

**AVALIAÇÃO DA APRENDIZAGEM: REFLEXÕES DOS PROFESSORES DE
EDUCAÇÃO FÍSICA NA EDUCAÇÃO BÁSICA**

***EVALUACIÓN DEL APRENDIZAJE: REFLEXIONES DE LOS MAESTROS DE
EDUCACIÓN FÍSICA EN EL EDUCACIÓN BÁSICA***

***LEARNING EVALUATION: REFLECTIONS OF PHYSICAL EDUCATION
TEACHERS IN THE BASIC EDUCATION***

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RESUMO: Este estudo tem como objetivo analisar a concepção dos professores na Educação Física escolar sobre avaliação da aprendizagem. O caminho metodológico caracterizou-se por uma investigação de campo, cuja abordagem é qualitativa. Os participantes foram oito professores de Educação Física da rede estadual de ensino Municipal de Sobral/CE. Os dados foram coletados por meio de entrevista estruturada e analisados usando a análise temática de Minayo (2014). Constatou-se nos resultados que apesar das mudanças propostas nas últimas décadas no que se refere ao entendimento sobre avaliação da aprendizagem, ainda é possível identificar professores que possuem uma compreensão fragilizada, frente a uma racionalidade técnica, com concepções utilitaristas do processo avaliativo. Em meio a conclusões inacabadas, propõe-se ações mais efetivas para a formação dos professores, possibilitando assim, que através do exercício reflexivo no ato de ensinar se atendam às reais expectativas da avaliação da aprendizagem.

PALAVRAS-CHAVE: Escola. Educação física. Ensino médio.

RESUMEN: *Este estudio tiene como objetivo analizar la concepción de los maestros en la Educación Física escolar sobre evaluación del aprendizaje. El camino metodológico se caracterizó por una investigación de campo, cuya abordaje es cualitativa. Los participantes*

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fuera ocho maestros de educación física de la red estadual de ensino municipal de Sobral/CE. Los datos fueran recogidos por medio de una entrevista estructurada y analizados utilizando el análisis temática de Minayo (2014). Se ha constatado en los resultados que a pesar de los cambios propuestos en las últimas décadas, en lo que se refiere a el entendimiento sobre evaluación de aprendizaje, todavía es posible identificar maestros que tienen una comprensión socavada delante una racionalidad técnica, con concepciones utilitaristas del proceso evaluativo. En medio a conclusiones inacabadas, se propone acciones más efectivas para la formación de los maestros, posibilitando así, que mediante del ejercicio reflexivo en el acto de enseñar se atiendan a expectativas reales de la evaluación del aprendizaje.

PALABRAS CLAVE: *Escuela. Educación física. Ensino médio.*

ABSTRACT: *This study has as an objective to analyze the conceptions of scholar Physical Education teachers about the learning evaluation. The methodological path was characterized by a field investigation, which approach is qualitative. The participants were eight Physical Education teachers from the of Sobral's state education system. The data was collected through a structured interview and analyzed using the thematic analyze of Minayo (2014). It was verified in the results that despite the proposed changes in the last decades regarding to understanding about learning evaluation, still is possible to identify teachers that have weak understanding against a technical rationality, with utilitarian conceptions of evaluative process. Amid the unfinished conclusions, It is proposed actions more effectives to the teacher training, thus enabling, that through the reflexive exercise in the act of teaching serve to the real expectations of the learning evaluation.*

KEYWORDS: *School. Physical education. High school.*

Introduction

In recent years, school evaluation has been growing as an object of reflection on the learning process, and, thus, consolidating as a means and not an end of educational work. It is through school evaluation that many educational institutions improve the teaching they offer, and thus improve the learning of their learners (PERRENOUD, 1999).

However, for the scholar Luckesi (2003) the predominant school practice today is carried out within a model of education that presents itself as a mechanism of conservation and reproduction of society. This conservative model of society implies three different pedagogies: traditional pedagogy, centered on the transmission of content and the person of the teacher; the Escolano pedagogy, whose production of knowledge is situated in the student; and technicist pedagogy, in which the techniques of transmission and apprehension of the contents aim at the income principle. But with the same goal: to preserve society in its configuration. These three pedagogies, because they are within this conservative social model, being more intense the first and the last, inhibit attempts to transcend it and overcome it.

In agreement with Libâneo (1994), it is perceived that the evaluation has been taken as the act of applying tests, assigning grades and classifying the students; being, therefore, reduced to the collection of what the student memorized. Assessment needs to be understood in a much broader way, given the complexity that surrounds it, since it is extremely important in the teaching-learning process. Since evaluating is to mediate this process, accompanying its concomitant progress to its unfolding, offer recovery measures, promote skills, accompany each student in their advancement.

It is considered that for the process of teaching and learning in education to advance in quality it is necessary to understand evaluation as a primordial instrument in this system, used in the best possible way, perceiving the needs of its faculty and student, proposing more effective actions for training of teachers, and thus enabling, through the reflexive exercise of the act of teaching if they meet the real expectations of the institution.

In the course of its history, Physical Education has been influenced by several tendencies and approaches that interfered in the pedagogical practice of the professionals of this area, and consequently, the evaluative practices were allied to the diverse approaches by which the discipline passed, being adapted to the needs and characteristics of each education system.

In this sense, the evaluation studies in Physical Education gained momentum in the mid-1970s, in order to create reliable and objective evaluative practices. With the passing of the decades, the construction of knowledge in the area indicated new possibilities and new references, especially national ones, based on ethics, differences and formative evaluation.

School Physical Education, an integral part of the school education project, cannot be distanced from the evaluation discussions. In this sense, it is important to better understand the place of evaluative practices within the scope of this discipline in charge of pedagogically dealing with the contents/themes of body movement culture (BRACHT, 1992).

Despite the theoretical advances, studies such as Hoffmann's (2003), about Education in general, and Alegre (1993), in Physical Education, have demonstrated a dissatisfaction on the part of teachers about the evaluation practice in the teaching-learning process, which brings to light the need to reflect on what is being produced in daily school life, especially in Physical Education classes.

Physical Education has been facing a tendency of contemporary education that is the expiration of the knowledge, as well as, the constant revision of its practices and methodologies. The same applies directly to school evaluation, which for many years was only a form of

punishment and metrification of learners, and, today, has been placed in another position within the educational process (HOFFMANN, 2003).

From the aforementioned questions, the interest arises in researching how the school evaluation inserted in the Physical Education discipline can contribute to the accomplishment of a pedagogical work where the teacher and the learner dialogue, interact and learn mediated by the gnosiological function, perceive themselves within the teaching process. Thus, this work has the objective of analyzing the conception of the school's Physical Education teachers on learning evaluation.

Therefore, since Physical Education is a compulsory curricular component of basic education, it must be committed to the integral formation of the student, and must therefore structure evaluative practices that contribute to teaching-learning. Thus, it is believed that the importance of this research as a possibility to contribute with the teachers, to the epistemological reflection about the pedagogical treatment, focusing on the evaluation of teaching-learning, taking into account that the evaluation aims to improve learning and of the quality of teaching, from the perspective of the formative evaluation, proposed by Hadji (2001) and Perrenoud (1999), since it is known that for a long time the evaluation had as presupposition the pedagogy of the exam, that is, the note.

Evaluations conceptions

The evaluation of learning has been the object of a vast literature specialized in educational research, as it has been present in many topics in the current scenario. This has generated several interpretations about the concept of evaluation within the educational context.

According to Andrade (2010), the conceptions of evaluation are appropriating to the historical and cultural moment that society is going through, becoming even stronger, through training, experience, and discourse about them, causing in this way interference in practice.

To speak of evaluation refers us to the understanding and reflection of the breadth of education. In this sense, the idea that each one brings about the evaluation is directly related to its own conception of education, that often perceives itself distorted and rooted in historical, social, as well as pedagogical and political reasons.

Thus, it is considered necessary to discuss the conceptions about the evaluation practice, which are present within the context of the school, besides the evaluation of the teaching-learning process.

According to Andrade (2010), when discussing evaluation, more important than defining the concept, is to grasp its meaning. In this, the quantitative should not overlap with the qualitative one. In this way the process interests more than the classification of students at the end of the school year, for example. But does thinking about human training as a priority for technique matter to managers of education secretariats? And state? If this were the case, external evaluations would not value students' grading systems and the funds allocated to schools would not be subordinated to student grading.

There are few definitions found regarding the understanding and concept of evaluation. This is because this is not just the process of performing tests and assigning grades. Assessment is much more than a question-and-answer record, to be answered by students in times of testing (LUCKESI, 2003).

The evaluation is an object of teaching, which allows the student to show their performance and acquired skills as the results of their learning, but cannot be limited to this function. It also serves for the teacher to analyze his praxis and improve his methodological strategies in the classroom; as well as for the educational institution, which, through the knowledge of the results, can seek the best way to solve the problems presented or to continue to improve on the aspects that are producing good results (HAYDT, 1997).

According to Sacristán (1998), evaluation is the means by which some or several characteristics of the student, a group of students, an environment, or educational materials, teachers, programs, are analyzed by someone, with the perspective of knowing their characteristics and conditions, their limits and potentialities, due to some criteria or reference points, to issue a judgment that is relevant in educational terms.

Even with advances in conceptions of teaching and learning and evaluation, this limited conception of the evaluative process has been for a long time, and is still rooted in the minds and practices of many educators, and consequently of many pupils (RIBEIRO, 2011).

It is known that learning must be a mean that acts in a process of forming and evaluating, which are indispensable and contribute to a good development, and the definition of the results of the process is one of the most important aspects of the student's life (MENDEZ, 2002).

Hoffmann (2003) emphasizes evaluation as a moment for the student to become aware of, as a means of conquering a knowledge of himself and, for the teacher to perceive the achievements, discoveries of the students, as well as to report the process lived in its evolution.

Therefore, to evaluate is to provide a moment of reflection as to the contents, as to the teaching techniques, the educator - pupil relationship, it is a moment that provides the awareness

that the evaluation is not only a research that aims at numbers and percentages, but the full learning, done by all parts above mentioned.

Evaluation: diagnostic, formative and additive

Knowing that the evaluation of learning is an indispensable component of the educational process, it is essential that there is a follow-up of the development of the learner throughout the construction of their knowledge. There are different classifications of evaluation, for our study we consider three functions: diagnostic, formative and additive (HAYDT, 1997).

The formative evaluation is carried out with the purpose of informing the teacher and the student about the result of the learning, during the development of the school activities, identifying the possible difficulties of the teaching-learning, so as to make possible reformulations in the process and to assure the achievement of the objectives.

Perrenoud (1999) addresses the need for a pragmatic approach to formative assessment, pointing out that it helps the student to learn and develop, or rather that he participates in the regulation of learning and development towards an educational project.

It is through the formative evaluation that the student becomes aware of his mistakes and correctness and finds stimulation for a systematic study. This modality of evaluation allows a self-assessment of both the student and the teacher. It is motivating because it avoids the tensions caused by ordinary evaluations that generate more tension than reflection.

According to Haydt (1997), the additive evaluation is to classify the students at the end of the unit, semester or school year, according to levels of achievement presented. Additive evaluation promotes the definition of scopes, often based on measurement content and procedures, such as tests and objective testing.

Conceptualizing the additive function is related to student domain of mechanisms in specific areas of knowledge with fragmented learning, allowing assigning a utility capacity that in turn can be used as a classification and instrument of school domain.

Based on Kraemer (2005), the additive evaluation intends to judge the progress made by the student at the end of a learning unit, in order to assess results already collected by formative evaluations and to obtain indicators that allow to improve the teaching process.

This type of assessment directly associates the classificatory function at the end of a learning period, making the students achieve a direct purpose and an overall view, verifying which goals are achieved and considering the desirable learning pattern.

The third conception of evaluation, the diagnostic evaluation consists of a survey, projection and retrospection of the development situation of the student, giving him elements to verify what and how he learned. This modality provides the educator with information so that he can put into practice the idealization in a way adapted to the characteristics of his students.

The evaluation of learning is a challenge that requires new attitudes and changes by the teacher. Therefore, it requires the educator to search for innovation, it requires a change in the position of this professional both in relation to the evaluation itself, to the education and society that limits it.

It is through the methodologies and evaluation processes used that the teacher will participate in the reproduction or transformation of the society in which we are inserted, being able to form, or not, critical and emancipated subjects so that they can live in it with equity.

This context leads us to conclude that, since evaluation is an indispensable means for learning, the educational process should aim at the construction of a qualitatively more meaningful evaluation practice, committed to learning and, consequently, to the human and intellectual development of the learner.

Methodology

In order to reach the objectives outlined, the methodology used was characterized by a field research with a qualitative approach. Minayo (2014) affirms that the qualitative approach allows to discover social processes still not well-known relative to particular groups, with the revision and the creation of new concepts and categories during the research.

The research universe was formed by eight ($n = 8$) teachers who teach Physical Education classes in high school in the public school system of the municipality of Sobral / CE.

Teachers were invited to participate in the research by the author of the study in their work environments, after the proper authorization of the School. In the opportunity, the objectives of the research and the procedures for the data collection were explained, as well as the request for the accomplishment of the research through the Term of Free and Informed Consent (TCLE, portuguese initials) It is worth emphasizing that participants had their identity

preserved, and were identified using the following codes to designate teacher one, teacher two successively, as follows: P1, P2, P3, P4, P5, P6, P7, P8.

The technique chosen to perform the data collection was the structured interview from the elaboration of a script with open questions. The narratives were recorded with the aid of a recorder after prior authorization of the participants.

The thematic analysis proposed by Minayo (2014) for the treatment of the interview data was used. According to the author, a thematic analysis consists of discovering the nuclei of meaning that make up a communication, whose presence or frequency means something to the analytic object (MINAYO, 2014).

The research respects the ethical aspects of Resolution 466/12, of the National Health Council, which defines standards for human research, considering respect for human dignity, protection of ethical principles for participants in scientific research (BRASIL, 2012).

Results and discussion

Based on the analysis of the interviews, it was possible to organize the data into two thematic categories, following the references based on the thematic analysis of Minayo (2014). The statements were organized into two categories elaborated from the speeches of the research subjects: Evaluation of learning and Evaluation in school Physical Education.

Evaluation of Learning

In the first question educators were asked about the evaluation design, teachers provide different answers. These different conceptions, in a way, produce different ways of intervention in the teaching-learning process, as seen in the lines:

I understand evaluation as a process that provides potentialities and difficulties for both the teacher and the student. Seeking subsidies to improve teaching learning (P1).

It is a tool to verify data so that we can maintain or adapt the targets for a result (P2).

Assessment is a way of verifying the teaching-learning process (P8).⁶

⁶ Entendo avaliação enquanto um processo que fornece potencialidades e dificuldades tanto para o professor como para o aluno. Buscando assim subsídios para melhorar o ensino aprendizagem (P1). É uma ferramenta de verificar dados para que assim possamos manter ou adaptar às metas para um resultado (P2). A avaliação é uma forma de verificar o processo de ensino-aprendizagem (P8).

The answers were interpreted in two nuclei, that is, those that define evaluation as a means of assigning grades, verifying the learning of contents or verifying the student's intellectual capacity, that is, the evaluation being seen as a verification tool as perceived in the speech of P2 and P8; and those that define the evaluation as an instrument of reflection and possibilities on the educational practice, namely: P1.

Luckesi (2003) emphasizes that the role of evaluation is to diagnose the learning situation, with the aim of subsidizing decision-making to improve the quality of student development. Insofar as it seeks means by which everyone can learn what is necessary for one's own development, it is no longer a selective act. Being inclusive, then, is, first of all, a loving act.

According to the aforementioned author, we can no longer think of evaluation as an instrument of authoritarianism and classification, which decides on the approval or disapproval of the student. In this context, the note becomes an end in itself, being distanced and unrelated to learning situations.

For Haydt (1997), the evaluation process consists of determining to what extent the educational objectives are being achieved and how they aim to produce behavioral changes. Thus, changing our conception becomes urgent and necessary. We must break with patterns set by the very history of an elitist and unequal society.

Next, the teachers were asked about the evaluation function in the teaching-learning process.

Identify the weaknesses and potentialities of students during the teaching-learning process (P1).

Provide indicators on student learning (P5).

It has to give continuously throughout the school year, diagnosing and ensuring that students are learning (P6).⁷

The participants' responses highlighted the importance of evaluation in the formation of the pupil when they announce that this artifice reveals potentiality and assures in a continuous process of learning.

Thus, assessment is a challenge that requires new teacher attitudes and changes. Therefore, it requires the educator to search for innovation, it requires a change in the position

⁷ Identificar as fragilidades e potencialidades dos alunos durante o processo de ensino-aprendizagem (P1).

Fornecer indicadores sobre a aprendizagem dos alunos (P5).

Tem que dar continuamente durante todo o ano letivo, diagnosticando e garantindo que os alunos estão aprendendo (P6).

of this professional both in relation to the assessment itself, and the education and society that limits it.

According to Lima (2002), the evaluation should seek the identification of advances and aspects to be overcome, as well as a procedure that reveals the learning processes of the individual and that points the steps of future development.

In order for the evaluation to give satisfactory results to learning, the essential thing is to know what type of student is being evaluated and what their real needs are; the strategies used by the teacher; the pedagogical support of the school management team is also paramount in this process.

Thus, a process that is based on more formative and less instructive, more emancipated and less restrictive, in the end, a process that is more transformative and interventionist and less 'embedded' and bureaucratic.

Learning evaluation in school physical education

In the second category, the teachers were questioned about the evaluation in school Physical Education.

I like to work with seminars and I try to analyze the discussions, the placements, experiences, among others. Regarding the experiences, I try to observe inclusion, the values of respect, trust, cooperation, among others (P1).

Observation of students in motor development, through group conversations about difficulties and disinterest by physical practices, written assessments where they express their critical sense (P3).

Perhaps because I do not rethink my practice as something constructive, my assessment is only due to the student's participation in the practical classes, thus achieving at least their experience in the activities; in the theoretical, objective tests and also the information load that the student brings in the course of the school year (P10).⁸

We identified in the statements of the teachers interviewed two nuclei, namely: P1 and P2 seem to perform evaluation in the classes of Physical Education in a way that contemplates

⁸ Gosto de trabalhar com seminários e busco analisar as discussões, as colocações, experiências, dentre outros. Já com relação às vivências procuro observar a inclusão, os valores de respeito, confiança, cooperação, dentre outros (P1).

Observação dos alunos no desenvolvimento motor, através de rodas de conversas sobre as dificuldades e desinteresse por práticas físicas, avaliações escritas onde eles expressam o seu senso crítico (P3).

Talvez por não repensar minha prática como algo construtivo, minha avaliação se dá apenas pela participação do aluno nas aulas práticas, conseguindo assim ao menos sua vivência nas atividades; já nas teóricas, provas objetivas e também a bagagem de informações que o aluno traz ao avançar de ano escolar (P10).

an inseparable praxis between theory and practice and between instrument and subjectivity of the subject; however P10 distanced itself from this way of thinking the evaluation when affirming not to rethink the practice and to segregate the process in different moments of theory and practice. This last way of doing the evaluation does not contemplate the complexity of the same and reveals little knowing about the process.

The evaluation has a very important role, it gives us subsidies for a questioning, a reflection, coming from different types of evaluation, in a complementary way, it may have different characteristics, but it serves several objectives, that is what makes the difference.

In Physical Education, the evaluation should provide students with a reflection and analysis about the contents taught, in order that the student builds their knowledge, the numerical value is resized, that is, it becomes a consequence of student learning.

According to Darido (2012), evaluating in Physical Education implies helping the student to perceive his facilities, his difficulties and, above all, to help him identify his progress in such a way that he can continue to advance.

The evaluation in Physical Education must overcome traditional teaching practices, since it is no longer up to it to verify the results obtained by the sports performance or the technique of standardized movements, with the purpose of assigning a grade to the student through quantitative tests (FONTOURA *et al.*, 2014).

The overcoming of this model requires dedication and planning on the part of the teachers, besides continuous training that allows conceptions of a Reflexive Physical Education, that is concerned with the integral formation of the subject considering in the evaluation process the different dimensions of being student. Moreover, this educational parameter requires that the professional educator be inserted in a praxis located historical-social in the school context.

Finally, the teachers were asked about what is necessary to have a quality evaluation in Physical Education.

Not only an evaluation of quality, but a valuation of the discipline. We need to fight for the appreciation of this discipline that students like so much, but as an end and not a mere mean for other disciplines. Physical Education has its contents, its evaluative criteria, so it needs to be more valued (P2).

An understanding of the social environment, which allows the evaluator to understand the assessed individual, exchange experience and motivation so that they feel challenged to progress (P4).

It is fundamental that, for there to be quality, the discipline of Physical Education be recognized as the other areas of knowledge. This is the first step towards achieving quality (P7).⁹

As can be observed, the teachers emphasize: the 'fight' P2; the 'understanding of the social environment' P4 and the 'recognition' P7 as necessary for the appreciation of the discipline of Physical Education and as a starting point for the teaching-learning process in Physical Education to develop all the elements of a pedagogical practice of form the evaluation.

The discipline of Physical Education should be perceived as an important area of knowledge, through which the student is offered the possibility of reflecting on the movement, on the awareness of the body, the daily culture, among other aspects.

The same applies to the school evaluation of this discipline in the teaching profession, where the teacher can, when well oriented and trained, follow the development of the student regarding the perception and maturation of the relations with his body in movement, the social complexity in which it is part, the values and principles.

Hoffmann (2003) emphasizes evaluation as a moment for the student to become aware of the means of conquering a knowledge of himself and for the teacher to perceive the achievements, discoveries of the students, as well as to report the process lived in his evolution.

This attitude of perception of the school evaluation demands of the Physical Education teacher, and of all the other professionals in education, a cultural change where, evaluation is mixed with the educative process, and not only constitutes at one moment isolated of the educational act (FROÉS JUNIOR, 2011).

In this way, we can infer that the great change to be achieved in education transcends the walls of the school, and invites, to a more effective involvement and commitment, the whole society, the parents, the managers and the entities responsible for education, with the intention to value more the role of the teacher and to follow more qualitatively the evaluative data, which are more than mere representative numbers.

⁹ Não só uma avaliação de qualidade, mas uma valorização da disciplina. Precisamos lutar pela valorização dessa disciplina que os estudantes tanto gostam, mas como um fim e não mero meio para outras disciplinas. A Educação Física tem seus conteúdos, seus critérios avaliativos, então ela precisa ser mais valorizada (P2). Uma compreensão do meio social, que permita ao avaliador entender o indivíduo avaliado, troca de experiência e motivação para que assim sintam-se desafiados a progredir (P4). É fundamental que para exista qualidade a disciplina de Educação Física seja reconhecida como as demais áreas do conhecimento. Esse é o primeiro passo para alcançarmos qualidade (P7).

Final considerations

In the context of more current education, the evaluation has gained new forms and new perspectives, which are increasingly fundamental for improving the pedagogical practices of education professionals.

However, research has shown that despite the changes proposed in the last decades regarding the understanding of school evaluation, it is still possible to identify teachers who have a weak understanding about learning evaluation. We also show that teachers have little knowledge about the evaluation function in the teaching-learning process, making it difficult, along with other factors, to successfully develop in the educational process.

One of the functions of this evaluation perceived as a means and not an end, is added to the value of the work of the educator, who, today, requires to follow the process as a whole, not only serving the evaluation to perceive good and bad students, that is, serve a regulatory state. In this function, the perception of the whole, and of evaluation as something that is inserted in the educational process, is founded, and not only as an isolated instance of the act of educating.

Thus, the evaluation is considered the moment that provides the awareness not only to target numbers and percentages, but the full learning of the student, revealed in spaces and times determined by the educational context that permeates the teaching function and its responsibilities with the quality of teaching overlapped in micro and macro political, cultural and social relations.

In this way, it is necessary a global perception of the subjects in the attempt to apprehend them in their evaluative complexities. The diagnostic and additive functions should not be neglected, since they complement the work of the Physical Education teacher, but it is necessary to understand them together with other permanent evaluation strategies, taking into account the student's maturity and subjectivity. The education system still values, as a whole, notes and better learners, something that will be overcome through the understanding of the evaluation in its possibilities and a cultural change that may still require a long time, since they occur slowly.

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