138 - DIAGNOSTIC ASSESSMENT ON SCHOOL APPRENTICESHIP

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It is acknowledged that there is a need of a new politico-pedagogic attitude at school, in the light of another perspective of society. For this, one has to consider new methodologies and new patterns of approaching the teaching/learning process which, before anything, make sure the permanence on the student at school and ensure the educational fulfillment, thus making possible the building up of the future citizen. The current view of school assumes an educational process where students are able to develop their criticism so as to be active in their social milieu, being aware of their roles in society and sensible to their rights and duties. From this viewpoint, amongst other measures, there´s a need for the working out of a stable analysis for educational evaluation. As with Luckesi:

The feature which at once clearly shows in our educational practice is that apprenticeship assessment has attained such ample room in the process of teaching that our school educational practice has come to be directed toward an "examination pedagogy". (Luckesi, 2003: 17)

Alongside the history of educational trends, one can discern that evaluation has been an instrument for the keeping of the social order, assisting the concerns of the ruling class. As Freitag tells us:

[…] Education is not simply a device for perpetuating the former social structures but rather for inserting still imperfect social structures: the democratic ones: […] (Freitag, 1979: 17)

It has been marked as an instrument of exclusion insofar as it ranks students and stigmatizes those in lower levels, without taking into account the conditions and origins of the persons evaluated or making knowledge accessible to the less favoured who, sooner or later leave school to supply cheaper qualified skilled workers.

One might assert that evaluation has been made as a way of verifying that the student has not learned, just so as to lay him aside in the process and to carry on administering the work to the better abled. To reverse this picture, a change is needed in both the conception and assessment methods, meaning that it be not only an instrument for measuring the student but the whole educational process as well which, from then on ought to be looked after according to the diagnosis attained.

Diagnostic assessment also helps as a means for the building up of the conscious and critical citizen, once the student participates in it actively. Thus the society to be established shall be consolidated by socially aiming citizens and then, positively, education and the teacher himself shall be duly valued, something that does not occur in our present reality. The teacher must needs acquire this awareness of the need of change in our evaluation practice. Hence a critical analysis of this practice ought to be considered in trying to extract positive aspects displayed and leave aside negative ones. This change nor can neither shall be done in a sudden manner, wholly breaking with references gathered during the years. That's what we can infer from the following excerpt:

[…] or, on the one hand would be the pedagogies which claim the maintenance of society and, for that reason, propose and perform the adaptation and the framing of the students in the social model and, on the other, the pedagogies that claim to offer students means by which they might be subjects of this process and not an adjustment object. […] (Luckesi, 2003: 31)

The establishing must be gradual, democratic and, above all, it must take into account the reality of each school and the social milieu in which it fits. One must also demythicize certain concepts which have been mistakenly incorporated when imparting progressive educational proposals, such as the "ban" of evaluation instruments which were employed in the traditional school, as well as the idea that evaluation is the most important component in the teaching/learning process. It is not the instrument in itself which must be analysed but the objectives and the manner in which it is being used; assessment is a very important part of education, to the extent that it diagnoses the student's learning and whole validity of the process; but it is not the most important.

It is also conceived that assessment cannot be seen as an isolated element, as something apart from the learning process but as an entirety which should be closely linked and interacting with all other components of the process. It should be consistent with the school objectives, planning and methodology employed. Hence, when considering assessment, we should also keep in mind all those several aspects, otherwise the evaluation process would be innocuous, not in keeping with the intended education. To assess the student's degree of learning or, what he has reached in terms of knowledge, one has to inquire into the conceptualization of knowledge and how it occurs on the mental level of the student. In conformity with the contributions of Cognitive Psychology and Dialectics Epistemology as related to the process of knowledge building up in the subject, one could conceive knowledge as a mental representation of relations. Thus, it is claimed:

What is significant is not that the process be named testing, measuring or assessment but that it determine the student´s progress or status in relation to the objective sought. (Carvalho, 1987: 344)

In a constructivist and interactive educational attitude, the student goes on to form new knowledge from what he already knows or, the new is formed from the previous (be it to enlarge or to deny, in a new period of superseding the former), thus creating a new relationship for the mental representations already extant and the reality of each student.

In the interactionist methodology, the teacher should induce the student's effective participation in class, so as make him willing to learn in a more scientific manner, to be ready to use his already acquired mental representations, to be on the alert to make new arrangements, new relationships and then from there on to form new knowledge. This is the basis of the constructivist theory, or, the student builds his knowledge through interaction with the object and other subjects. This used not to occur in the traditional school, where the class was merely expositive, without enhancing the student's participation who, most of the time would listen to the teacher without being on the alert in his mental representations for the eventuality of new relations; or, without building up of knowledge or learning. So, it is plain that the methodology applied at school and the assessment are two complementary and articulated practices in themselves, a constant process of exchange and surpassing. It makes no sense applying diagnostic assessment if the teacher still has a traditional attitude in his classes. That is the author's claim:

So that school educational assessment might play its true role of diagnostical instrument for growing, it must be at the service of a pedagogy that is concerned with social transformation and not with its conservation. (Luckesi, 2003: 42)

Another aspect to be approached is that of school planning. Not the formal planning done simply by a demand of the system but one characterized as a foresight of attitudes to be carried concerning an end, an objective. A good definition of planning is found in the text:

Educational planning is a dynamic process which has an aim to be reached and foresees the ways of doing it, starting from a present situation and seeking a future one in which both the individual and society should be considered. (Martins, 1985: 82, 83)

The attitude along recent years has been to plan only for the accomplishment of superior determinations. Concern with form rather than quality has prevailed, the content of the planning and its executability. Certain issues are left untouched, some of them of uppermost importance; such as the criteria as to passing or failing students. These criteria are also established on the occasion of the Class Council's last meeting, when the school year is over, the student's evaluation and the process of teaching/learning itself are determined and finished. This clearly shows a poor planning, where events are not foreseen and usually end up damaging the student

himself, the school's very *raison d`être.*

Basically, planning should be reverted to and in tune with the school's lasting objectives. These being settled, analysis of the reality become vital, otherwise it would be difficult selecting the means at hand if one cannot provide attitudes and measures that are necessary and plausible. At a third moment, the establishment of mediation, otherwise, what to do in order to attain the objectives.

In this perspective, we can conceive planning in three stages: elaboration, execution and assessment. Despite several known divisions of planning, one must be aware that the parts constituted are not fragmented, but linear and sequential. The several stages of planning should be perfectly articulated with globalized components which constantly undergo a process of interaction and remaking throughout its execution. Hence the concept that assessment must be diagnostic, since through its results planning might be reformulated and redirected according to its own excelling in quest of the great objective which is the student's education.

For this reason, it is utterly necessary to set up, from the beginning of the school year, ways of reinforcement and criteria for the Class Council, besides the standard procedures pertaining to any planning. It must never be assumed that diagnostic assessment professes to abolish students´ failing, once it be fair and discerning. What is wanted by means of quality planning and diagnostic assessment is to avoid failing as a surprise element for the student who, almost always, is only belatedly aware of this possibility, i.e., once the school year is over, when appeals to pedagogical help are no longer available, leaving the students solely on the indulgence of the Class Council. Roughly, we might claim that planning efficiently done only on a mental level is better than a fancy one carried along by updated techniques but which is not going to be put into practice by the school on account of a poor analysis of reality or awkwardly formulated objectives or, still, unsuitable procedures.

Closely linked to assessment are two activities from the school universe which must be thought over, namely, the Class Council and the reinforcement studies, institutions created by legal measures which, definitely, have not displayed adequate results during the years. On this subjects, the author claims:

In this sense, I warn that in the same way the Class Council may profit from its constitutive characteristics and be able to lead a democratic project on pedagogic performance, it might as well justify authoritarian relations, discriminatories and forbidding. (Dalben, 2004: 38)

The therapeutic reinforcement, always done at end of the year and in a period of time acknowledgedly scanty for the betterment of the student in any area of knowledge, was created by the law 5.692/71 and has been performed in a random way by practically all the public schools in our country.

Even though fruitless, it cannot simply be suppressed by the will of the school community, for being law enforced; but it might be focused from other perspectives. For this, firstly, the teacher must be willing in really helping the needy students, having in mind not the grade but the content which was not properly learned.

This reinforcement can only be valid and display results if done throughout the school year and integratedly with a process of assessment and prompt reinforcement on the subjects where students had difficulties. Conscious of this situation, the teacher will be able to create means of making real this kind of reinforcement, known as parallel reinforcement, be it giving extra classes focusing on themes with various approaches, or through especial activities for different kinds of students or, still, involving students who have difficulties with those who have already assimilated the content. Finally, the teacher has at his disposal a gamut of alternatives to get the process started which will gradually be improved.

What we no longer can do is to persist in this practice of saving the student in seven days, at the end of the school year, when it will be practically impossible the reversion of the situation, the outcome being the student's failing and the teacher's frustration, who has not achieved his objective, even after a long and tiresome period of one year.

The only way out for studies reinforcement is parallel reinforcement for, only through it shall we minimize the occurrence of therapeutic reinforcement and the "surprise" failing consecrated at the end of the year. There, another evidence that the action of educating cannot be fragmented, we turn once more to the idea of the need to implement interactionism in classes, when the student has the opportunity to express himself, of showing his ideas and his reality and through all this provide the teacher with feedback, so that he can elaborate models and instruments for his reinforcement. In the same manner, the Class Council is an institution that has survived but is not pleasing to the school community. The discussions which at these moments take place are usually empty, wanting in pedagogic basis and with certainties disclaimed by most teachers.

In the new conception, the Class Council justifies its existences only insofar as it aims to improve teaching quality. Its articulation with planning presupposes, from the very beginning of the year, the settling of criteria for its fulfillment, with rules which should be made public to the school community and its social milieu so as to forestall the "surprise" failing. The participation of the community in the Class Councils should also be gradually enlarged, starting with the students and on with other members of the community, bestowing on this institution a truly democratic stamp.

It is interesting to notice that even though in some arrangements the meetings may not count with the student being present, he will always be the central individual at discussions and assessments, this time being present through his results, his successes and developments, his stubborness and failures. (Dalben, 2004: 33)

The Council, be it consultive or deliberative, should always be distinguished by moments of reflections on pedagogical practice and not on arguments about students´ problems with their relatives, which almost always have no relation whatsoever with the real issue, that is, learning.

According to Professor Vasconcelos, the Council should not meet only when discussing pedagogical practices; maybe once in the week, depending on the situation of each school. The same teacher suggests that the Class Councils appointed throughout the year take place in the middle and not at the end of every two months, once the grades are already on file at the secretariat, leaving no possibility of change.

But, how to carry out diagnostic assessment? We trust we already have elements for the dissemination of fieldwork in this sense, seeking ways and instruments which are effective when going after this objective. Assessment cannot limit itself to being only a way of giving grades to the students, but an element of diagnosis and reestructuration of the whole education process. One must get this task started without assuming that this problem will be promptly solved. Say, if it is current today having only one test every two months, we could make it two or three times, besides other means, e.g., reciprocal or self evaluation, participation, etc.

Under the perspective of Constructivism we, teachers, will also be creating new concepts and new practices overlapping theory and practice, trial and error and, to be sure, as we delve deeper in this field the outcome should be a positive one in the long run. We do not have to abolish tests, but to change the focus of its application, keeping in mind that checking students' level of knowledge is the main issue. Tests should not be the only instrument of evaluation but one should also make, as part of the resulting process, under every teacher's discretion, a grade that shall be a kind of register in the student's school life. It's also obvious that we should not forget that this grade will be the means by which the student will proceed to a higher level or stay put in his present stage of schooling, so that from here we might be able to better judge our assessment criteria.

We must also leave aside an attitude which latterly blames the teacher as the only culprit for school failure. Never before has the teacher been under so mean conditions for the exercising of his mettle nor ever have so many demands been put upon him as presently by those in charge of formal education and even by his own colleagues. For reasons of consistency, considering we want to form students, we should, before anything, be critical teachers and so, under the light of reason, analyse the options available without radicalism.

Considering so much information and so many demands, we cannot be extremists to the point of denying everything that has been done in terms of education or, still, to seek different instruments of assessment just because someone tells us that we should be different, without establishing rationality and a scientific basis. One should analyse the whole theoretical referential of the proposals, its practical viability in accordance with the school reality and in consistent tune with our professional possibilities. That way, we shall obtain

well-settled improvements.

Lastly, it is important to stress that the process component parts of the teaching/learning process cannot be seen under a linear, fragmented view. Planning, deed, studies reinforcement, the Class Council and assessment should always interplay in a dialectical manner, seeking to overcome and rethink its attitudes. When this need is recognizable, it is essential to be aware that knowledge must be insured to the student, in a critical manner, meaningful, creative and lasting. Our *modus operandi*, according to Professor Vasconcelos, ought to be built on successive approaches, small steps towards the objective. Each step should be measured, reformulated and it should enhance circumstances for the next stage and thus successively, in conformity with our resources and means available.

It is essential on the part of the educators to take a stand so that we really achieve our aim in terms of school, thereby accomplishing our objective of shaping citizens in full possession of their citizenship, in a more fair and humanitarian society.

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ABSTRAT

It is acknowledged that there is a need of a new politico-pedagogic attitude at school, in the light of another perspective of society. For this, one has to consider new methodologies and new patterns of approaching the teaching/learning process which, before anything, make sure the permanence on the student at school and ensure the educational fulfillment, thus making possible the building up of the future citizen. The current view of school assumes an educational process where students are able to develop their criticism so as to be active in their social milieu, being aware of their roles in society and sensible to their rights and duties. Lastly, it is important to stress that the process component parts of the teaching/learning process cannot be seen under a linear, fragmented view. Planning, deed, studies reinforcement, the Class Council and assessment should always interplay in a dialectical manner, seeking to overcome and rethink its attitudes. When this need is recognizable, it is essential to be aware that knowledge must be insured to the student, in a critical manner, meaningful, creative and lasting. It is essential on the part of the educators to take a stand so that we really achieve our aim in terms of school, thereby accomplishing our objective of shaping citizens in full possession of their citizenship, in a more fair and humanitarian society. Key-words: diagnostic assessment; learning, citizenship.

ÉVALUATION DIAGNOSTIQUE DANS L´APPRENTISSAGE SCOLAIRE

RÉSUMÉ

On connaît le besoin d´une nouvelle posture politico-pédagogique dans l´école, à la lumière d´une autre perspective de societé. Pour que cela arrive il faut réfléchir sur de nouvelles metodologies et de nouveaux approches du processus enseignement-apprentissage, qu´avant tout, assurent la permancence de l´élève dans l´école et, au même temps, sauvegardent l´achèvement de son éducation et par ce moyen, ainsi, concoure à la formation du futur citoyen. La vision actuelle de l´école implique un processus d´éducation où touts les élèves puissent développer leur critique à fin de devenir des êtres performants dans son milieu social, conscients de leurs rôles dans la societé, aussi bien, de leurs droits et devoirs. Dans cet universe, parmi d´autres dispositions, il y a une réelle nécessité d´élaboration d´une analyse consistente de l´évaluation éducationnelle. Il est important ratifier que les parties qui composent le processus enseignement-apprentissage ne peuvent pas être vues sous une optique lineaire, fragmentée. La planification, l´action, le renforcement des études, le Conseil de Classe et l´évaluation doivent être toujours de façon dialectique, en quête de supplanter et de repenser la posture, une fois, diagnostiquée cette exigence. Il est primordial tenir compte que la connaissance doit être assurée à l´élève de façon critique, significative, créative et durable. Il est aussi nécessaire une prise de position de la part des éducateurs à fin de réellement atteindre notre but dans des termes de l´école, et ainsi, réaliser notre objectif de former des citoyens dans la pleine jouissance de leur citoyenneté, inclus dans une societé plus juste et humanitaire. Mots-clefs: Évaluation Diagnostique. Apprentissage. Citoyen.

EVALUACION DIAGNOSTICA EN EL APRENDIZAJE ESCOLAR

RESUMEN

Sabemos que hay una necesidad de una nueva postura político-pedagógica en la escuela, a la luz de una otra perspectiva de la sociedad. Por lo tanto hay que pensar en nuevas metodologías y nuevas formas de abordaje del proceso enseñanza-aprendizaje, que a priori aseguren la permanencia del alumno en la escuela y garanticen la conclusión educacional, viabilizando así la formación del futuro ciudadano.

La visión actual de la escuela presupone un proceso de educación donde todos los alumnos puedan desarrollar su creatividad, para que vengan a se personas activas en su medio social, concientes de su

quehacer en la sociedad y conocedores de sus derechos y deberes. En este contexto, entre otras providencias, existe una real necesidad de elaboración de un análisis conciente de la evaluación educacional.

Es importante ratificar que las partes involucradas en el proceso enseñanza-aprendizaje no pueden ser vistas bajo una óptica lineal, fragmentada. El planeamiento, la acción, la recuperación de estudios, el Consejo de Aula y la evaluación deben estar siempre en interacción, de una forma dialéctica, buscando la superación y el redimensionamiento de postura, cuando diagnosticada esta necesidad.

Es fundamental tener en cuenta que el conocimiento debe ser asegurado al alumno, de manera crítica, significativa, creativa y permanente. Es necesario un posicionamiento por parte de los educadores, para que realmente consigamos alcanzar nuestro ideal en términos de escuela, y para que concreticemos nuestro objetivo de formar un ciudadano en el gozo de la plenitud de su ciudadanía, inserido en una sociedad más justa y humanitaria. Palavras-chaves: evaluacion diagnostica, aprendizaje, ciudadano.

AVALIAÇÃO DIAGNÓSTICA NA APRENDIZAGEM ESCOLAR

É sabido que há necessidade de uma nova postura político-pedagógica na escola, à luz de uma outra perspectiva de sociedade. Para isso há que se pensar em novas metodologias e novas formas de abordagem do processo ensino-aprendizagem, que antes de mais nada assegurem a permanência do aluno na escola e garantam a terminalidade educacional, viabilizando assim a formação do futuro cidadão. A visão atual de escola pressupõe um processo de educação onde todos os alunos possam desenvolver sua criticidade, para que venham a ser pessoas ativas em seu meio social, conscientes de seus papéis na sociedade e sabedoras de seus direitos e deveres. Nesse universo, dentre outras providências, há uma real necessidade de elaboração de análise consistente da avaliação educacional. é importante ratificar que as partes componentes do processo ensino-aprendizagem não podem ser vistas sob uma ótica linear, fragmentada. O planejamento, a ação, a recuperação de estudos, o Conselho de Classe e a avaliação devem estar sempre e, interação, de uma forma dialética, buscando a superação e o redimensionamento de postura, quando diagnosticada esta necessidade. É fundamental ter em conta que o conhecimento deve ser assegurado ao aluno, de forma crítica, significativa, criativa e duradoura. É necessária uma tomada de posição por parte dos educadores, para que realmente consigamos atingir nosso ideal em termos de escola, e com isso concretizarmos o nosso objetivo de formar um cidadão no gozo da plenitude de sua cidadania, inserido em uma sociedade mais justa e humanitária.