación debe ser comparada con los objetivos propuestos, la evaluación de sus progresos, dificultades, los convierte, según sea necesario. La investigación es descriptiva y se llevó a cabo con 20 profesores de educación física que trabajan en escuelas de San Andrés, a través de un cuestionario. Los resultados han permitido ver que se puede utilizar esa práctica docente como una forma de mejorar el progreso del estudiante y volver a evaluar su aplicabilidad, guía de planificación.Entre los profesores encuestados, se encontró que el 100% de esos programas a evaluar las clases de educación física, el 50% realizar una evaluación para verificar el aprendizaje de los estudiantes, el 37,5% realiza una evaluación diagnóstica, el 33% realizó la evaluación en cada etapa del aprendizaje , y la mayoría de ellos evalúa todos los aspectos del comportamiento humano. La evaluación y es un tema complejo tiene una gran relevancia en la educación que requieren los evaluadores y se evaluó su comprensión del verdadero significado del proceso de aprendizaje.Se concluyó que los maestros usan múltiples formas de instrumentos de evaluación y para entender cómo los estudiantes a desarrollar. Los datos muestran que muchos profesores evaluar a sus alumnos durante las clases, a partir de la implementación de las actividades propuestas, teniendo en cuenta la evolución del aprendizaje en la vida cotidiana en la escuela. Sin embargo, tenga en cuenta diversos aspectos en la evaluación como el social, emocional, cognitivo y motor, que a su vez conduce a la posibilidad de trabajar durante el año escolar con diversas formas de evaluación.

PALABRAS CLAVE: educación física, la evaluación, la metodologia.

CONSTATAÇÕES SOBRE AVALIAÇÃO NAS AULAS DE EDUCAÇÃO FÍSICA

O objetivo do estudo é diagnosticar como o tema Avaliação é entendido pelos professores de Educação Física Escolar. Buscou-se verificar qual o entendimento sobre o tema, sua importância, as formas de avaliar, aspectos avaliados e seu reflexo no processo de ensino aprendizagem. Entende-se que a avaliação é uma tarefa didática obrigatória e permanente no fazer docente, acompanhando passo a passo o processo de ensino aprendizagem. A partir disso, o resultado da avaliação deve ser comparado com os objetivos propostos, verificando seus avanços, dificuldades, reorientando-os conforme suas necessidades. A pesquisa tem caráter descritivo e foi realizada com 20 professores de Educação Física que trabalham em escolas de Santo André, por meio de questionário. A análise dos resultados possibilitou constatar que é possível utilizar-se dessa prática docente, como forma de valorizar a evolução do aluno e reavaliar a sua aplicabilidade, norteando novo planejamento. Dentre os professores pesquisados, constatou-se que 100% deles avaliam as aulas de Educação Física; 50% realizam a avaliação para verificar a aprendizagem do aluno; 37,5% realizam a avaliação diagnóstica; 33% realizam a avaliação em cada etapa da aprendizagem; e a maioria deles avalia todos os aspectos do comportamento humano. A avaliação além de ser um tema complexo, tem grande relevância educacional, que requer de seus avaliadores e avaliados compreensão do verdadeiro sentido no processo ensino aprendizagem. Concluiu-se que os professores utilizam vários instrumentos e formas de avaliação para compreenderem quanto os alunos se desenvolvem. Os dados mostram que muitos professores avaliam seus alunos no decorrer das aulas, a partir da execução das atividades propostas, observando a evolução da aprendizagem no dia a dia na escola. Entretanto, consideram vários aspectos em suas avaliações como o social, afetivo, cognitivo, além dos motores, o que consequentemente acarreta a possibilidade de trabalhar durante o ano letivo com diversas formas de avaliação.

PALAVRAS-CHAVE: Educação Física Escolar; Avaliação; metodologia.