



Learning evaluation on the basic education:researches of the state of the art in question (1980-2007)¹

Avaliação da aprendizagem na Educação Básica: as pesquisas do estado da arte em questão (1980-2007)

Adolfo Ignacio Calderón[a], Heloisa Poltronieri^[b]

^[a] PhD in Social Sciences from the Pontifícia Universidade Católica de São Paulo (PUC-SP), post-doctorate in Educational Sciences from the University of Coimbra, teacher-researcher of the Masters Program in Education at the Pontifícia Universidade Católica de Campinas (PUC-Campinas), Campinas, SP - Brazil, e-mail: adolfo.ignacio@puc-campinas.edu.br

^[b] MS in Education at the Pontifícia Universidade Católica de Campinas (PUC-Campinas), scholarship student of the Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES) [Coordination for the Improvement of Higher Education Personnel], Campinas, SP - Brazil, e-mail:helo_poltronieri@hotmail.com

Abstract

This article intends to identify and to analyze studies about the State of the Art focused on the evaluation area in the basic education, trying to understand the main theoretical,

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methodological contributions and concerns of the Brazilian scientific community to this area. Three important researches which focus on a period of 28 years, from 1980 to 2008 (SOUSA, 1994; BARRETO; PINTO, 2001; ULER, 2010), complemented by two other studies that highlight particularities of the area (SOUSA, 2005; CANDAU; OSWALD, 1995) are the basis to comprehend learning evaluation as a field of knowledge. Analyzing the scientific production in a timeline, the power of the technicist paradigm during the 70's and the 80's is evident, as well as the attempts to overcome it during the 80's in the direction of formative and emancipatory proposals. During the 90's, researchers' concerns move from the evaluative practices in the school, of technical approach, to a critical coverage of the ideas, concepts, theories and assumptions of the evaluation. Now, the first decade of this century, in the Brazilian scientific field, it's noticed a theoretical direction that points to the hegemony of an emancipatory paradigm, whose essence consists in a procedural, participatory and formative evaluation of learning. However, the studies show the great distance between theoretical references used in universities (emancipatory paradigm) and reality in public schools (technicist-traditional paradigm).

Keywords: Learning evaluation. State of the art. Research on education.

Resumo

Este artigo tem por objetivo identificar e analisar os estudos existentes sobre o Estado da Arte focados na área da avaliação da aprendizagem da educação básica, visando compreender quais são as principais contribuições e preocupações teórico-metodológicas da comunidade científica brasileira na área em questão. A referência de análise foram três grandes pesquisas estruturantes da compreensão da avaliação da aprendizagem como campo de conhecimento, que focam um período de 28 anos, de 1980 a 2008 (SOUSA, 1994; BARRETO; PINTO, 2001; ULER, 2010), complementada com duas pesquisas que ressaltam especificidades da área (SOUSA, 2005; CANDAU; OSWALD, 1995). Analisando a produção científica dentro de uma linha de tempo, fica evidenciada a força do paradigma tecnicista na década de 70 e 80, bem como as tentativas de sua superação no decorrer da década de 80 na direção de propostas formativas e emancipatórias. Na década de 90, a preocupação dos pesquisadores desloca-se das práticas avaliativas na escola, de cunho tecnicista, para a abordagem crítica das ideias, concepções, teorias e pressupostos da avaliação. Na primeira década do século XXI, constata-se um direcionamento teórico que acena para a hegemonia, no campo científico brasileiro, de um

paradigma emancipatório, que tem em seu cerne a avaliação da aprendizagem de forma processual, participativa e formativa. Contudo, as pesquisas demonstram o acentuado distanciamento entre os referenciais teóricos utilizados nas universidades (paradigma emancipatório) e a realidade das escolas públicas (paradigma tecnicista-tradicional).

Palavras-chave: Avaliação da aprendizagem. Estado da arte. Pesquisa em educação.

Introduction

The Learning Evaluation constitutes on one of the most discussed topics when it comes to evaluation studies of education in basic education in Brazil (BARRETO; PINTO, 2001).

There is an extensive academic research on Learning Evaluation, which is expressed in the form of articles published in journals, thesis and doctoral dissertations. With so many publications comes a line of research based on the studies of the State of the Art or State of Knowledge, directed to perform a balance of academic production on the subject, with the aim of mapping what was produced, enabling the visualization of the developments in the field of knowledge, as well as the remaining gaps in the area of Learning Evaluation in basic education.

In Brazil, production of the type of state of the art gained ground in academic partnerships with government agencies. The *Instituto de Estudos e Pesquisas Educacionais Anísio Teixeira* (INEP) [Institute for Educational Studies Anísio Teixeira] in the end of the 90s, enabled the studies on the state of the art in several topics, such as Literacy, Early Childhood Education, Education Management, Teacher Education and College Education, published in the State of Knowledge Series, totaling eleven fascicles.

Studies that are dedicated specifically to analyze the state of the art of the learning Evaluation has been produced in the Brazilian scientific community since the early years of the nineties, emphasizing thus the concern of researchers on knowing the stage of academic development of this theme.

Seeking to contribute to the efforts to understand the evolution of this field of knowledge is intended, through this article, studying the existing researches on the state of the art that are focused on the area of the Learning Evaluation in basic education, in order to understand what are the main contributions and theoretical concerns of the authors, as well as analyze the methodological strategies adopted. This article is drawn from the analysis and the comparing dialog between three structural researches of the understanding of the Learning Evaluation as a field of knowledge, which is focused on a period of 28 years from 1980 to 2008 (SOUSA, 1994; BARRETO; PINTO, 2001; ULER, 2010), complemented with two studies that highlight the specificities of the area (SOUSA, 2005; CANDAU; OSWALD, 1995).

Learning evaluation in focus

Among the different methods of evaluation like evaluation of curriculum, program evaluation, institutional evaluation, the Learning Evaluation is established as the most frequent subject of scholarly analysis in evaluation, being this the main issue addressed by the mid-'60s, it occurred once in Brazil and only in the 70's that new evaluation objects begin to emerge. Given this fact, it is indisputable that there is a big concern of the evaluation specialists to clarify the meanings of the educational evaluation in the Brazilian context (BARRETO; PINTO, 2001).

The origins of the studies on the learning evaluation remind us to the beginning of the twentieth century, a period in which, according to Dias Sobrinho (2003), the evaluation began to develop as a practice applied to education. Using the knowledge of the field of psychology, began a movement that strengthened the culture of the tests and measures developed by Robert Thorndike, whose ideas were based on the measurement of the changes of the human behavior. The evaluation sought to quantify of the learning, being the measuring instruments the major concern of the scholars, who dedicated themselves to investigate them with a big emphasis on the 1920s.

This psychological perspective was assumed that the “path to understanding and improvement of school education is the understanding of the student” (SOUSA, 1995, p. 44). Thus, the issue of education was understood beneath an individual look, considering the performance of the subject as something defined by biopsychological aspects, ignoring relations with social conditions of origin and their school systems (SOUSA, 1995).

The 30s is marked by the advancement of ideas of measurement mainly with Ralph Tyler who spread this view in his study titled “Study of the eight years.” In this study, we developed standardized tests, scales of attitude, inventories, questionnaires, registration forms and other behavioral measures (SAUL, 2001).

The evaluation approach of Tyler is known as “evaluation by purposes” which consists in to determine to what degree the educational objectives are being reached by the programs of curriculum and teaching. According to Tyler (1979), the objectives aim to produce changes in behavior of the students, thus the evaluation would be the process that determines the degree in which these changes occurred.

The evaluation is thus on that conception, a valuable tool for the regulation of knowledge and of the ways of acquiring it, more than that, define the desired behaviors, controls its compliments and apply the sanctions and rewards corresponding to the results (DIAS SOBRINHO, 2003, p. 19).

Brazil has followed the American trend based on positivism. In the final years of the 1960s and 1970s, Brazilian authors dedicated themselves to providing information and guidance for the development of tests and educational measures based on principles of Tyler (SOUSA, 1995). Besides the influence in academia; such ideas as pointed out by Saul (2001), translated into laws and state and federal decrees about the evaluation in schools equivalent to elementary and middle school. However, it was not only Brazil who adopted the conception establishment of regional and national standards of the mere technical approach. Due to its regulatory nature, this conception is, still, nowadays, widely

disseminated in the evaluation performed within the government, in worldwide scale.

Tyler's ideas have dominated the theory and development of the evaluation. Sousa (2008) points out that it is not observed alternative ideas to the Tyler's proposal, just new interpretations and advances, like detailing or explicitness. In the words of Worthen, Sanders e Fitzpatrick (2004, p. 139), the tradition started by Tyler sixty years ago has shown a striking force, to the extent that is attractive "let the fact of achieve goals determine the success or failure and justify improvements, maintenance or closing of the activities of the program".

In Brazil, the subject evaluation gained strength after the educational reforms initiated in the 1980s, being leveraged to the Law of Guidelines and Bases of National Education, adopted in 1996 (BRASIL, 2010), that determined as incumbency of the Union the organization of the evaluation of academic performance for all the levels of the education.

In the early 1980s, the *Ministério da Educação* (MEC) [Ministry of Education] started to encourage the studies about evaluation that, until then, summarized in translations of works produced abroad who divulged ideas and conceptions of foreign authors, distant from our reality, with the goal of expanding the culture on the subject. Thus, there was an increase the disclosure of periodicals specialized on researches and experiences in evaluation field (GOMES NETO; ROSENBERG, 1995).

The 1990s, with a strong impact in the first decade of this century, was characterized by the introduction of educational policies accompanied by concerns about the evaluative questions, enabling the emergence of a vast literature which focuses on understanding and intervention in the evaluation process in large-scale and systems that spread in the country, in the various levels of government: federal, state and municipal. The *Sistema Nacional de Avaliação da Educação Básica* (SAEB) [National System of Evaluation of the Basic Education], the *Exame Nacional do Ensino Médio* (ENEM) [National Secondary Education Examination], as well as the state systems of the evaluation that is emerging, that constitute in evaluative experiences that contributed to

the training and improvement of researchers and technicians in evaluating school and institutional performance and on educational systems (GATTI, 2002).

Following a timeline

In regards to the studies on the state of the art of the evaluation of learning in basic education, it appears that this began with the pioneering research conducted by Sousa (1994), in his doctoral thesis entitled *Learning Evaluation: nature and contributions of the research in Brazil in the period of 1980-1990*.

With this thesis, is inaugurated in Brazil a line of research studies within the so-called state of the art that, until the time of finalizing this article, it has been strengthened with the studies by Barreto and Pinto (2001), Uler (2010) and Candau and Oswald (1995).

It is research that in one way or another have as a common denominator the concern with the state of knowledge produced in the field of educational evaluation, focusing on evaluation of learning. As stated by several authors (FERREIRA, 2002; NÓBREGA-THERRIEN; THERRIEN; 2004; ROMANOWSKI; ENS, 2006; CASTRO; WERLE, 2004), these studies have bibliographic order and allows you to organize and systematize critically the knowledge produced in a particular period of time about an area of knowledge. It seeks to map the scientific production, define the worked themes, the dominant approaches, the main trends and their impacts, as well as identify gaps, unexplored fields and emerging issues that may be discussed in future researches.

Analyzing scientific production within a timeline, it appears that the studies cover a period from 1972 to 2007. These are studies that take as reference of analysis that are basically doctoral thesis, dissertations and journal articles - thesis (ULER, 2010), thesis and journal articles (SOUSA, 1994; SOUSA, 2005), and journal articles (BARRETO; PINTO, 2001; CANDAU; OSWALD, 1995).

An overall reading would become difficult as the source of the scientific production of the work in question is quite differentiated, however, it is not impossible if we respect and clarify the specifics of the sources and try to identify the commonalities and differences highlighted by researchers.

Overcoming the technicist vision (1980-1990)

In his doctoral thesis, in order to understand the process of drafting and dissemination of the produced knowledge, Sousa (1994) studied the academic production on the learning evaluation in the period of 1980-1990, through the analysis of doctoral thesis and dissertations produced in the country over these years. It can be stated that the author in question, captured the theoretical movement occurred in the 1980s, on the field of the learning evaluation, defending the hypothesis that, in this period, efforts were developed in order to “redirect the conception of dominant evaluation built under the influence of Ralph Tyler” (SOUSA, 1994, p. 137).

The dissertations and doctoral thesis that were the basis for this study were selected from the consultations to the *Associação Nacional de Pós-Graduação e Pesquisa em Educação* (ANPED) [National Association of Post Graduation and Research in Education], to the INEP, to the *Conselho Nacional de Desenvolvimento Científico e Tecnológico* (CNPq) [National Council for Scientific and Technological Development] and to the libraries of the Education Area of *Universidade de São Paulo* (USP) [University of São Paulo], of the *Pós-Graduação da Pontifícia Universidade Católica de São Paulo* (PUCSP) [Post Graduate of the Pontifical Catholic University of São Paulo] and of the *Fundação Carlos Chagas* [Carlos Chagas Foundation].

From this survey it was identified that forty researches developed around the theme of learning evaluation, being thirty-five dissertations and five doctoral thesis, produced in thirteen institutions of the country during the 1980s, however, due to the difficulty of the access to them, the author conducted the analysis of thirty-seven.

This research was conducted in two stages. First, we did examine each one of the collected studies, having as reference information provided by the own authors in relation to the following issues: topics in which the work is organized, funding, goals, purposes and rationale of the study, theoretical approach, methodology, results, suggested researches, and thesis and dissertations of the area cited in the bibliography. In the second step, we analyzed the works in question, seeking to grasp the features, concepts, emphases, trends and contributions that the set of productions showed, using the following categories of analysis: general characterization, themes, goals/objectives, theoretical-methodological approach, articulation between the researches; proposed routing.

In the survey, it is clear that the learning evaluation was not constituted as a prime theme in the researches of post graduate, since they correspond only with 1.3% of total researches in the period. The author also notes that the production of knowledge on the subject was concentrated in four universities, PUCSP, Pontifícia Universidade Católica do Rio de Janeiro (PUC-Rio), Universidade Federal do Rio de Janeiro (UFRJ) and Universidade Federal do Espírito Santo (UFES), responsible for 65% of the researches. For the author, these universities are constituted as “promising spaces for flowering and consolidation of research in this subject area” (SOUSA, 1994, p. 168).

According to Sousa (1994), there was a predominance of the studies on the learning evaluation on the primary school. Among the various approaches by the researchers, the dominant concern was regarding to the characterization and analysis of the evaluation practices at school. This fact is attributed to the movement of the valorization of the knowledge about the inner workings of the school that was occurring, in the 80s, in the context of educational research. It is worth noting that 50% of the studies surveyed, adopted as a theoretic referential the conception technicist of evaluation, with 40% that devoted to problematize this concept using mainly reproductivist-critical theories. However, these recent studies focused more on denounce the evaluation as an instrument of legitimation of the social model existent than the explore elements for its transformation.

According to Sousa (1994), the research developed in the period brought significant contributions to the analysis of how the evaluation was being experienced and revealed a trend of construction of conceptions that aimed to overcome the technical vision, engendering new perspectives to the theory and practice of the learning evaluation, aiming a framing of a fairer and more egalitarian society.

This trend is confirmed in another study by the same author (SOUSA, 2005), entitled “40 years of contribution to the educational evaluation”, in which investigates the publications of the researchers of the Carlos Chagas Foundation about the theme educational evaluation in the period 1972-2003. In this research, it is noteworthy that studies that have been dedicated to perform a retrospective on the educational evaluation production in Brazil which indicates that the production of the seventies and the early 1980s was supported in positivist assumptions that treat the evaluation as a way to control the planning, being an activity essentially technical.

In this study, Sousa (2005) also emphasizes that the technical vision began to be surpassed in the 1980s, when a movement of differentiation of measurement and evaluation begins.

Another study on the state of the art regarding the evaluation in primary school was accomplished Candau and Oswald (1995), having as title “Evaluation in Brazil: a literature review”.

The research spanned the period from 1980 to 1992 and, unlike Sousa (1994), that uses thesis and dissertations to completion of her study, the authors have concentrated on the analysis of the articles published in eleven national journals. The research had as focus the evaluation at primary school, emphasizing the evaluation in pedagogical action and sought to collaborate with the “construction of a consistent knowledge indicating possibilities and limits of different theoretical-methodological options in evaluation field” (CANDAU; OSWALD, 1995, p. 26).

The choice of this period was based on two reasons. One is due to the fact that, in 1980, there was the I Brazilian Conference on Education that, according to the authors, was a milestone for the reconstruction

of the education in the country in the process of democratic transition, and the second by understanding that, on this period, there were having changes in the educational addressing, in which qualitative approaches were gaining strength (CANDAU; OSWALD, 1995).

The journals analyzed that were selected for being the most significant journals in the area and because they represent different approaches in the analysis of educational issues, they are: *Cadernos de Pesquisa*, *Caderno CEDES*, *Educação e Seleção*, *Educação e Sociedade*, *Em Aberto*, *Estudos em Avaliação Educacional*, *Fórum Educacional*, *Revista Brasileira de Estudos Pedagógicos*, *Revista da ANDE*, *Revista de Educação AEC e Tecnologia Educacional*.

The articles were selected according to the titles and classified into four analytical categories: type of work, focus, main theme and related themes, and pedagogical trends and / or evaluation theories.

In the research it was evident that the studies analyzed fell into two paradigms: the quantitative and the qualitative. The researches of a qualitative nature had a lower percentage in relation to the quantitative nature, being 30% and 70% respectively. This distinction between quantitative and qualitative research constitutes a very important data that had not been identified by Sousa (1994).

Regarding to the focus privileged on the researches, the authors point out that the most part of the scientific articles discussed issues related to conceptual, philosophical and ideological aspects of the evaluation followed those that discussed pedagogical and technical aspects (CANDAU; OSWALD, 1995). In this topic, we can observe another difference on Sousa's research (1994), which results showed that the dominant concern of researchers of the Post Graduate Programs was regarding the characterization and analysis of the evaluation practices at school.

This difference can be explained by the particularities of the material used for analysis in each of the surveys. While Candau and Oswald (1995) make use of journal articles, Sousa (1994) used as a reference of analysis, doctoral thesis and dissertations. Given the specificities of the origin of the sources, it can be stated that the use of different sources ends up generating different results also about the same subject. According to

Calderón e Ferreira (2010), the issues addressed in thesis and dissertations are defined from the interests arising from the intellectual uncertainties experienced by the researchers in their professional and intellectual lives. Rarely, this type of study, the Master's and doctoral students define their themes from areas with big prestige in the intellectual scope. Yet the articles published in scientific journals, mostly, are studies made by researchers that work directly within the scientific production and thus are moved by different interests such as productivity, ascendant thematics, areas that has most prestigious, among others.

Likewise Sousa's research (1994), Candau e Oswald study (1995) points out that the pedagogical technicality tendency is still present in the analyzed articles (25,8%), however the dialectical / transformative tendency is also more common (62,1%), confirming the movement highlighted by Sousa (1994) in order to attempt to build new approaches to overcome the technical vision.

Regarding to the theme, the authors highlighted that there was a high incidence of works that discussed the selectivity and school performance, showing the theoretical concern about school failure and the role of evaluation as a mechanism of social and cultural exclusion (CANDAU; OSWALD, 1995).

The research focuses and allows us to note the existence of a gap in the field of educational research referent to the evaluation of the pedagogical action. This fact was also pointed out by Sousa (1994), who pointed out that the learning evaluation was not an explored field in this period, because of the poor dissemination of studies in universities about the subject in question.

Absence of original studies on the Brazilian reality (1990-1998)

Barreto and Pinto (2001) also dedicate themselves to the study of the state of knowledge about evaluation in basic education, through a survey entitled "Evaluation in Basic Education (1990-1998)", published

in State of Knowledge Series funded by INEP. In order to analyze the academic productions on the evaluation in basic education in the period 1990-1998, the research sought to contribute to a more comprehensive and enlightening about this field of study in Brazil.

Unlike Sousa (1994), who researched thesis and dissertations, the source of research chosen by Barreto and Pinto (2001) were the scientific journals, since, according to the authors, these have more value around the theoretical scientific of the area and they can be a link circulating faster among researchers and scholars in the field.

Among the journals with the highest expression in the area, nine were selected, namely: *Cadernos de Pesquisa, Educação e Realidade, Educação & Sociedade, Em Aberto, Ensaio: Avaliação e Políticas Públicas em Educação, Estudos em Avaliação Educacional, Revista Brasileira de Estudos Pedagógicos, Revista da Faculdade de Educação da USP* and *Tecnologia Educacional*. These journals were selected because they contain articles that address explicitly the issue of the evaluation in education.

In the survey, they were found a total of 218 articles on Evaluation in basic education, and 43% were concentrated in *Revista Estudos em Avaliação Educacional*, 23% in *Revista Ensaio: Avaliação e Políticas Públicas em Educação* and 12% in *Cadernos de Pesquisa*. Considering this fact, it is evident the relevance of the *Revista Estudos em Avaliação Educacional* in the area, and the importance of the Carlos Chagas Foundation on the contribution to the subject, since *Estudos em Avaliação Educacional* and *Cadernos de Pesquisa* are publications of this Foundation.

The selection of the articles was based on titles, descriptors and abstracts. After reading the material it was possible to establish four categories of analysis: Theoretical references and methodological evaluation, School evaluation in the school, Evaluation of educational policies, Monitoring evaluation, within these categories were enrolled subcategories. The articles analyzed were classified in only one category, despite the fact that some articles could be classified in more than one.

The categories in which the productions were more focused were “Theoretical References and Methodological Evaluation”, with 32%

of the articles and “Monitoring Evaluation”, with 31% of the articles. “Evaluation of Educational Policies” concentrated 20% and “School evaluation in the school”, 17% of the productions.

The years 1994, 1995 and 1996 are highlighted as a period of big concentration of production, amounting to almost half of the total of the selected articles during the nine years that were studied.

In the “Theoretical references and methodological evaluation” category 70 articles were identified, constituting the largest category. The subcategories present on this topic are: philosophical reference, political and pedagogical social; psychopedagogic referential of evaluation; the tough core of the evaluation of the results of learning.

In the “School evaluation in the school” category are concentrated the articles that focus on the evaluation of school and performed inside the school under many different angles. The subcategories were defined as: analysis of guidelines and / or curricular proposals; analysis of official aspects or institutional of the evaluation and their impact on school practice; evaluation of students with special needs; learning evaluation in school; evaluation of teaching practice, conceptions, representations and opinions of different social actors on evaluation.

In the “evaluation of educational policies” category they were only considered articles which could be clearly categorized as an examination of the political agenda and proposals for government or as evaluations of educational programs. Thus, the subcategories were defined as: evaluation of the agenda and government proposals; evaluation of educational programs; and impact of demographic studies in the area of policy analysis.

In the “Monitoring Evaluation” category – understood as standardized Evaluation of the performance of students, taken under the national or state systems of evaluation of basic education – were located articles published in only five of the nine researched journals, being *Studies in Educational Evaluation* accounted for 82% of the 67 texts found. This fact demonstrates that the various approaches about the topic does not have an equitable distribution in scientific journals.

There are several findings and trends indicated by Barreto and Pinto (2001), of which we emphasize five points highlighted in the research. The first one refers to the monitoring evaluation that, although is not addressed in various periodicals, notices the existence of a considerable number of researchers who has been treating the subject for more than ten years, which suggests that this field of study is in the process of consolidation.

The second point relates to the fact that there are many articles with transcripts of ideas, experiences and reflections produced abroad, revealing a lack of original studies about the Brazilian reality.

The third point refers to the finding of a large number of articles about ideas, concepts, theories and assumptions of evaluation, if compared to the volume of articles regarding to the school scope, fact that suggests a concern of Brazilian scholars to clarify the meanings of evaluation, and indicates a shortcoming, in the context of scientific journals, regarding to the work focused on the realization of intentional interventions in the school by the various educational agents. However, regarding to this shortcoming, it's worth mentioning that this is an specific empty of the analyzed font, in other words, journals, insofar as Sousa's research (1994), covering the period from 1980 to 1990 highlights as a trend, the predominance, in dissertations and doctoral thesis, the studies related to the characterization and analysis of evaluation practices in the school environment.

A fourth point to be noted with regard to the studies of "monitoring evaluation", in which we observed the predominance of the discourse of the public ruling, as well as the discussions that revolved around the 'accountability', in other words, the importance of the information that the public service should give to the population, the same which should serve to guide the actions towards to the teaching school systems.

Finally, a fifth point is about the coexistence of parallel theoretical discourses that do not interact with each other: one of them refers to the procedural/formative evaluation of teaching, and another focused on the evaluation of results. In the case of theoretical views that sustain the emancipatory paradigm and the traditional-technicist paradigm, respectively.

The construction of a emancipatory proposal (2000-2007)

Continuing the research of the state of the art in the area of the learning evaluation, Uler (2010) in his doctoral thesis entitled “Learning Evaluation: A study of the academic production of the Post-Graduate in Education Programs (PUCSP, USP, UNICAMP)”, as well as Sousa (1994), used as a source of research the thesis and dissertations, seeking to understand the conception of the learning evaluation conveyed by Postgraduate in Education programs in three universities: PUCSP, USP and UNICAMP, in the period from 2000 to 2007.

The choice of these three universities is justified by the importance that they represent in the state of São Paulo in relation to the scientific production about the subject and because of the intellectuals references, in the field of evaluation, which houses such as Ana Maria Saul, Mere Abramowicz, Isabel Cappelletti, Clarilza Prado de Sousa, at PUCSP, Sandra Zákia Lian Sousa and Celso dos Santos Vasconcelos, at USP, and Luiz Carlos Freitas and José Dias Sobrinho, at UNICAMP. Now the choice of the period is due to the fact of consideration that being a new decade, may have been advances in relation to the learning evaluation, considering previous studies on the subject, already cited in this article (SOUSA, 1994; BARRETO; PINTO, 2001).

For the selection of thesis and dissertations used in this research, it was consulted the libraries of the universities in question, as well there was a survey on the bank of thesis and dissertations of the *Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES)* [Coordination for the Improvement of Higher Education Personnel].

To conduct this research, Uler (2010) handled each one of the thesis and dissertations that were studied, since the summaries of them lacked all the enlightening elements, fact highlighted by the author as one of the major difficulties for the research. In all, 37 studies were selected among doctoral thesis and dissertations, on the subject of learning evaluation in the universities mentioned above. For a better analysis of the works, they were organized analytical studies focused on the following

items: identification, objectives, scope, methodology and main contributions. Likewise, it was organized categories of analysis formulated from reading of the researches: Learning Evaluation in the Continuing Progression and in the Cycles, Learning Evaluation of the Public Policies, Learning Evaluation in School Practices.

As Sousa (1994), Uler (2010) points out that most of the studies was focused on primary education, however reveal concerns about learning evaluation in high school.

Considering the seventeen studies included in the category “Learning Evaluation in the Continuing Progression and in the Cycles”, ten reveal that there was no consummation of the proposed changes by the policies of the continued progression, considering that still remained in schools the positivist conception of evaluation. This fact is also presented by Sousa (1994) in his research, where it was detected that 50% of the analyzed studies had a technicist conception of evaluation. The other seven studies considered that the system of continuous progression is good and it has a formative vision of the evaluation.

In the “Learning Evaluation of the Public Policies” category, five studies were conducted that highlighted the ENEM, the SAEB and the SARESP (*Sistema de Avaliação do Rendimento Escolar do Estado de São Paulo*) [System of Evaluation of Educational Achievement of São Paulo State]. The author points out that, from these studies, it is possible to conclude that “evaluative regulation binds to the hegemonic projects of society” (ULER, 2010, p. 131). Regarding to this evaluation in large scale system, Barreto and Pinto (2001) highlight that studies on measurement systems end it up in themselves, not having any articulation effort with studies on school and academic performance.

Of the fifteen papers that fall under the category “Learning Evaluation in School Practices”, ten of them point to “a walking in search of formative evaluation, emancipatory and participatory” (ULER, 2010, p. 132). An important fact to be highlighted refers to the fact that PUCSP was responsible for 51.4% of the works that were investigated in this research. This finding reaffirms the question of Sousa (1994, p. 168) for

whom this University was constituted as a “promising space for the flowering and consolidation of research in this subject area”.

Uler’s research (2010) points out that the authors of these studies that were surveyed used national and foreign authors, which indicates a change since Barreto and Pinto (2001), studying the period from 1990 to 1998, show the predominance of foreign references, fact that revealed the absence of the original studies of Brazilian reality.

The most relevant point of the Uler’s research (2010) is the evidence that, in theory, although there are still remnants of positivist thinking, there is a predominance of a movement of reflection, in the university environment, returned to the overestimation of the aspects, relating to the emancipatory evaluation, as an alternative to traditional and technicist models. This fact contrasts with the reality identified in Sousa’s research (1994), which focused on the period from 1980 to 1990, and in the Barreto and Pinto research (2001), who studied the period from 1990 to 1998, in which was evidenced the predominance of technicist conception of the evaluation in the surveyed work.

Conclusions

Through of a timeline, regarding to the researches that deal in one way or another oh the learning evaluation, it can be highlighted a few points of the trajectory of this field of study in the country.

The presented researches show that, in the 1970s and 1980s, the technicist paradigm had a big importance in the academic productions, evidencing the positivistic view of evaluation. During the 1980s, despite the fact that the technicality still exercise, at that time, a big influence in the field of evaluation, there are efforts to overcome this vision towards to a proposal more formative. It’s important to mention that, during this period, the main concern of the researchers was about the characterization of the evaluation practices at school. Once in the 1990s, the concern of the researchers moves from evaluation practices at the school

to the clarification regarding to issues about ideas, concepts, theories and evaluation assumptions.

In this period, it is also very clear the lack of the theoretical references from Brazilian origin related to the evaluation issue, considering that the majority of references present in academic productions were of foreign authors. However, it appears that this issue is overcome in the period from 2000 to 2008, since the Uler's research (2010) points out that in the studies investigated during this period, there are national and international references. During this period we can also see the construction of a theoretical movement waving to the hegemony of an emancipatory approach and participative in the field of learning evaluation.

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