

## Evaluation in basic education in times of pandemic and the guidelines of ordinance 4.904/2020-Alagoas



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### ABSTRACT

The pandemic in 2020 greatly compromised teaching and learning in basic education. Teachers and students had to adapt to a new reality that caused several obstacles in daily school life. The consequences of the evaluation were even greater. New procedures based on Ordinance No. 4,904/2020 of the government of Alagoas gave the north to the teaching actions. Given this reality, the research problem related to reports in elementary and high school: 1) With remote teaching in 2020, what strategies did the teacher use to achieve a quality formative assessment among students? 2) Based on Art. 3 of Ordinance 4.904/2020, what

challenges can the teacher overcome in the evaluation process? General objective: to reflect on strategies used for formative evaluation in pedagogical practice in Basic Education, during the pandemic, in the year 2020. Methodology: reports of experience of teaching actions about the evaluation of students in elementary and secondary education. Theoretical contributions: Legislation - Alagoas (2020), Brazil (2018). Readings by: Vieira Silva; Duarte (2018), Hoffmann (2014), Demo (2004), Freire (1996), Sant'anna (1995), Gatti (1993) among others. Lives: Gatti, Hoffmann (2020); Nóvoa (2021). Results achieved: evaluation with the support of technological resources, Google Meet, WhatsApp, Google Play Games for the realization of explanations, biweekly scripts printed with corrections and return for the student in elementary school. Youtube, Google Classroom, Google Forms, Padlet, Jambord, and Google Meet, among others, in high school. At both levels, the support of Ordinance 4.904/2020/Alagoas favored the referrals of teachers in the conduct of online teaching work. Even so, some students were impaired in learning and, consequently, in the evaluation because they did not have access to computers and the internet, both in elementary school and high school.

**Keywords:** Formative evaluation in Pedagogical Practice, Basic Education, Pandemic, Remote Learning, Technological Tools.

## 1 INTRODUCTION

The speed of information and new technological ventures often cause a certain distance between those who need it and those who use it, those who use it little, from others in the population who are unaware or unaware of its presence in everyday life. We know that new generations take ownership of new technologies more quickly. We are also aware that many adults seek interaction and knowledge on the subject and practice it with great propriety because, in general, it is adults who specialize in the development of technologies and who disseminate various tools to society. In the case



of the school, the mere presence of new technologies does not in itself guarantee higher quality in education because the apparent modernity can mask traditional teaching based on the reception and memorization of information (GATTI, 1993).

Another issue in evidence is that between the use of technologies through entertainment and the systematic use of teaching, there are many advances to be achieved, whether by the child, by the young, be in the relationship with the teacher. The reality is that since March 19, 2020, schools and students have needed to adapt to the different levels of education in the Brazilian territory and other countries, as well. Lots of uncertainty. The pressures even more. A silent enemy, a virus that kills and harms the lives of people in society. Nóvoa (2021) emphasizes the necessary condition of the school to survive all this chaos because it is in it that one learns from the different. And Gatti (2020) reinforces the idea that teachers' continuing education (or in-service education) must be effective, based on the reality of these teachers and their practices, so that there is a real engagement of transformations, especially considering the pandemic. These reflections, in various ways, optimize the teaching work with the students.

In school, the innovation and emergency processes of increasing access to educational tools often become somewhat dubious because the tools are not always accessible to those who need them most, as is the case of public school students in many situations. Since 2020, schools have experienced many moments of uncertainty, fears of crowding in the classroom. The evaluation process became something extremely questioned by teachers in general. Thus, this communication has as its general objective: to reflect on strategies used for formative evaluation in pedagogical practice in Basic Education, during the pandemic, in the year 2020. Thus, the questions arise, both in elementary school and in high school: 1) With remote teaching in 2020, what strategies did the teacher use to achieve a quality formative assessment among students? 2) Based on Art. 3 of Ordinance 4.904/2020, what challenges can the teacher overcome in the evaluation process?

## **2 REGULATIONS AND EVALUATION: UNCERTAIN EFFECTS AND CREATIVITY IN THE ACT ITSELF**

The conception of evaluation as the classification of the student is one of the traditional conceptions about the evaluation in the school and refers to the possibility of classifying the performance of the student through the evaluation. Thus, it is observed that this conception of evaluation, besides being the most conventional, is also the most present in all schools, including from basic education to university.

For Sant'Anna (1995, p. 7),

The school evaluation is the thermometer that allows to confirm the state in which the elements involved in the context are. It has a highly significant role in education, so much so that we venture to say that assessment is the soul of the educational process.



Starting from the criteria of a formative evaluation and in the case of the 2020 school year, established by the ordinance of the government of the state of Alagoas No. 4,904/2020, in Art. 2 the pedagogical activities during the Special Regime of Non-Classroom School Activities (REAENP) could be carried out through technological mediation or using other physical means to meet the students, which would not have resources such as equipment or *internet* to carry out the activities (such as printed orientations with texts, directed study and evaluations sent to the students/family), to maintain the routine of studies and ensure essential learning to the students.

In the continuity, Art. 3 deals with a list of possibilities to be developed by the activities in REAENP:

- I - The overcoming of learning difficulties, observed from the results of the diagnostic evaluations carried out by the teaching units and the results of the external evaluations (SAVEAL and SAEB);
- II - The development of competencies and skills according to the Curricular Reference of Alagoas;
- III - The autonomy and protagonism of students;
- IV - Collaborative learning;
- V - The development of attitudes, capacities, and values that promote entrepreneurship (creativity, innovation, organization, planning, responsibility, leadership, collaboration, vision of the future, risk-taking, resilience, and scientific curiosity, among others);
- VI - The understanding and use of the concepts and theories that make up the basis of scientific-technological knowledge, as well as the methodological procedures and their logic;
- VII - The appropriation of scientific languages and their use in the communication and dissemination of scientific knowledge;
- VIII - The appropriation and use of the languages of digital technologies.

And what is foreseen by this official document on the specificity of the evaluation, in its Art. 9:

Art 9º During the REAENP, the teaching units should adopt the qualitative evaluation, where the student will be evaluated not in quantitative terms (grade), but considering its evolution in terms of consolidation of procedural, attitudinal and conceptual knowledge (ALAGOAS, 2020).

Jussara Hoffmann (2014) brings some teachings about the mediating evaluation, whose perspectives are very close to the provisions of Article 3 of Ordinance 4.904/2020. Thinking about procedural evaluation is an investment with a lot of property and significance, whose pillars are still something difficult to act on from preschool to university. Even so, still listening to Hoffmann (2020), in a *live* promoted by the União Faz a Vida Program/Sicredi Foundation, she reaffirms her theory and that, according to her, "it is the conceptions that change the methodologies". And, considering this new moment, she asks: "Is it possible to talk about mediating evaluation with non-face-to-face classes?" And he answers: "Mediating evaluation it is necessary to have respect for differences; it is individual accompaniment, it is a lot of observation, sensitive listening, it is interpretation of the moment of learning in which the student is, it is contact, approximation, it is dialogue." And that "It's not the after,



it's the now," says Hoffmann (2020).

### 3 REFLECTIONS: REMOTE TEACHING AND ASSESSMENT IN ELEMENTARY SCHOOL

According to Paulo Freire (1996, p. 25): "teaching is not transferring knowledge, but creating the possibilities for its production or its construction". With it is easy to agree because when knowledge is exposed to a level that not only fits in the understanding of all, but that brings them meanings and perceives it in their interactions, it configures an ideal level between teachers and students, theory and practice.

The ideal would also be that these constructions were carried out in a sequenced way, making sense mainly for the students, Part that deserves greater prominence in this process and that teachers could perceive where and when they perform interferences to redirect these paths.

These paths that E.M.E.I.F. Nossa Senhora de Fátima, located in the Municipality of São José da Tapera/Alagoas, had to redirect to the continuity of teaching-learning at Elementary I and II levels. Being some with more and others with fewer conditions to interrelate with the student.

The challenge was to reflect on how to continue the teaching-learning process from the perspective of communication in a context of crisis, in a unique moment, taking into account social differences, access to the media, family support to education, the levels of instruction of family members, the routine that was built within the homes, within the role of not ignoring the differences existing between the members of our classroom, and extend the look and know the realities experienced by our students when they are not in the classroom school environment.

Considering the time available to dedicate to teaching, the non-cognitive skills of parents, the resources they have (possibility of access to *online* material) or the amount of innate knowledge to help their children, all these aspects lead to an inequality of access and possibility of advancement in learning (CIFUENTES-FAURA, 2020).

Thinking about the possibilities of interaction, access and return in the environment in which each one occupies when performing the determined school tasks, became a challenge for the teacher.

Evaluating the student from the perspective of procedural learning is essential, validating the efforts of each student within their realities, considering what they may have produced, in this period in a family environment, different even from the aspects that the school is accustomed to considering.

For the differences in access to be recognized and not denied, in this process, the teacher will have to broaden his view concerning the student considering the environment in which he is, his conditions of access and interaction, the lived experiences that configure learning, such as: organizing study schedules, answering questions in various sources of research, think about education from the perspective of your own home, recognize scripts, *online classes*, orientations and interactions via *WhatsApp* as a source of information. Recognize and comply with regulatory decrees, feel the need to



change something in your reality, think of solutions to problems in your day to day.

However, according to Nóvoa (2021), we should not transform home isolation into ubiquity, in which education is everywhere and not only within the school. Due to the breadth of the role of the school, we cannot reduce this space to the home space, because it generates the impoverishment of the school and the impoverishment of education. These are moments that will mark a rupture in teaching learning in the way of educating and evaluating, further integrating the Digital Technologies of Information and Communication (TDIC) as a pedagogical resource to the context of the classroom.

In E.M.E.I.F. Nossa Senhora de Fátima, in the teaching and learning process were used tools such as: *Google Meet, WhatsApp, applications such as Google Play Games for the realization of explanations, biweekly scripts printed with correction and returned to the student.*

These are not the only questions to be put on the agenda of the education professional to think about the evaluation process in pedagogical practice since we still have students who do not have any access to the *internet*, either through cell phones or computers. Restricting the teacher-student interaction to fortnightly scripts, delivered by the school to parents or guardians for the resolution of the proposed activities, being returned to the institution each time they went in search of a new script. It is worth mentioning the teacher deployment for alternatives for the continuity of teaching-learning, prioritizing the teacher-student relationship and student-student relationship, and the importance of interactions as a right, a citizen right.

#### 4 DIGITAL RESOURCES AND EVALUATION IN PEDAGOGICAL PRACTICE IN HIGH SCHOOL

Chronologically, in 2020, the work at E. E. Humberto Mendes in Palmeira dos Índios-Alagoas, at the Elementary II and Middle levels, began in the school year with the use of resources available through the *Google Education* platform and the additional resources that this platform could favor for the maintenance of school activities of students regularly enrolled in school.

On April 20, 2020, the school acquired a *G-suite* with its resources. Ahead of this, the management team set up a group of teachers who were already working with digital tools outside of this pandemic period. At this time, it was sought to train the teachers of the school to use the tools and familiarize themselves with the virtual environments.

The application of the activities using the digital resources aimed to meet the needs in maintaining the quality classes. For this, they were selected: *Youtube, Google Classroom, Google Forms, Padlet, Jambord, Google Meet*, among others. The resources used helped the teacher in the teaching and learning of the students and the evaluation process.

The virtual meetings were held by *Google Meet*, which is a free videoconferencing platform that allows teachers and students to get closer, an environment through which the contents and



guidelines for carrying out activities were explained. The activities, in turn, aimed to meet the practicality of digital resources and facilitate learning. *Google Forms* was used to develop individual production, with interaction mediated by the teacher with the students and the basic skills treated by the National Common Curricular Base - BNCC (BRASIL, 2018), which the activities sought to develop. For the group production, the Padlet mural was *used*, a resource already used in the school.

In this way, to create a collaborative space with the *pallet*, it is necessary only a computer or even a smartphone, and be connected to the network. "While setting up a *website* requires having computer programming knowledge or paying for these accessories, creating a page on the network is simple and fast. There are several blog hosting programs available for free on the *internet*" (Cherry; Magalhães, 2008, p. 202) (VIEIRA SILVA; DUARTE, 2018, p. 6).

The use of the *pallet* as a collaborative environment, this favored enhancing the skills of the students and facilitated the process of interaction and development of the competencies and skills suggested by the BNCC, regardless of curricular component. According to Lima Jr. (2004, p. 403), in this process, the human being transforms the reality in which he participates and, at the same time, transforms himself, discovers forms of action and produces knowledge about them, invents means and produces knowledge about such process, in which he is implicated.

According to Paiva et al. (2015), and considering the context, it is important to evidence that it is fundamental for the teacher to exercise dialogic in the classroom, even if virtually, knowing himself incompletely and, therefore, open to interact, know and co-create, seeking the participation of the student in this elaboration of knowledge. Faced with such circumstances, learning with the use of TDIC, in this projection, both student and teacher both learning new paths of dialogue so that the teaching and learning process and the nuances of the evaluative procedures occur simultaneously.

The use of forms (*Google Forms*) streamlined and optimized the activities, the possibility of customizing the questions and facilitating the student, access to text, graphics, images, and maps, among other genres used as a didactic resource. Not being able to forget the convenience of opening the activities on the screen of the cell phone with ease, needing the minimum of *internet* so that the student could have access to the material.

Corroborated by the ordinance of 4,904/2020, the evaluation process qualitatively took place, which would aim at the development of the ability of BNCC and REC-AL, seeking mainly to develop socio-emotional skills that could contribute to the profile of the young protagonist in his autonomy and having in his art. six the following orientation:

Art 6 During the execution of REAENP, the proposed activities should have an interdisciplinary character, and the school should prepare to meet the classes of 1st year of elementary school to the 2nd grade of high school through the construction of virtual environments or using physical means.

And so We continued until the end of the 2020 school year, being sure that all professional



efforts were not enough to serve all students. Difficult times continued, with the pandemic, prolonged into the year 2021.

## 5 FINAL CONSIDERATIONS

In this report, with the main objective: to reflect on strategies used for a formative evaluation in the pedagogical practice in Basic Education during the pandemic, the year 2020, we list below the following considerations on the subject, through problematizations of the research, both for elementary school and for high school:

1) With remote teaching, what strategies does the teacher use to achieve a quality assessment among students?

Be in contact with the student and the family even at a distance, always emphasizing the importance of trying to continue the educational process through the resolution of the proposed activities, being the teacher available to solve doubts in the most varied ways through audio, videos, and telephone calls. It is also necessary for a formative evaluation in pedagogical practice to consider the conditions of access of students to education during the period of suspension of face-to-face classes. Pay attention to the experiences lived and observed by these students to support the construction of new knowledge.

2) Based on Art. 3 of Ordinance 4.904/2020, what challenges can the teacher overcome in the evaluation process in Basic Education?

There are many challenges. There are eight items of fundamental importance treated by the ordinance. So, the teaching work permeates all of them in the relationship of learning. With this, in the procedural evaluation, the teacher can understand the student globally, make diagnoses, invest in competencies and skills, autonomy, mutual collaboration, entrepreneurship, and use of digital technologies. In the curricular continuum, in 2021, the resumption of items: VI and VII, especially for deepening learning, both in elementary school and high school.



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