

## EVALUATION IN EARLY CHILDHOOD EDUCATION CURRENT CHALLENGE AND PERSPECTIVES

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**RESUMO:** Este trabalho teve como finalidade considerar a influência da avaliação nas turmas de Educação Infantil, uma vez que a avaliação educacional é compreendida como processo contínuo de ensino-aprendizagem. Designadamente buscou-se corresponder quais as formas de avaliar encontradas na modalidade de Educação Infantil, necessidade da concepção da prática pedagógica desenvolvida pelos profissionais de ensino da rede pública e privada no setor. Atualmente existem vários conceitos sobre a prática de avaliar, como pesquisadores e educadores estamos aprimorando e inovando as técnicas para melhor acompanhar o desenvolvimento cognitivo dos discentes, para o entendimento desta práxis realizou-se pesquisa bibliográfica de autores que tratam do assunto abordado. A influência da avaliação da aprendizagem na Educação Infantil tem como função mediadora tornar favoráveis situações que valorizem e respeitem as experiências prévias de cada estudante. Por isso é imprescindível o docente reexaminar suas táticas de avaliar, se necessário buscar outros mecanismos que auxiliem o processo evolutivo das crianças e que contemplem uma constituição global, consecutiva e unificada. Este estudo retrata múltiplos aspectos da funcionalidade do processo educacional.

**Palavra-chave:** Avaliação Infantil. Desafios e perspectivas. Papel do professor.

**ABSTRACT:** The purpose of this work was to consider the influence of assessment in Kindergarten classes, since educational assessment is understood as a continuous teaching-learning process. Specifically, we sought to correspond to the forms of evaluation found in the Early Childhood Education modality, the need for the conception of the pedagogical practice developed by teaching professionals from the public and private network in the sector. Currently there are several concepts about the practice of evaluating, as researchers and educators we are improving and innovating techniques to better monitor the cognitive development of students. The influence of learning assessment in Early Childhood Education has the mediating function of making situations favorable that value and respect the previous experiences of each student. That is why it is essential for teachers to reexamine their assessment tactics, if necessary, seek other mechanisms that help the evolutionary process of children and that contemplate a global, consecutive and unified constitution. This study portrays multiple aspects of the functionality of the educational process.

**Keyword:** Child Assessment. Challenges and prospects. Teacher's role.

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## INTRODUCTION

The theme "Evaluation in Early Childhood Education" is widely discussed in educational spheres. In recent decades, school institutions have constantly sought to redefine and give meaning to their function and social role, developing strategies that enrich the performance of the educator in his didactics and the students in the process of knowledge construction. The evaluation methods undoubtedly highlight relevant aspects of pedagogical practice in the development of learning.

It is essential that the criteria and types of evaluation are very clear, leading teachers to reflection, to seek new ways of understanding their meanings in the school context. Faced with this challenge and together with the due theoretical study, we elaborated the following research problem: Is the evaluation of learning carried out through a daily interaction of the teacher with the class and how has this occurred in the modality of teaching in Early Childhood Education?

Evaluation is a theme that qualifies education, as well as the services provided by the institution (Gadotti, 2000). The general objective is to verify how teachers evaluate the cognitive, psychological, affective and emotional aspects of children in preschool. The specific objectives are to understand how educators have been evaluating students in early childhood education, to verify the understanding of teachers in relation to evaluation, to analyze the conception according to the Law of Guidelines and Bases of National Education and the new Curricular Guidelines for Early Childhood Education, among others.

Currently, the evaluation process is used in most institutions only for qualitative control and has been much criticized, as there is no renewal in the trajectory of pedagogical practice thus involving poor quality teaching. However, evaluation in early childhood education consists of monitoring child development and, therefore, needs to be conducted in order to strengthen teaching practice in the sense of understanding that evaluating learning and child development implies harmony with the planning and teaching process. Therefore, the form, the methods of evaluation and the instruments acquire a crucial role, having in this scenario the contribution to the necessary reflection by professionals about the teaching process. However, it is known that the teaching action is influenced by theoretical assumptions, in this case, by the

pedagogical tendencies that are practiced in the daily school life of children's educational establishments.

For a better understanding of this study, theoretical support was sought on the topic addressed, retrieving the trajectory and emergence of evaluation in the course of the history of humanity, addressing problematization and reflection of some thinkers who stood out in the construction of civilization. Evaluation trends emerge that drive current pedagogical practices: diagnostic, formative and summative. From the development of the assessment with its new trends and perspectives, we present a panoramic view of how constructivism can affect the didactic materials that incorporate the new Perspectives.

From this perspective, we make considerations about the necessary transformations of some elements of pedagogical practice, such as the role of the teacher, educational planning and evaluation in innovation projects in the school, from the same perspective. The main contribution of the work is to present the directions that have been discussed in national education and that can be useful to those who want to get closer to the new trends in education.

## 1. HISTORY OF THE EVALUATION PROCESS

The trajectory of evaluation has occurred since primitive times in some tribal communities, the evaluation process took place with young people after acquiring mastery of the uses and customs of the communities they belonged to, as it occurred due to the knowledge being transmitted by a diffuse education. Children built knowledge by imitating the gestures of adults in daily activities and rituals, that is, they learn for life and through it without there being an individual destined to the task of teaching, with no punishments in the act of learning.

According to Aranha (2020), in Eastern antiquity, the first cities with strong religiosity emerge and with them society becomes complex, rigid due to class division and the invention of writing. In this same period, the first schools were born, giving rise to the school dualism: those destined to the studies of the sacred (Holy Bible) and administration and those aimed at the submission of various specialized trades. Stressing that this type of education had its clientele restricted to nobles and high officials, the rest of the population had its informal education without political rights

or access to the knowledge of the dominant class. The schools, being traditionalist, did not have a pedagogical reflection and the evaluation process took place with the ideals of conduct that permeated sacred books.

In Greek antiquity, integral education – body and spirit – was the broadest of all, as the Greeks developed the process of conscious construction – the Paideia – that is, an ideal of constant formation integral education where they allowed students either military or sports preparation, or intellectual debate. Education was still elitist, but traditions were also learned collectively through numerous activities such as: theater, Panhellenic festivals. Evaluation took place through self-evaluation, that is, the human being in his essence, his participation in the ideal reality, improvement, human totalization and thus began the first educational theories that still influence Western culture today.

From the anthropological assumptions that the course of teaching in the history of humanity and the development of evaluation bring, the Romans also represented an essentialist tendency in the process of knowledge construction due to humanistic education, that is, universalized culture, a fusion of Roman and Greek culture.

In the Middle Ages, education emerged as an instrument for the salvation of the soul and eternal life because in this period teaching was mediated by faith, the transmission of knowledge to a few was still maintained and in this case the clerics (priests, monks), the evaluation took place based on the reading and discussion of the liberal arts, adults and children of different ages were mixed in the same class, without a greater organization that separated them into degrees of learning.

In the Renaissance, a period between the fifteenth (early Modern Age) and sixteenth centuries, the humanism movement was unleashed – anthropocentrism was emphasized as opposed to theocentrism, the transition from reform and counter-reform in the process of pedagogical action entrusted by the religious and the rise of the bourgeoisie, emerging in this passage the schools (new image of childhood and family), unlike the Middle Ages, began to take care of the age groups and levels of learning, becoming sharp in the seventeenth century.

The path taken so far has been necessary to understand the historical process linked to the different cultures and ideologies that resulted in our educational trends and training in the current pedagogical and evaluative structure. (ARANHA, 2020)

The trajectory of the functions of evaluation, throughout history, shows that the evaluation process does not follow rigid standards, being determined by pedagogical, historical, social, economic and even political dimensions, directly related to the context in which it is inserted BATISTA ET ALT (2006, P.3).

In Brazil, its history in the sixteenth century cannot be detached from European events, because it was in this way that the educational advances we know today took place. According to traditional historians, in 1549, with the arrival of the Society of Jesus, the Jesuits had a great Baroque influence in the formation of the *honnête homme*, a French expression that means broadly the gentile – man, cultured and polished, which were the requirements of that time. They were the ones who obtained the most significant results in relation to the pedagogical activities developed in order to catechize the Indians the Catholic hegemony and then the literacy of the elite in that period, however this statement came from the Jesuits having to account to their superiors by sending them abundant documentation, but we had in this path of catechization other religious orders such as the Franciscans, the Carmelites and the Benedictines who did not leave the same amount of records, but were indispensable.

In view of this, after the creation of elementary and secondary schools, seminaries and missions with the objective of teaching reading to the children of the colonists in the formation of new priests and the intellectual elite, there were still few chosen to attend the institutions, emphasizing that at the beginning of this process the first schools brought together the children of the Indians and the settlers, there was a distinction between them: the indigenous people frequented to become Christians and docile in the colonization process; The children of colonists were prepared for an ideal of formation of the universal, humanistic and Christian man of general culture, encyclopedic and intertwined with the life of the colony.

According to the author, the school practice exercised by the Jesuits had as an expository characteristic, reading of texts, memorization and oral citation of what was read following the guidelines of a document published *RATIOSTUDIORUM*, whose translation is *Ordenamento dos Estudos na Sociedade de Jesus* and had as rules: the alliance of solid virtues with study, avoiding the novelty of opinions even if they are subjects that did not present danger to faith and charity, repetitions at home every day, except Saturdays, holidays and festivities for the exercise of memorization of scholastic contents, order in the courtyards and other premises of the institution so that there

would be no indiscipline in behavior, lecturing in didactic materials where only ancient authors and not modern ones are explained. Currently, it is possible to observe in the school daily life some practices that cross the generations, such as: the student not asking questions during the evaluation, the time stipulated for its completion, the students sitting separately, also demonstrating the concern we have with copying or pasting.

For Luckesi (2018), Jesuit pedagogy maintained a concern with regard to the tests/exams carried out in that period, even developing a solemn ritual on these occasions. The pedagogical action was marked by dogmatic forms, aiming to evaluate the students' performance, with a merely formal character.

In this context, bourgeois society undergoes mutations as a result of capitalist development and the vision that was maintained of Europe. Teaching is improved with legislation that contemplates obligation, programs, levels and methods. Luckesi (2018) points out that the process of emergence and crystallization of this society brings the traditional pedagogy that we know, constituting the practice of applying tests/exams that educators assign grades or concepts of the knowledge acquired by the students. In the course of this historical process, exclusion and marginalization with the disadvantaged still persist and surpass this phase to the present day.

As a result, in the seventeenth century, also known as the century of method due to the deepening of science and philosophy in pedagogical theories, two ways of thinking in the acquisition of knowledge emerged: rationalism and empiricism, discussed by Descartes, Bacon and Locke, among others.

René Descartes (1596 - 1650) considered the Father of Modern Philosophy brings rationalism, that is, the resource of methodical doubt where man through reason reaches the truth. One of his best-known lines is: "I think, therefore I am". Reason as the beginning of all knowledge.

The English philosopher Francis Bacon prioritizes induction through experience, that is, the path of reasoning that goes from the concrete to the abstract, as well as the English philosopher John Locke (1632 - 1704) when dealing with liberalism, the importance of sensible experience in the construction of knowledge.

These ideas, added to the scientific renaissance, influenced pedagogues to seek different methods, in order to make education pleasant and effective in the daily lives

of students. Religious and public education and the academies that emerged aimed at religious, disciplinary and manual work instruction in such a way that it contradicted realism in pedagogy through a silenced culture, that is, women, blacks and indigenous people were denied knowledge and only mestizos could come to attend elementary education. The realism that meant valuing experiences, the changes in the world and the problems that linked to the progress of humanity became contradictory with the discrimination faced by peasants, resulting in an increase in illiteracy because it was an agrarian and slave-owning society. In addition to the discussions of philosophers and theorists of education, the dualism of school for the elite and another for the people was outlined, understanding that a conservative education persisted, predominant with the religious orders.

Then comes João Amos Comenius (1592 - 1670), according to historians the greatest educator and pedagogue of the seventeenth century, considered the Father of Modern Didactics, produced a work entitled *Didática Magna*, where he had as chapters: "How one should teach and learn safely, so that it is impossible not to obtain good results", the other chapter "Bases for speed of teaching, saving time and fatigue".

Comenian pedagogy, according to Luckesi (2018) was based on the special attention that should be paid to the teacher's action in the transmission of knowledge and its retention by students should occur through this same action, this means that only by doing, we learn to do and that such knowledge should not be fixed only in school, but should be used for life. However, even with this futuristic vision for his time, Comenius did not give up the use of exams, as it was believed that through this tool the educator would keep students attentive to school activities through fear. According to him, this way the student would not stop preparing for the final exams of a higher education course (Academy) if he knew that such an evaluation would be "for real". Comenius fought for an education for the whole pansophy – universal wisdom – even if simplified in elementary education, he projected a general and integrated knowledge at all levels of education. However, even with these ideologies, dualism still prevailed in teaching: the apprenticeship of the elite and the apprenticeship of trades.

Although there was still no talk of learning assessment, the oral exams that initiated the processes of verifying the students' knowledge instituted the process of classification, promotion and attribution of degrees and titles required until then by the



bourgeois society that was developing, the fear and fetish, so essential in this practice, became fundamental mechanisms in the praxis of contemporary education, highlighting the school selectivity and its processes of formation of the students' personalities.

In the eighteenth century or the century of enlightenment, education was strengthened with the liberal and secular tendency, seeking new ways for the autonomy of students. Thus, Luckesi (2018) says that the French Revolution, as a revolutionary, proposed the universalization of education. With the Industrial Revolution, it brought a new look at education due to the uncontrolled increase of industrial capitalism and stimulating the creation of polytechnic schools, reminding us that education in this period in Brazil was undergoing modifications due to the Pombaline reform and expulsion of the Jesuits in 1759 – until Pope Clement XIV extinguished the Society of Jesus in 1773. The educational sphere ceases to be a scholastic dogmatism of the Church and a lay education is assumed, with the responsibility of the State. However, this occurred because the State feared the Society of Jesus because of the economic and political power exercised since the sixteenth century from all social strata to model conduct, but such modifications caused losses because they did not take care to replace regular education with another school organization.

Recalling that in this period with the development of the economy and intensification of urbanization, it became necessary to create vocational education given by the Society of Jesus, which had workshops, by Jesuit masters, many of them coming from abroad to teach the most necessary trades, the apprentices after four years or more took exams to receive the certificate of officers. Understanding that such teaching was necessary due to bourgeois society in its intellectual understanding considering manual activities unqualified and by artisans being prepared by informal education.

In 1772 official public education was implemented, the Portuguese Crown appointed teachers, established study and inspection plans and changed Jesuit teaching from the humanities course to royal classes of isolated disciplines according to the metropolises. The university attended by the nobles was that of Coimbra, Portugal.

Evaluation begins to take on a more structured form after the eighteenth century, when modern schools begin, as we have seen before, books become accessible



to all, creating libraries. In France and Portugal, the evaluative practice with the use of exams associated with the system of assigning grades, control, and the behaviors of examinees and examiners originates a new area of study called docimology, bringing to the educational sphere the discussion of the role of the exam as an eliminatory and decisive factor for the classification of the student.

According to Aranha (2020), the nineteenth century brought pedagogues who were concerned with the education of children, such as the Swiss-German Johann Heinrich Pestalozzi (1746-1827), considered one of the defenders of the popular school extended to all, as a disciple of Rousseau, he brought the field of psychology to the study of methods in the organization of manual and intellectual work. For him, the individual is a whole spirit-heart-hand unity corresponded to the development of the triple knowing-willing-acting, through which the improvement of intelligence, morals and technique takes place. Children were understood in their innate potentialities that would be developed until maturity.

The German Friedrich Froebel (1782-1852), a pioneer in the creation of kindergartens, favored playful activity because he perceived the functional significance of play and toys for sensorimotor development, and developed methods to improve skills, such as the construction of the first pedagogical toys called "gifts".

Johann F. Herbart (1776-1841), also German, brings to the educational field elements of experimental psychology applied to pedagogy, the education of the will and the method of instruction that provided the development of the student through five formal steps: preparation, presentation, assimilation, generalization and application.

In addition to them, at the end of the century, philosophers Wilhelm Dilthey (1833-1911) and Friedrich Nietzsche (1844-1900) anticipated criticism of the traditional school. From this perspective, the docimology developed in France and Portugal and used in the United States had the purpose of improving educational standards with the objective of replacing oral exams with written ones, reducing general questions and increasing specific ones.

Also according to the aforementioned author, there were many contradictions faced by Brazil during this transition resulting from an agrarian-commercial economic model and in the attempts at industrialization, debates about Brazilian education began regarding the social role of the school, in which mainly the public schools did not have

a specific space for this action and the appropriate methodologies for this new phase of teaching: elementary, secondary, higher. However, there was a detriment in these teachings, valuing only higher education, including in this path the training of teachers, the creation of other professional courses and the inclusion of women in education, even though for them the objective would be to prepare them for marriage.

Thus, even though there were several significant changes for the country, such as: acceleration of immigration policy, abolition of slavery and finally the fall of the monarchy and the proclamation of the Republic, in the last decades of the nineteenth century the properly pedagogical issues began with the Couto Ferraz reform, in 1854, instituting the Pedagogical Conferences that discussed possible methods, various subjects such as school hygiene, corporal punishment, State action, among others. In 1883, on the initiative of Emperor Pedro II himself, other measures were taken, such as the Congress of Instruction, but the situation of education was still precarious.

In general, the educational proposals seen in the nineteenth century were reaffirmed in the twentieth century, also bringing the need for public schools, lay, free and compulsory. However, this century was the time of socialist revolutions, intensifying the rights of citizens in their entirety, the unbridled demand for population growth and the expansion of education were not enough to overcome a society that had just changed after the industrial revolution. In view of this, in order to complement the traditional school model, education for democracy – new school – we then sought to examine the theories that underpinned the evaluative practices in this period, such as progressive and constructivist, emphasizing that the school sought to understand its social function and its methodological form in an information society.

In the United States, in the 1920s, the evaluation brought several studies on the behavioral changes of human beings, to measure the effectiveness of the productivity of workers and the influence of experimental university programs on the personality and attitudes of students. Through the studies of Robert Thorndike, the pedagogical scope was marked by standardized tests. According to Luckesi (2018) the name learning assessment was attributed to Ralph Tyler, defined by American researchers, the "Tylerian" period from 1930 to 1945, was dedicated to the issue of efficient teaching.

It is then observed that the evaluation of learning had the purpose of verifying the achievement of objectives, in Brazil it translates in the 60s and 70s to the entrance

exams due to human capital and technicist education. In the academic environment, Tyler's ideas receive important attention, with the book *Basic Principles of Curriculum and Teaching*, but it should be taken into account that the Tylerian perspective of evaluation, although it has allowed advances in the theoretical foundations, introducing various evaluation procedures, such as inventories, scales, registration list, questionnaires, registration forms, carries with it a positivist conception of evaluation.

In the 80s, an attempt was made to break the classificatory evaluation in favor of a diagnostic evaluation and the investigation of the educational process in which qualitative and quantitative methods are referred. In this period, liberating pedagogy emerges, according to Luckesi (2018) founded and represented by the thought and pedagogical practice inspired by the activities of Paulo Freire.

In contemporary society, in the twenty-first century, there is a search for evaluation methods that are more coherent with the pedagogical practices exercised by educators and the search for universal and quality education for all social strata, the appreciation of the teacher and his awareness of his social role, in addition to the challenges of a society in the process of changes, of a continuous and interdisciplinary education.

## 1.1 EVALUATION TRENDS IN THE CURRENT EDUCATIONAL CONTEXT

One of the causes of the term learning evaluation becoming so difficult in the educational field, redirecting the study to early childhood education, is to know that many times it is sought to have an innovative teaching practice, but that when it comes to the evaluation process of the students, this banking and mechanical action becomes. This occurs with most educators, according to Luckesi (2018) because of the traumas and abuses we go through, fixating on our unconscious and being externalized in our conduct.

Evaluation can and should be an instrument of change: in the teaching-learning process, in teaching practice, in school. It means the construction of a broad vision, with clarity and penetration for the children and for the pedagogical work itself. In this context, with the exchange of experiences of the educator and students through the development of the contents and appreciation of their previous knowledge, this

construction will take place from the experiences, dialogue and participation of the same throughout the school year, emphasizing the modification and maturation in the process of development of the students in the construction of their identities, inserted in the context of the social and political reality they find themselves in.

According to Hoffmann (2014), emphasizing the pedagogical valorization of what is "valid for the child", based on the various questions and formulations of hypotheses, becomes a significant learning since children have ideas about their world and perceptions and conceptions of what surrounds them must be stimulated in such a way that it is up to the educator to favor and stimulate this praxis through diversified procedures according to the age group of the students.

The child as a social and historical subject is part of a family organization that is inserted in a globalized society. Each child has a unique nature that is characterized in their way of feeling and thinking about the world, through interaction with people and the environment that surrounds them. Understanding, knowing and evaluating this particular character of children is the great challenge of early childhood education that is currently expanding and restructuring itself in this concept.

For this to occur, it is necessary that the educator understands his social and political role, has a deepening in the theories of knowledge, security of his discipline so that there is the transmission of knowledge in a precise and exact way, with the exchange of knowledge and reflection on the proposed contents, making the evaluative method not as something finished, but continuous in the formation of the conscious citizen, because evaluating in early childhood education is a practice that must occur successively because it provides information for decision-making that helps the student as a whole and organizes the teaching praxis.

## 1.2 TYPES OF ASSESSMENT IN THE EDUCATIONAL CONTEXT

Understanding this relationship that the evaluation of learning is a tool to help the educator and that it needs to be a loving and welcoming gesture, is characterized according to several aspects:

As for the form: written with short or discursive answers, oral, by observations and notes, by documentary analysis, by monitoring the insertion or withdrawal, among others.

As for the functions according to their school purposes in the verification and learning levels of the students, according to Luckesi (2018) they can be classified as:

**Diagnosis:** at the beginning of a unit, semester or academic year; allowing the verification of the students' previous knowledge and their abilities for new learning through formative and summative instruments for pre-tests, providing subsidies for the observation and recording of physical, psychological and environmental factors. It involves an organization of inclusions in which the one who teaches and the one who learns, with their narrations, their ways of acting and reasoning are contained. For the aforementioned author, the diagnostic evaluation is a fundamental instrument to help the student in the process of growth and autonomy.

**Formative:** carried out throughout the teaching-learning process, its function is to control, as it provides feedback throughout each unit of the students' successes and mistakes. It is based on criteria in the elaboration of the evaluation instruments, as they do not have the performance of assigning grades without concepts, but defining the progress of learning and contributing to improve the didactic action.

Formative assessment is much more than a verification of student performance. For Perrenoud apud Hadji (2001, p. 20) "Any assessment that helps the student to learn and develop is formative, that is, that collaborates with the regulation of learning and development in the sense of an educational project". It is a constant reflection on the results demonstrated in the classroom, it is an awareness of the development and difficulties of the students and allows us to capture advances and difficulties that are manifested throughout the process, still in time to take measures that can remove the perceived difficulties.

**Summative:** if it takes place at the end of a unit, semester or academic year in the attribution of grades, it has a classificatory character according to the established criteria for promotion to another grade. In this type of evaluation, no instrument can be described as a priority or followed as a standard, because in the sense of gauging results already collected by formative evaluations and obtaining indicators that allow for the improvement of the teaching process.

To be efficient, the methodological resources for teaching and learning in the process of active assimilation and development of the learner should have as objectives, according to Luckesi (2018), the assimilation of the knowledge acquired, the exercise

and use of these contents in problem-situations and the creative productions of interpretations of reality.

In this sense, in the course of this study we present different tools that can be used wisely by educators, but that do not guarantee success or failure with regard to Assessment in Early Childhood Education, as it can be molded according to the specificities of the educator, highlighting a trajectory of teaching and learning in a continuous and contemporary way through curriculum planning and teaching.

The challenge of teaching quality translates into the training of a professional who seeks knowledge as a researcher of his own practice, so that his performance is a promoter of the learning and development of children respecting the right to childhood.

## 2. NEW CURRICULUM GUIDELINES FOR EARLY CHILDHOOD EDUCATION

For years, Early Childhood Education was excluded, marginalized, unprotected by laws that could support respect for childhood. However, it was from the Federal Constitution of 1988 that children began to be seen as subjects of rights respected and recognized as citizens in development, as provided for in article 227, which says:

It is the duty of the family, society and the state to ensure the child and adolescent, with absolute priority, the right to life, health, food, education, leisure, professionalization, culture, dignity, respect, freedom and family and community life, in addition to safeguarding them from all forms of negligence, discrimination, exploitation, violence and oppression (BRASIL, 1988, art. 227).

Then a new process began that would collaborate for the enforceability of constitutional rights to children's and adolescents' rights, resulting in the Statute of the Child and Adolescent (ECA), Law 8069/90, created with the purpose of guaranteeing and protecting children and adolescents in an integral way, as well as their rights that must be respected by society. In addition to establishing and supervising public policies aimed at children, trying to prevent misappropriation of resources and violation of the rights of children and adolescents. It also subsidized as a basis for the solidification of the way of looking at the child, that is, a child with the right to be a child, to play, to want, to dream. It also established the creation of councils for children and adolescents, and guardianship councils whose purpose is to preserve their rights and duties, and especially the right to education.

Early Childhood Education is currently experiencing a moment of revision on the conceptions in the education of children in collective spaces and of strengthening and innovating pedagogical practices that mediate learning and children's development, especially the main discussions are around children up to three years old in daycare centers and, also together with children of four and five years old, whose intention is to ensure and guarantee continuity in the learning process, without anticipation of contents that will be worked on in Elementary School.

In this context, the National Curriculum Guidelines for Early Childhood Education (2009) aim to establish pedagogical proposals, as well as to be associated with the National Curriculum Guidelines for Basic Education in order to guide the formulation of policies, including the training of teachers and other education professionals, as well as the planning, development and evaluation, by the units of its Pedagogical Political Project and serve to inform the children's families enrolled in Early Childhood Education about the work perspectives developed in the institutions.

According to CNE/CEB Opinion No. 20/2009 it says that:

The revision and updating of the National Curriculum Guidelines for Early Childhood Education is essential to incorporate the advances present in policy, scientific production and social movements in the area. They can constitute a strategic instrument in the consolidation of what is meant by quality Early Childhood Education. (CNE/CEB Opinion No. 20/2009).

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In view of this, it is possible to observe the importance of always adapting and updating advances in education, always promoting dialogue between social strata, in order to ensure respect for culture, thus disarticulating a past ruled by the dominant class, in order to qualify education, with diversified strategies for the development of significant learning, in addition to developing children's capacities for interpersonal relationships, in an attitude of respect and trust. It is worth highlighting the increase in enrollments, the regularization of institutions, the decrease in teachers not qualified in Early Childhood Education, the demands for better service by the population, new technologies, pressure for new demands for the policy in Early Childhood Education, putting in evidence the knowledge and practices of teachers in their practices developed in daily life with children. The curriculum is treated within the guidelines as a set of practices that articulate and value the children's previous knowledge.

Early Childhood Education institutions should provide students with favorable conditions to expand the possibilities of learning and understanding the world, the



other and themselves, as well as valuing their individual and collective productions, awakening desires, curiosities, stimulating attitudes that can develop security in decision-making and initiatives, and also learning to identify and combat prejudices. With this they will learn the value of each person and their different cultures, valuing freedom, equality between men and women, in this way becoming aware and showing solidarity with the cause of less favored groups.

Seeking a guiding principle for national education, the concept of guidelines and bases arises in the constitutional norm of an educational nature, where the National Common Curricular Base (BNCC) of the Early Childhood Education stage is organized by the rights of learning and development, fields of experiences and objectives of learning and development, elements that are integrated in the articulation between needs, interests, experiences and curiosities of children from 0 to 5 years old and the artistic, cultural, environmental, scientific and technological heritage. This appreciation aims to strengthen and unify their relationship with nature and respect for all forms of life and the preservation of natural resources.

Educational institutions need to provide a basis that sustains and influences development in order to form a healthy child with the ability to learn how to learn, and become able to live in a democratic environment, equipped with attitudes and values appropriate to each age group.

The Law also presents a proposal for continuous evaluation without the objective of failing and excluding the child, but aimed mainly at the integral development of children's potential. Following this direction, the evaluation process in early childhood education proposes references, objective criteria, demonstrating the importance for the quality of teaching and learning. The action will take place through observations and records, this requires that the early childhood education professional develop skills that can describe the child's development and that reflect daily on their practice, the evaluation needs to be a welcoming act in the sense of accepting the students as they are, it cannot be exclusionary, nor labeling and discriminatory.

## **2.2 EVALUATIVE PROPOSALS, OBSERVATION AND REGISTRATION**

Another important aspect addressed in the National Curriculum Reference for Early Childhood Education is the evaluation proposal, in which it is explicit that the

evaluation will be based on observation, registration and formative evaluation, considering the age group and development as it can be seen: "The evaluation will not take place at the end of the work. It is the permanent task of the teacher, an indispensable instrument for the constitution of a pedagogical and educational practice truly committed to the development of children". (RCNEI, p.2003, volume III).

In this sense, the educator needs to evaluate the student in a diagnostic way aiming at the entire process he goes through, the most frequently used record is the written one, videos and photos can also be used (with the authorization of parents or guardians), where their results can determine the causes of learning difficulties. Formative assessment takes place in order to collaborate with the teaching and learning process, taking into account individual differences. It is also clear that "evaluation is an instrument for the teacher to obtain data on the learning process of each child." (RCNEI, p.157, volume III).

Therefore, it is essential that each educator feels challenged to rethink their pedagogical practice, analyzing whether what they teach is really within the capacity and abilities of their students. The evaluation carried out in early childhood education must be carried out in records of all actions that occur daily, it is worth noting that at this stage failure is prohibited.

For the child, evaluation is important, as long as he participates in this process and perceives his advances and needs to overcome, enabling his self-knowledge, this should occur daily, as presented in the text of the RCNEI (1998 volumes I.p.60):

With regard to children, the evaluation should allow them to follow their achievements, their difficulties and their possibilities throughout their learning process. For this to occur, the teacher must share with them those observations that signal their progress and their possibilities of overcoming difficulties.

Professionals in Early Childhood Education institutions should always be valuing and encouraging children in relation to their own learning, proposing a challenging environment, valuing their effort and especially avoiding putting them in a situation of comparison to other children. (RCNEI, 1998).

According to the Referential (1998, p. 112, volume III) the evaluation:

... He must seek to understand the process of each child, the meaning that each work entails, removing judgments, such as ugly or beautiful, right or wrong, which used in this way do not help the educational process.

With this, it is justified that the paths taken are not the same for all children, each one has their own learning pace, their culture and limitations common to all. The educator's role becomes fundamental since he will also become a learner, since knowing children also learns new knowledge, since schools are places of mutual learning. In addition, with the arrival of the National Curriculum Reference for Early Childhood Education (1998), a new look at evaluation emerged, as it brought necessary information that enriched educational projects, responding to the educational needs of children.

### 3. CURRENT EVALUATION PERSPECTIVES

In the last two decades of the twenty-first century, great changes can be observed both in the socioeconomic and political fields as well as in the field of culture, science and technology. There were also great social movements, technological transformations made possible the emergence of the information age.

For Gadotti (2000, p.3), in order to talk about perspectives, one must know their meaning.

The word "perspective" comes from the late Latin "perspectives", which derives from two verbs: *perspecto*, which means "to look to the end, to examine attentively"; and *perspicio*, which means "to look through, to see well, to look attentively, to examine carefully, to recognize clearly" (Latin Portuguese School Dictionary, by Ernesto Faria).

The word "perspective" is rich in meanings. According to the Dictionary of Philosophy, by the Italian philosopher Nicola Abbagnano, perspective would be "any anticipation of the future: project, hope, ideal, illusion, utopia."

In view of this, to talk about perspectives is to talk about hope in the future, and to understand the future it is necessary to revisit the past. Today, many educators, perplexed by the rapid changes in society, technology, and the economy, wonder about the future of their professions. In view of this, to plan a perspective, it is necessary to "distance". It is always a "point of view", these words indicate a direction or at least a horizon to the path that one can walk.

Therefore, perspective is also to speak, discuss and identify the spirit present in the field of ideas, values and educational practices that take place in them, marking the past, differentiating the present and opening possibilities for highlighting some milestone that continues and persists in the education of the future. (GADOTTI, 2000)

Therefore, in this conjunction of densification of knowledge, it is up to the school: to love knowledge as the space of human fulfillment, of joy and cultural

contentment. By naming and critically reviewing the information, establishing hypotheses; to be creative and innovative, to be a provocateur of messages and not a naïve receiver. In a liberating perspective of education, the school has to do all this in favor of the excluded, not discriminating against the less favored. It cannot distribute power, but it can build and recover knowledge, technology contributes a lot to the emancipation of the excluded if it is not associated with the exercise of citizenship.

According to Dowbor (1998 p, 259), The school will cease to be taught to be a manager of knowledge. For the first time, education has the possibility of being decisive over knowledge. According to the aforementioned author, education has become a strategy for development, but for this it is not enough to "modernize" it, as they want. It will be necessary to transform it profoundly. The school needs to develop projects, it needs data, to make its own innovation, to plan for the medium and long term, and to have its own curricular restructuring, to elaborate its curricular parameters, in short, to be a citizen. The changes that come from within schools are more lasting, in their ability to innovate, register, systematize their practical experience, it will depend on their future. (Dowbor, 1998)

According to Gadotti, (2000, p.8)

In this context, the educator is a mediator of knowledge. Before the student who is the subject of his own training. He needs to build knowledge from what he does and, for that, he also needs to be curious, looking for meaning for what he does and distinguishing new definitions for what to do from his students.

For Hoffmann (2014), evaluation is a reflection transformed into action. An action that drives us to new reflections. Permanent reflection of the educator on his reality, and step-by-step monitoring of the student, in his trajectory of knowledge construction. An interactive process, through which students and educators learn about themselves and about the school reality in the act of evaluation.

However, it is necessary that evaluation be understood as a teaching and learning process, which occur in a continuous, cumulative and systematic way. Evaluation permeates the entire act of planning and executing and, in this way, contributes to the entire course of action. It is necessary for critical construction, as evaluation is an important tool in the resizing of what was planned. (HOFFMANN, 2014)

In view of this, in the educational field, a paradox arises in having complex

theoretical knowledge about childhood and the difficulties in working with child populations. To reflect on these paradoxes and on childhood today is to have the necessary conditions to plan the work in the school and to program the curriculum in the conception of the development of the perspectives of a contemporary education, so early childhood education is seen as an "I" and in which solidarity, respect for differences and inequality are on the agenda. Therefore, without knowing the interactions, there is no way to educate children in a humanized look, necessary to subsidize public policies and solidary educational practices.

The instruments used for this practice can be varied, but from these perspectives, they need to systematically diagnose the construction of specific knowledge, capacities and skills, as well as aspects related to personal and social development.

According to Freire apud Hoffman (2014), dialogue is necessary in teaching-learning practices, as well as in the teacher-student relationship. Evaluation based on standards and criteria is of great importance, for the operationalization of a work, to make the distance between the most classic approach to evaluation and the most modern one. And when the first is based on standards, the second is based on criteria. From this perspective, the teacher is the mediator between the children and the knowledge objectives, organizing and providing spaces and situations and providing spaces and learning situations that articulate the affective, emotional, social and cognitive resources and capacities of each child to their previous knowledge and to the contents related to the different fields of human knowledge.

For children's learning to occur successfully, it is necessary that the teacher considers, in the organization of the evaluative educational work, the interaction with children of the same age and of different ages in different situations, previous knowledge of any nature, the degree of challenge that the activity presents and the fact that they must be meaningful and presented through an integrated construction and possible real social practices.

Interaction skills, however, are also developed when children can be alone, when they elaborate their discoveries and feelings that build a sense of ownership for the actions and thoughts already shared with other children and adults, which will enhance new interactions. Therefore, the teacher should reflect and discuss with his peers about

the criteria used in the organization of groups and situations of interaction, aiming, whenever possible, to help the exchanges between children and, at the same time, guarantee him the space of individuality. One of the ways to provide this exchange is the socialization of their discoveries, when the teacher organizes the situations so that the children share their individual paths in the elaboration of the different works carried out.

The social sphere offers, therefore, unique occasions to elaborate strategies of thought and action, enabling the expansion of the child's hypothesis. In this process, a network of reflection and knowledge construction in which both the more experienced and the less experienced partners have their role in interpreting and testing solutions.

In this context, to a conception that we need to make sure that all learning possibilities are available and that the school should not be limited only to the cognitive aspects of development, we will observe that failure has negative impacts, as it often causes school dropout and low self-esteem, which hinders the very process of aprendizagem. With these principles of respect, however, we are not advocating that we should expect the student to learn alone, but rather create conditions conducive to learning and recognize when he is in the process of consolidating the expected knowledge or when he is not able to move in this direction, within the foreseen period, establishing clear goals to be achieved is, therefore, a basic requirement for teaching and evaluating.

According to Silva (2012), the principle of attending to diversity draws attention to the fact that evaluation, in a regulatory formative perspective, must recognize the different trajectories of students' lives and, for this, it is necessary to make the objectives, contents, ways of teaching and evaluating more flexible.

Regarding evaluation, we noticed that teachers are increasingly aware of their commitment to the results obtained by students. However, the history of educational evaluation is constituted by strong reproduction. The same practices have been repeated for a century and attempts to reflect on them are hindered by behaviorist attitudes that blame failure on bad teachers/speakers and inattentive students/listeners for social and material conditions that are independent of the school. (HOFFMAN, 2011, p.14)

### 3.1 THE PORTFOLIO AS AN EVALUATION PROCESS IN EDUCATION

The portfolio is an instrument for identifying the quality of teaching-learning through the evaluation of student and teacher performance; which comprises

the collection of works carried out by students during the school year. It can help students develop the ability to evaluate their own work and performance, articulating with the trajectory of their professional development, in addition to providing opportunities for documentation and registration in a systematic and reflective way. Through the portfolios, the teacher establishes a dialogue with each student in an individualized way, as students must always be with them documenting their learning. The advantage of it It is the possibility for the student to reflect on his own learning and evaluate it with the teacher. There is also the possibility for students of Teaching Degree courses, future teachers, to experience this practice, so that in the schools in which they will work they can understand and propose more dynamic evaluation practices aimed at a formative approach.

Portfolio-based assessment can and should focus everyone's attention (children, teachers, and family members) on the important learning tasks. The process can stimulate questioning, discussion, assumption, proposition, analysis, and reflection. (SHORES and GRASE, p.87 2001).

The evaluative portfolio is able to apprehend the evaluation that is made of the activity carried out and what was especially significant for each one. This record is what allowed the teacher to understand the meanings that children produce when performing some activity, it can be resumed at other times, to remember what happened and also to suggest other activities based on the same theme. Other activities carried out, such as walks, such as drawings or photos, can join this record in the composition of the collective portfolio. Like the individual ones, the collective must be accessible to the group to be resumed whenever the teacher deems it necessary or when the children themselves wish to consult it. From this writing, the importance of the observant look of teachers in the process of monitoring the pedagogical work is highlighted.

Evaluation reports are, at the same time, a strategy to conserve the products of the teachers' observation and a means to refine this observer's view, allowing an increasingly deeper knowledge of the group of children. The evaluation reports should capture the different dimensions involved in the experiences of the children in the group, that is, they should bring the integrality of the children as beings endowed with feelings, affections, emotions, movements and cognition.

The reference for elaborating them should be the child himself, and not previously established criteria to which he is expected to correspond. An example of a



collective portfolio is the "Book of Life", idealized by educator Célestin Freinet. As already mentioned, the arrival of children at the institution is a particularly delicate moment of transition for professionals, families and the children themselves, surrounded by expectations and, often, fears. At this time, the records play an important role in offering conditions of comfort and safety to children and families and in establishing links between the environment of the institution and the home. Another suggestion would be a notebook for messages and communication between parents and teachers is an interesting strategy for the exchange of information and impressions about the child. This notebook, an instrument of registration shared between families and teachers, can contribute to strengthening the ties between home and institution, making the welcoming process more peaceful and safe for all. It becomes evident to share the observation records with the families so that they feel welcomed in the institution, acquire confidence in the pedagogical work and know aspects of the children's development that they are often unaware of.

On the other hand, the teachers' observations can be enriched with information brought by the families; Hence the importance that, in addition to the exchange of written records, there are periodic contacts so that the exchanges can take place. These contacts are necessary, even, because many families are not able to benefit from written communication, as in cases where those responsible are not literate.

Portfolio, dossier, valuation reports, all of these nomenclatures refer, in the basic sense, to the organization of a collection of records on student learning that helps the teacher, the students themselves and the An evolutionary view of the process of child development. (HOFFMANN, 2010)

Some teachers still understand that the portfolio is just something to "keep" children's activities to expose to parents what they develop in the classroom, they consider it as a mere instrument of evaluation and not of monitoring the learning built. Teachers who work with portfolios have more confidence in carrying out the children's opinions. The teacher must use strategies to monitor the development of his children.

### 3.2 EVALUATION FROM A CONSTRUCTIVIST PERSPECTIVE

The evaluation of learning is one of the topics discussed in conferences and seminars in the educational field due to the respective changes that are inserted in this complex scenario and that interfere in the administrative-pedagogical function and structuring of the school because of the new demands of subjects who act actively and critically in the profound transformations and resignifications of a capitalist society. Thus, it is essential to meet multidisciplinary, interdisciplinary and transdisciplinary perspectives on the evaluation process in meaningful learning.

In the construction of this new evaluation practice:

The school, therefore, is a political-pedagogical place that contributes to the intersection of the cultural diversity that surrounds and constitutes it, being a space to signify, to give meaning, to produce knowledge, values and fundamental skills for the human formation of those who teach and those who learn. In this reasoning, the role of evaluation is to monitor the teaching-learning relationship to enable information to maintain dialogue between the interventions of teachers and students. Silva (2012, p.11)

This praxis becomes increasingly difficult in the performance of the social role of the school, which for Perrenoud (1999) resulted in the submission of inequalities with effectiveness, where students acquired knowledge if they had the will. Therefore, it is essential to understand the political dimension of the teaching work.

According to Perrenoud (1999), the more one adheres to a procedure, the more important it will be to conceive situations that stimulate cognitive conflict among students or in the mind of each one.

The constructivist theory introduces the perspectives of the positive image of the mistake made by the student as more fruitful and productive than an immediate success. The individual is understood as an active being who gradually selects the best action strategies that lead him to challenges that are presented to him. Hoffmann (2011, p.62).

In this conception of learning and development, it is necessary to understand that the student is not a blank slate, but climbs levels of understanding and interpretation from his interaction with the world. According to Garcia (2006, p. 36) "... understand that the child's non-knowing, in a given situation, points to the possibility of coming, to know. The child advances in the construction and appropriation of new knowledge from the exchange, relationship and interaction with the other." It is the possibility of a pedagogical practice as an educator who mediates the transformations of the students.

As HOFFMANN apoud (2011) points out, there are systematic errors that mark the limit between "what a subject can and cannot do and the errors manifested during the process of invention and discovery". In view of the opinion, it is necessary to deepen the teacher's intervention, analyzing each stage of the construction of knowledge in its specificity. Not all mistakes made can be called "constructive mistakes", which can be discovered by them in terms of better solutions. Such hypotheses constructed and generalized, at first, are gradually reformulated by the individual from the observation of the phenomena in their relations, similarities and differences.

Recognizing the different paths of the students' life trajectory implies making content and methodologies more flexible according to the reality in which they find themselves, which according to Garcia (2006) is the attempt that the child demonstrates to fit into the form presented by the school, in being accepted, because teaching cannot be seen as mechanical and linear of ready-made and finished contents.

In the educational paradigm centered on meaningful learning, evaluation becomes, according to Silva apud Méndez (2012), the school as a democratic place to provide students and educators with spaces for dialogue and participation and to use evaluation as a tool for the construction of continuous knowledge, providing diversity and coherence between the instruments and the evaluation process in the formation of individual citizens.

The model of meaningful learning intertwines with the evaluative exercise cited by Vasconcellos (2009) in this new transitory phase of a globalized society that needs changes in the educational area both in the epistemological assumptions and the practice of evaluation and in its pedagogical link and its relations with the institution to which it is inserted and the educational and social organization it belongs.

Thus, according to Vasconcellos, there are six reflections that can recover evaluation as a mechanism of transformation:

- 1- Form of Evaluation: make a more procedural evaluation; reduce emphasis on the classification evaluation; despising outdated results; change understanding of what it means to be "fair"... ; use student error as a form of interaction; and so on.
- 2- Evaluation Content: evaluate not only the student; emphasis on the essentials of the content: less classifications/taxonomies and metalanguage, more comprehension and reasoning; it is necessary to consider that the learning of the student does not begin at school; hence the fact that his answer will not always coincide with what he was taught; hence also the pedagogical need to consider what the student already knows in order to be able to

interact; make a socio-affective evaluation (interest, participation, discipline), but without linking it to the logic of pass/fail; and so on.

3- Intentionality of Evaluation: facing the terrible dispute of meanings of evaluation (rewarding/punishing versus guaranteeing learning). ... The fundamental question... It should not be "how to translate the student's performance into a grade", but rather "how to find intervention strategies" so that the student learns.

4- Pedagogical bond: recovering the meaning of the contents: refusing to teach something that does not see sense; provide participatory methodology in the classroom; starting from where the student is; take into account their previous knowledge; being a teacher of students and "not of contents"; and so on.

5- Institutional Support: participatory construction of the Pedagogical Political Project; constant collective work; work with students and the community; search for adequate working conditions; and so on.

6- System: effective autonomy for the school; change in educational legislation; guarantee of adequate working conditions; social valorization of school education and educators; teacher training; social democratization, in such a way that the school no longer needs to be used as a form of selection.

(2009, p. 181)

In this conception of the evaluation process, it is important to understand the importance of pedagogical practice, which for Garcia (2006) brings as fundamental the role of the teacher as a mediator in the development of the student's learning. Internalizing this relationship means understanding that the child, when starting the school teaching process – Early Childhood Education – carries with him his reading of the world, that is, his previous knowledge that makes it easier for him to understand the reality in which he is inserted.

It is understood that the fruit of an efficient evaluation is related to a beneficial mutual influence between the educator and the student through the social contact in which they are inserted. The evaluative practice should be stimulating, awakening in teachers and students the pleasure in the search for knowledge.

In the field of early childhood education, several educators contributed to the understanding and formation of structures regarding the teaching of children, among them: Friedrich Froebel, Jean Piaget, Lev Semenovich Vygotsky and Henri Wallon, providing in their works a new understanding of this modality, revealing through socio-interactionist theories child development as a dynamic process from the exchanges established between the subject and the environment.

Even though there are disagreements on some points, all these theorists left us a rich legacy in the area of knowledge construction and to this day their theories serve as

subsidies for several education and psychology professionals.

### 3.3 THE ROLE OF THE TEACHER IN THE EVALUATION OF THE STUDENT

We are living in a moment of great euphoria and advances in society as a whole and the great challenge of this new society is an education that promotes and enables the formation of individuals prepared for this reality. For Gadotti (2011), the educator needs to adapt his function of teaching and educating, because one of the challenges of the globalized world is to combat the dominant, perverse and excluding model of education. And for it to be successfully achieved, it is necessary that from an early age children are in contact with educational elements that prepare them for the society that awaits them.

To seek alternatives to the challenges that this new education imposes, the educator must organize himself in search of essential learning that throughout life will somehow be his safe compass.

For Jacques Delors (2000, in CARVALHO, 2002), there are four pillars that, if valued, will make education an instrument to live together and in peace, which are: Learning to learn; Learning to do; Learning to live together; Learning to be. The four pillars, if well used, can bear fruit, as they are able to give way to teaching how to think, know, communicate, and help develop logical reasoning. Therefore, developing an evaluation practice that contemplates students and educators is essential.

It is in this same line of thought that Hoffman (2011, p.21) defines some basic assumptions for evaluation in early childhood education, taking into account the diversity of interests and possibilities and exploration of the world by the child, respecting their own sociocultural identity, and providing them with an interactive environment, rich in materials and situations to be experienced. In this view, for the educator to perform his function successfully within the objectives, he needs to be flexible, believe that he can change his practice whenever he cannot achieve his goal, change the classroom routine, the planning as well as all the work developed, and especially reflect on his action as well as change to evaluate, and through this evaluation guarantee the children possibilities of growth. In addition to creating habits of recording the facts experienced on a daily basis, it will greatly contribute to the educator exercising different types of evaluations, whether through analysis, report,

body expressions, reporting children's achievements and difficulties.

According to Silva et al. (2012), the diversity of the evaluation instruments has as its main characteristic that it records the largest possible number and variations of information about the teaching work and the paths of learning, always seeking pedagogical coherence. In this context, Hoffmann (2012, p.83) says that: "Mediating the mobilization will require him to remain flexible, attentive and critical about his planning".

From the author's ideas, it is concluded that the teacher as an investigative subject should value the previous knowledge of the students as a starting point for their planning.

According to Libâneo (2009, p.304) about the role of the school, he says that:

The quality of teaching depends on changes in the scope of the school organization, involving everything from the physical structure and the operating conditions as well as the relationships between students, teachers, employees and the organizational culture. The school as a whole must be responsible for the students' learning.

Therefore, the school organization understood as a democratic community has the power to transform and share solutions related to student learning through work, the manager is responsible for creating a welcoming environment that enables educational work, as well as being in partnership with teachers, parents, employees and the community, in the construction of meaningful learning and in the applicability of a mediating evaluation that respects each moment of the student's life. child and its time of maturation. In this context, Silva (2012, p.88) states that "practices such as project pedagogy are seen as relevant procedures for the teaching-learning process".

Libâneo (2009), Hoffman (2011), agree when they pay attention to the importance of the curricular project developed within the educational units, as a document that portrays the intentions, objectives and dynamics to be executed by the pedagogical team, it is worth noting that the document is of a flexible nature and may undergo changes according to the needs presented.

Therefore, children have their own ways of understanding and interacting in the world and educators need to seek the ways in which it will continue, favoring and valuing the exchange of experiences among all, as well as directing the work developed and how the evaluation will happen, where it should contemplate the students respecting their cognitive development, affective and social.

#### 4. FINAL CONSIDERATIONS

Evaluation must be designed in a procedural and formative way, through mutual influence, so the use of instruments that appreciate the various forms of expression of students is indicated, and such procedures must be related to the contents and objectives of teaching, it is essential for the educator to have the knowledge and criteria to be considered according to his planning and objectives of reaching each age group of the student, taking into account its peculiarities, cognitive and physical development process and maturation. That is why there is a need for employees who are engaged with the organizational structure, educational policies and practices to which they are part, in order to value and synergy at all school levels.

In order for them to be proactive and inductive, it is essential that they develop skills and abilities for problem solving, assertive decision-making, feedback in communication in their different segments within it, teamwork and that they are agile and flexible according to the needs and needs of each individual, because the teacher's work does not take place only in the classroom, but it takes into account the environment in which the subject is inserted.

Since the search for knowledge in the fields of essential experiences in the school development of the child, its insertion and performance in the environment through contact, investigation and absorption of empirical knowledge, the evaluative choices according to the strategies presented by the teacher are of paramount importance for the registration, validation and acquisition of knowledge in its different spheres, whether intellectual, cognitive, physical or social of the student.

It is up to the education professional to analyze, review and modify their strategies for professional growth with a view not only to the results achieved by their class, but to the understanding that their practices have the reach to enchant and positively transform the life of each human being. Providing engagement, commitment, motivation, synergy, creativity, among others in Early Childhood Education Teaching are essential for stimulating personal development, self-knowledge and the search for collective growth, aiming at and providing quality teaching.



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