

**EDUCATIONAL ASSESSMENT IN TEACHER'S FORMATION COURSE  
PROJECTS: A RESEARCH ON THE STATE OF KNOWLEDGE**

***A AVALIAÇÃO EDUCACIONAL NOS PROJETOS DE CURSO DE LICENCIATURAS:  
UMA PESQUISA SOBRE O ESTADO DO CONHECIMENTO***

***LA EVALUACIÓN EDUCACIONAL EN LOS PROYECTOS PEDAGÓGICOS DE  
CURSOS DE PROFESORADOS: UNA INVESTIGACIÓN SOBRE EL ESTADO DEL  
CONOCIMIENTO***

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**ABSTRACT:** This article presents the results of a bibliographic investigation about how educational assessment is contemplated in the Pedagogical Projects of Courses - PPCs of teaching degree courses. The study is characterized as qualitative and quantitative research, from the state of knowledge perspective. The time frame comprises the years between 2009 and 2019, with the bibliographic material being collected in the following databases: Digital Library of Theses and Dissertations (BDTD); CAPES Theses and Dissertations Catalog; online libraries of postgraduate programs in (educational) assessment; Google and Scientific Electronic Library Online (SciELO). The results found in the inventoried works reveal that the evaluation appears in an exact way in the course documents, as a discipline, or in the menu of other disciplines. The gap between being present in the PPC versus the teacher's practice evaluation stands out, as it is not clear whether these are based only on the evaluation to verify learning or on the evaluation to promote learning.

**KEYWORDS:** Educational evaluation. Pedagogical course projects. Teaching degrees.

**RESUMO:** *Este artigo apresenta resultados de uma investigação bibliográfica acerca de como a avaliação educacional é contemplada nos Projetos Pedagógicos de Cursos – PPCs de licenciaturas. O estudo caracteriza-se como uma pesquisa qualitativa, na perspectiva do Estado do Conhecimento. O recorte temporal compreende os anos entre 2009 a 2019, sendo o material bibliográfico coletado nas seguintes bases de dados: Biblioteca Digital de Teses e Dissertações (BDTD); Catálogo de Teses e Dissertações da CAPES; bibliotecas online de programas de pós-graduação em avaliação (educacional); Google e Scientific Electronic Library Online (SciELO). Os resultados encontrados nos trabalhos inventariados revelam que a avaliação educacional aparece de forma pontual nos documentos de curso, como disciplina ou na ementa de outras disciplinas, mas não recebe atenção de forma aprofundada, enquanto transdisciplina. Destaca-se o abismo entre estar presente no PPC*

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*versus a prática de avaliação de docentes, pois não fica claro se estas são pautadas apenas na avaliação para verificação da aprendizagem ou na avaliação para promoção das aprendizagens.*

***PALAVRAS-CHAVE:*** Avaliação educacional. Projeto pedagógico de curso. Licenciaturas.

***RESUMEN:*** En este artículo se presentan resultados de una investigación bibliográfica sobre cómo se contempla la evaluación educativa en los Proyectos Pedagógicos de Cursos (PPC) de cursos de licenciatura en Pedagogía de una universidad federal. El estudio se caracteriza por ser una investigación cuali-cuantitativa, desde la perspectiva del conocimiento. El recorte temporal comprende el período entre 2009 y 2019, y el material bibliográfico fue recogido en las siguientes bases de datos: Biblioteca Digital de Tesis y Disertaciones (BDTD); Catálogo de Tesis y Disertaciones CAPES; bibliotecas en línea de programas de posgrados en evaluación (educativa); Google y Scientific Electronic Library Online (SciELO). Los resultados encontrados en los trabajos inventariados revelan que la evaluación aparece de forma puntual en los documentos del curso, como asignatura o en los contenidos programáticos de otras asignaturas. Se destaca la brecha entre estar presente en el PPC versus la práctica de evaluación del docente, ya que no está claro si estas se basan solo en la evaluación para verificar el aprendizaje o en la evaluación para promover el aprendizaje.

***PALABRAS CLAVE:*** Evaluación educativa. Proyecto pedagógico de curso. Licenciaturas.

## **Introduction**

Educational evaluation has been widely discussed in recent decades in its different domains: learning, institutional, policies and programs, curricula; nationally and internationally, in research groups and postgraduate programs (AFONSO, 2014; ARRETICHE, 2007; DIAS SOBRINHO, 2003; COHEN; FRANCO, 2012; FERNANDES, 2010, among others).

We can understand evaluation as a social practice (FERNANDES, 2010), being a constitutive element of the human being in its various facets, as an inherent component of the pedagogical process. It has been present since the beginning of the student journey, allowing one to get to know the reality and the different social spaces, following the trajectory of people who go through formation and teaching work, who go from being evaluated to being evaluators.

This understanding reinforces the need to analyze educational evaluation in the interaction with the economic and social system, since States and international agencies use evaluation to define educational policies. All these elements directly interfere in education and teaching action, hence the importance of researching how educational assessment is

contemplated in the Pedagogical Projects of Teacher Formation Courses, since the practice is permeated by different domains and can be carried out and used under different perspectives.

This work presents partial results referring to research that has been carried out in the scope of a Brazilian federal university regarding how educational evaluation is considered as a content and area of knowledge in Pedagogical Projects of Teaching Degree Courses in Pedagogy. The reflections are carried out based on the survey of the state of knowledge in works that have as their theme the educational evaluation in Pedagogical Projects of Courses (PPCs).

The general research that supports this work aims to analyze what are the trends, perspectives, practices for teaching and discussions on evaluation present in the Pedagogical Projects of Pedagogy Courses. This work, which brings partial results, proposes to carry out a survey of the state of knowledge in the scientific production available online on teaching and discussions on educational evaluation present in the Pedagogical Projects of Teaching degree Courses in our country.

At this point, it is intended to identify which dimensions and aspects have been prioritized in these studies and which have not been sufficiently explored, in which period and spaces they occurred more frequently and where they are available. The material was collected from the scientific production available in the following sources and databases: a) online libraries of CAPES dissertations and theses; b) online libraries of postgraduate programs; c) journals available online in Scientific Electronic Library Online (SciELO) indexing databases.

The importance of this work is justified by the need to qualify teaching and learning about educational assessment in teacher formation courses. The hypothesis that permeates this work is that the degrees do not deepen aspects of educational assessment in their PPCs. It is believed that the discussions are carried out in the context of the classroom, during the course of the disciplines, but that the theme is not sufficiently in-depth theoretically and epistemologically in the projects, which shows a weakness in the strengthening of educational assessment as a field of study.

To this end, this text brings in the first part fundamental concepts: educational evaluation, domains/dimensions of evaluation and evaluation as a transdisciplinary and as a field. Then, a mapping of scientific productions is presented for the period that comprises the years 2009 and 2019 on the topic in vogue.

The reflections presented seek to strengthen the understanding of evaluation as a fundamental element for teaching action in search of more politically conscious, ethically reflective and potentially emancipatory practices.

### **Approaches and concepts in educational assessment**

Assessment is part of our daily life. Whether in professional or private life, we are constantly being evaluated. It is a social practice that brings contributions to different areas of human activity, such as economics, health and education. Among the contributions that evaluation processes can make, we can cite the glimpse of more efficient solutions to contemporary problems, such as access to social goods and distribution of resources and more informed decision-making, seeking improvements (FERNANDES, 2010; FERNANDES, 2013).

As a domain of knowledge, evaluation is present in all areas of knowledge (FERNANDES, 2013). Particularly regarding this work, assessment permeates education on a daily basis, whether in the classroom or in the organization of educational systems.

Currently, the study of educational evaluation refers to different frameworks and regulations and presents theoretical-methodological concepts and approach linked to the social interests in dispute. As a broad process, it is not to be confused with the mere rendering of accounts and does not work only as a control and measurement mechanism but can be used as an instrument that makes it possible to understand the educational phenomenon in its different nuances.

Increasingly used to understand the numerous issues that permeate the educational phenomenon, educational evaluation makes it possible to describe and act on the problems in focus according to the objectives to which it is placed. As it is exercised by people with their own trajectories, it is eminently ethical and political, as each subject brings with them values and practices, beliefs and experiences, which attribute singularities and specificities to the evaluated object. For this reason, it produces results that vary according to the perspective in which it is carried out and, these same results, can produce senses and meanings that meet the underlying theories.

Educational evaluation is a polysemic expression that indicates the need to consider the context in which it is treated. Currently, the use of the expression has extrapolated the context of learning in function of the importance that the evaluation acquired in the context of the State-evaluator. It goes beyond pedagogical evaluation, a domain most commonly

exercised by teachers, but is related to the various evaluative dimensions. It can refer to the evaluation of learning, the evaluation of schools, the evaluation of curricula and programs, the evaluation of projects, the evaluation of educational systems, the evaluation of education professionals, or even the evaluation of public policies (AFONSO, 2010).

Sousa (2000, p. 101, our translation) explains that “it is possible to classify the dimensions of educational evaluation according to the pedagogical space that defines its performance”. It defines the following dimensions: classroom evaluation, institutional evaluation, evaluation of educational programs and projects, curriculum evaluation, systems evaluation. As for Brandalise *et al.* (2020) the domains are the objects of study of educational evaluation, namely: learning evaluation, program evaluation, policy evaluation, institutional evaluation, large-scale evaluation, curriculum evaluation, among others.

This indicates that discussions regarding educational evaluation must permeate teacher formation beyond the instruments of verification and promotion of learning, as decisions that are (or are not) taken at a macro level directly interfere in the context of schools. Therefore, teachers and professors need to know the discussions and constructions related to the field of evaluation, avoiding naive practices disconnected from the social, political and economic context, which more or less directly determine education.

Fernandes (2018) places evaluation as a transdisciplinary. The theorist explains that, historically, evaluation has had difficulties in determining its pure area of studies, such as the primary disciplines of physics, chemistry or philosophy, which has delayed the affirmation of evaluation as a discipline. For him, the content of a transdiscipline comes from other primary disciplines and has, in addition to its pure area, an applied area “[...] whose main purpose is to develop instruments that can be used by other disciplines” (FERNANDES, 2013, p. 18, our translation). However, currently the relevance of evaluation “[...] stems from the need for its presence in all fields of knowledge and areas of functioning of society, which gives it its transdisciplinary nature” (FERNANDES, 2018, p. 50, our translation).

Afonso (2014) explains that evaluation as a field of knowledge comprises functions and dimensions of various orders (pedagogical, technical, scientific, cultural, symbolic, social, political, control and legitimation) and “converges on the concern of reinforcing the dignity of evaluation and the corresponding complexity of its theories and methodologies” (AFONSO, 2014, p. 488, our translation).

Such statements emphasize the relevance of the field of evaluation from a sociological point of view, with its theories, methodologies and agents.

[...] with its own specific dynamics, where professional practices, theoretical and conceptual reflections and empirical research are developed, crossed by divergent interests and relations of power and conflict, and a place where tensions are played out and formed from plural scientific, technical and methodological aspects, but also based on very different and sometimes contradictory values (ethical, political, economic, educational) (AFONSO, 2007, p. 9-10, our translation).

The field of evaluation demonstrates its complexity when inserted in the political and social spheres, since it highlights the contradictions present there, not only epistemological but also of conceptions of the world. Faced with this debate, the evaluation is part of a political and ethical debate. Political because it develops in contradictory social dynamics, ethical because it takes place in a social environment and is assured in intersubjectivity (DIAS SOBRINHO, 2003). Furthermore,

contributions from philosophy, psychology, pedagogy, curriculum theories, administration and management, history, anthropology, economics, politics or sociology can be called upon to, depending on the case, circumscribe or give greater analytical density to the issue of evaluation, or understand and put into practice evaluation processes. It is, therefore, a field open to different approaches, whether they are more limited to conceptual boundaries, or more transversal and interdisciplinary (AFONSO, 2010, n/p, our translation).

In addition to the different perspectives and arguments that defend evaluation as a transdiscipline or evaluation as a field, such divergences converge so that the debate seeks to “[...] reinforce the dignity of evaluation and the corresponding complexity of its theories and methodologies – in clear opposition with the deeply reductive and conservative [...]” (AFONSO, 2014, p. 488, our translation).

It is essential that educational assessment be present in the Curricular Pedagogical Project of teacher formation courses, guaranteeing, at least in theory, that future teachers and professors will have contact with theoretical and methodological aspects in educational assessment. It is hoped that this will be reflected in the teaching pedagogical practice, since they will be able to understand the political implications of evaluation in the school and social context.

However, the study by Barbosa (2012) indicates that there is a precariousness in the field of knowledge about educational assessment that underlies the daily practice of these future teachers, a result of the inefficient way of contemplating assessment in initial formation courses. In general, educational assessment is approached as a discipline and/or content in a more or less in-depth way in the degrees, however, the criticism that is made is about the act

of 'teaching' assessment while the assessment practices in such courses are predominantly mechanical, classificatory and reproductive. Take as an example the evaluation of learning, often future teachers and teachers 'learn' to evaluate when being evaluated in a much more significant way than in theoretical discussions and distant from practice. We can extend this discussion to other domains of evaluation, such as institutional or public policy evaluation, as these evaluations are rarely used in initial formation courses as practical activities.

The reality of teaching practice requires theoretical-methodological knowledge to carry out assessments, however, Barbosa (2012, p. 1) explains that “students of teaching degree courses “suffer” assessments (and with the assessments) without, however, learning with them and about them”. These teachers rely only on the knowledge of experience as students, knowledge that often does not match a critical perspective because they were classificatory and without reflection. This lack of preparation to conduct and participate in assessments makes these teachers support ineffective assessment models (BARBOSA, 2012).

Based on the above, this text aims to present the results of a bibliographic investigation about how educational assessment is contemplated in the Pedagogical Projects of Courses - PPCs of teaching degree courses.

### **Methodological aspects**

The study carried out is characterized as qualitative research (MINAYO, 2002), with a bibliographic character in the perspective of the state of knowledge (FERREIRA, 2002). Such research seeks to map and understand the production of knowledge in a given area (ROMANOWSKI; ENS, 2006). Teixeira (2006, p. 60, our translation) explains that research on the state of knowledge “seeks to understand the knowledge elaborated, accumulated and systematized on a given topic, over a period of time”. For this, the rescue of the academic production of a certain area is carried out.

A survey was carried out of the scientific productions of the period that comprises the years between 2009 and 2019 related to the object of study. The bibliographic material was collected in the following databases: a) Digital Library of Theses and Dissertations (BDTD); b) Catalog of CAPES Theses and Dissertations; c) online libraries of postgraduate programs in (educational) evaluation; d) journals available online in the Scientific Electronic Library Online (SciELO) indexing database.

The descriptors used for the search were: educational assessment; course pedagogical project; PPC; evaluation AND pedagogical course project; AND PPC assessment (*avaliação*

*educacional; projeto pedagógico de curso; PPC; avaliação AND projeto pedagógico de curso; avaliação AND PPC*). From them, only the works directly related to the theme were selected. Afterwards, the selected research were detailed regarding their objective, methodology and main results, which are presented in sequence.

## Results and discussions

As stated, the mapping described sought to identify the incidence of scientific production regarding the evaluation of educational education in the PPCs of teaching degree courses. With this, it was intended to identify which dimensions and aspects were prioritized in these studies and which were not sufficiently explored, as well as in which period and spaces they occur more frequently and where they are available.

Let's go through the initial description of these works and, soon after, we bring some discussions relevant to the findings.

The search resulted in a total of 12 works distributed among articles, 6 articles in periods and annals of events and 6 dissertations. Regarding the areas in which the works are inserted, see Table 1.

**Table 1** – Incidence of work by area

Area	Amount
Evaluation	6
Education	4
Science and Mathematics Education	2
<b>Total</b>	<b>12</b>

Source: Research data organized by the authors

It is noted that the educational assessment in the PPCs is not presented in a consolidated way. Although at first glance this data seems to be present in different domains, we can see, from the description of these studies, that they appear in stagnant moments, far from a global and integral perspective necessary for the study of the field of evaluation in teacher education. The description of these research is given.

Costa (2013) sought to analyze in his Master's research the process of assessment of learning developed in disciplines in a distance learning Mathematics Teaching Degree course. Based on the curriculum of the course, the researcher selected four subjects of specific knowledge to be part of the investigation, using the course's PPC as a data source; the virtual learning environment of each chosen subject in terms of the didactic design, the proposed



assessment tasks, feedback from tutors to students and face-to-face tests. Among the research results, despite the PPC pointing to a formative assessment concept, which defines the assessment format is the teaching concept. Furthermore, the emphasis on specific knowledge does not favor reflection on pedagogical knowledge, including assessment.

Lopes (2013) in his dissertation analyzes the principles and concepts that underlie the evaluation of teaching and learning processes in the pedagogical projects of teaching degree courses at the Federal University of Ceará, in order to identify whether the proposed evaluative practice meets the profile of formation defined by the PPCs. As data collection methods, the researcher analyzed institutional documents and interviews with course coordinators, which allowed the conclusion that there is a lack of knowledge of institutional documents by the various institutional subjects (teaching, student and technical-administrative staff). The study also highlights the lack of articulation between the institutional conceptions present in the documents and what is practiced in terms of learning assessment, still characterized as an instrument of power.

Poltronieri and Calderón (2015) dedicated themselves to analyzing the scientific production on the assessment of learning in higher education, published in the journal *Estudos em Avaliação Educacional (EAE)* over a period of 20 years, spanning from its creation in 1990 to 2010. In this detailed study, it was identified that the largest production of the journal in the period investigated is focused on the operationalization of evaluation in higher education. It is worth mentioning that no studies concerning evaluation were found in the pedagogical course projects.

Villas Boas and Soares (2016) problematize in their study the place of evaluation in the Teaching Degree of Letters, Mathematics and Pedagogy courses. To this end, they interviewed students, teachers and coordinators of these courses, as well as observed classes in the discipline of school evaluation. The research revealed that, in the formation of these future teachers, the subject of evaluation does not receive due attention, exemplified in the absence of feedback in the evaluations by professors, in the confusion between evaluation and evaluative instruments and in the belief that evaluation should be worked only by specific teachers or professors, who are responsible for the so-called pedagogical subjects.

In the same year, Ramos *et al.* (2019) aimed to analyze how the Pedagogy course at the Federal University of Amazonas (IEAA/UFAM) conceives the assessment of learning in its field of formation. Thus, from a critical analysis of the PPC, it was found that the Pedagogy course has demonstrated that it proposes to evaluate academics, future teachers and pedagogues, in a contextualized way, considering teaching and learning in a constructivist and

progressive perspective on education. However, the authors emphasize that it is necessary to investigate whether what is foreseen in the documentation is being implemented in practice.

Gonzaga's dissertation (2016) sought to understand how the evaluative practices of teachers of the Mathematics teaching degree course are thought and undertaken, in view of the discourse and actions carried out in the classroom. The author identified that most evaluative practices revolve around exams and there is difficulty in mobilizing other instruments to verify learning. Among the results, the research points to the need for continuous formation of the teaching staff, since there is no specific preparation for educational evaluation; mobilization of the student body on the importance of the subjects of the pedagogical core, so that there is greater recognition of educational assessment as a tool for promoting learning.

Silva *et al.* (2016) undertook research with the objective of raising the approach of the content of Large-Scale Educational Assessment in face-to-face, public and private Pedagogy courses in the country and also to verify how faculty and coordinations think about the relevance of this approach. Although this content is mandatory in the formation of Pedagogy professionals, the research shows a low rate of higher education institutions that teach the content, however, the coordinators and participating teachers considered the Large-Scale Educational Assessment approach to be relevant in the courses of degree in Pedagogy.

Sales' research (2017) highlights the dichotomy between what is established in the PPCs and the evaluative practice in Chemistry teaching degree courses at two different HEIs. The researcher explains that the analyzed projects make an incipient discussion about evaluation and even when the evaluative proposal shows an innovative tendency, there is a detachment in relation to the teaching evaluative practice. The work concludes by defending a solid formation for the teaching staff that will qualify teachers and professors, with discussions that allow more innovative and inclusive evaluation paths; constant and collective review of the PPCs, so that the course faculty recognize themselves in it, which leads to a more conscious development of the document.

Carvalho, Benfatti and Silva (2017) sought to investigate assessment in education as a curricular component in the PPCs of Pedagogy Courses at Brazilian federal universities. In this investigation, from the institutions participating in the Enade, a sampling was carried out with 20 universities in which the PPC was analyzed in terms of the characteristics of the offer of the educational evaluation discipline, constitutive elements of the evaluation discipline, the relationship of these disciplines with the categories of the National Curriculum Guidelines for Pedagogy (DCN, Portuguese initials). The results showed that more than half of the course

projects include educational or teaching-learning assessment as a curricular component and of a mandatory typology, which legally proves the course's compliance with the DCN.

Also investigating the pedagogical project of the Pedagogy course at a university in the capital of Bahia, Freitas (2017), in a first moment of analysis of course documents and interviews with professors and students, highlighted the absence of curricular components of Evaluation in terms of Assessment and Management in the current PPC, contrary to the DCN, in addition to students' doubts about the evaluation processes used by teachers. Later, the author presented the reformulation of the PPC collectively, seeking to alleviate the reported weaknesses.

França (2017) describes the knowledge about assessment offered in the formation process of undergraduates and graduates of the Pedagogy course at the Federal University of Alagoas – Campus do Sertão. Through interviews, the researcher verified the contradiction between the theoretical framework used in the evaluation discipline and the way in which the course's professors are evaluated. Specifically, about graduates, it was observed that they tend not to reproduce the assessment models that were submitted at the university and, as professors, they seek to use assessment instruments as a mechanism for monitoring student learning.

Rego (2019) brings as the object of her Master's research the implications for the formation of teachers and professors from the perspective of learning assessment present in PPCs of teaching degree courses in Chemistry and Physics of two higher education institutions. The author analyzed the relationship between the evaluation proposals present in the PPCs with the Evaluation Generations described by Guba and Lincoln (2011). The authorship identified that the discussion in the analyzed PPCs is situated in more innovative proposals of evaluation, however, the space destined for these discussions is restricted to the pedagogical disciplines.

In the studies presented, even in different teacher formation courses, it is observed that evaluation is an object and area that is little explored. This implies that, in general terms, although the assessment component is present in the PPCs of teaching degree courses, it is not inserted in a globalized way together with the other components, nor is it understood as a promoter of learning.

In the research presented, evaluation appears as a discipline or in the menu of other disciplines, that is, its place is perceived to be reduced in teacher formation and, when it occurs, the pedagogical work developed is punctual, often attributed to teachers of specific subjects.

In the studies presented, in different teacher formation courses, it is observed that evaluation is an object and area that is little explored. It is important to point out that the DCNs that regulate teaching degrees in our country (BRASIL, 2015) show that studies on evaluation should be part of the initial formation of teachers in our country.

Thus, PPCs that do not include disciplines and/or formative moments that aim to explore the most diverse areas of evaluation, do not advocate the minimum discussions expected in teacher formation.

Specifically, regarding educational evaluation, which has been defended in this text as transdisciplinary as a field of knowledge, its absence in formation guiding documents or when present related to stagnant moments, allows us to infer that the place of evaluation education ends up being minimized and disconnected from social and political contexts.

In fact, this place is reduced in teacher formation and developed in a punctual way, often attributed to teachers of specific subjects, without globalized insertion with the other curricular components, nor understood as a promoter of learning.

### **Final considerations**

Progressively in recent years, evaluation has been contemplated in PPCs, which can be understood as an advance in the formation of teachers and professors. However, the way the discipline is conducted and the university experiences regarding assessment raise the need to better investigate assessment in higher education, especially in teaching degree courses.

Even addressed in the PPCs, doubts remain regarding their execution and contribution to the formation of teachers. In addition, the biggest questioning takes place in the abyss between being present in the PPC, having a specific subject in the course to work on evaluation, which, almost always, presents reflective and constructivist theoretical references to understand evaluation, but the practice of evaluating teachers ends up being based only on the verification of learning through instruments such as tests and seminars.

The unfolding of these practices in terms of educational assessment raise questions about the formation of teachers regarding the experience that these future education professionals have with educational assessment. Thus, we ask if their university knowledge allows, therefore, that new evaluative practices are employed in basic education. Our hypothesis, which comes from our empirical work at this stage of schooling, reveals that teachers still understand the assessment of learning as a punctual moment, as if marking the end of learning, submitting students to rankings and comparisons.

It is noteworthy that if the teacher does not have the opportunity to think about evaluation in another way, whether in their initial or continuing education, classifying and decontextualized practices are perpetuated in the educational scenario. We advocate, then, in favor of a reflective experience regarding educational assessment. Therefore, at first, we consider positive the existence of research that shows the presence of this, even if as a discipline that addresses specific aspects of educational assessment. However, the consequences of this to teacher formation need further investigation.

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