

EVALUATION: A CONSTANT PRACTICE THAT HELPS IN LEARNING IN THE LITERACY PROCESS

AValiação: UMA PRÁTICA CONSTANTE QUE AUXILIA NA APRENDIZAGEM NO PROCESSO DE ALFABETIZAÇÃO

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RESUMO: O processo de avaliação no desenvolvimento da criança no geral ocorre nos seus primeiros anos de vida no ambiente escolar, onde a criança inicia seu primeiro ciclo na educação infantil tendo seu primeiro contato de forma lúdica com as letras (vogais e as consoantes), com os números e questões relacionadas à Natureza/Sociedade. Após essa primeira etapa a criança passa por um processo de transição e mudanças com relação aos novos desafios que a mesma irá enfrentar nas series iniciais, iniciando a introdução da alfabetização e letramento. Entendesse que os processos avaliativos estão sendo aplicados para somar junto ao aluno com o propósito da construção de aprendizagem do mesmo, em qualquer fase que ele esteja buscando sempre uma melhoria contínua do educando. A utilização da avaliação no processo do desenvolvimento na alfabetização nas series iniciais auxilia na escrita, na leitura e na compreensão facilitando melhor o aprendizado para o aluno, sendo assim, são através dos processos de avaliação que o educador conseguiu entender e elaborar melhores estratégias para que o aluno tenha melhor entendimento, tornando-se assim esse aprendizado algo mais prazeroso. Com isso, o objetivo deste trabalho foi analisar o processo de avaliação durante a prática de ensino e aprendizagem na construção e desenvolvimento do aluno no período de alfabetização. A utilização da avaliação de fato contribui para o crescimento e desenvolvimento do aluno e aprimora também o trabalho do corpo docente, onde ambos estão sendo avaliados constantemente. Dessa forma, conclui-se que o trabalho traz uma reflexão da importância da aplicação das avaliações nas series iniciais exigindo dedicação por parte do professor e do aluno, contribuindo assim para uma melhor prática avaliativa.

2646

Palavras Chaves: Avaliação. Aprendizagem. Alfabetização-Letramento.

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ABSTRACT: The evaluation process in the development of the child in general occurs in the first years of life in the school environment, where the child begins his first cycle in early childhood education and his first contact in a playful way with the letters (vowels and consonants), with the numbers and issues related to Nature / Society. After this first stage the child undergoes a process of transition and changes in relation to the new challenges that the same will face in the initial series, initiating the introduction of literacy and literacy. Understand that the evaluation processes are being applied to add to the student for the purpose of learning construction of the same, at any stage that he is always seeking a continuous improvement of the student. The use of evaluation in the process of development in literacy in the initial series assists in writing, reading and comprehension, facilitating better learning for the student, and it is through the evaluation processes that the educator has been able to understand and elaborate better strategies for the student has a better understanding, thus making this learning something more pleasurable. With this, the objective of this work was to analyze the evaluation process during the teaching and learning practice in the construction and development of the student in the literacy period. The use of the evaluation in fact contributes to the student's growth and development and also improves the the work of the faculty, where both are being evaluated constantly. Thus, it is concluded that the work brings a reflection of the importance of applying the assessments in the initial series requiring dedication on the part of the teacher and the student, thus contributing to a better practice.

Keywords: Evaluation. Learning. Literacy-Literacy.

INTRODUCTION

In the first years of early childhood education, the child begins his learning and development process, where he has his first contact in a playful way with letters (vowels and consonants), with numbers and issues related to Nature/Society. During this period, an evaluation process was initiated, where all the student's behavior is observed. Then the child is inserted in the initial grades, with an increase in relation to the literacy process.

The evaluation of learning in the literacy process is the second step in the student's growth, as it is necessary to understand their evolution in the context of the general history and previous knowledge that they have. Knowledge that the child acquired in social life. Luckesi (2002, p. 118) states that:

Evaluation goes through the act of planning and executing; therefore, it contributes to the entire course of planned action. Evaluation is present not only in the identification of the social political perspective, but also in the selection of alternative means and in the execution of the project, with a view to its construction. [...] Evaluation is a tool that human beings cannot get rid of. It is part of their way of acting and, therefore, it is necessary that it be used in the best possible way.

Understand that the evaluation processes are being applied to add to the student with the purpose of building his learning, at any stage that the student is in, it is interesting to seek continuous improvement. The most important thing is the changes that occur gradually in the child's growth with the well-carried out evaluation process manages to awaken in the student

his curious side and also that of a researcher, in which the child begins to free himself from his limitations always seeking to conquer new knowledge. It is through this performance that it is observed whether the methods acquired by educators are being well applied for the development of the student. According to Antunes (2013, p. 09):

Evaluation is the systematic collection of evidence through which changes that occur in students are determined and how they occur. They include a wide variety of evidence that goes beyond the traditional pencil-and-paper final exam. It is a quality control system through which it is possible to determine, at each stage of the teaching-learning process, the effectiveness or not of the process and, if not, what changes need to be made to ensure its effectiveness before it is too late.

In this way, the act of evaluating is associated with a positive format for the student's growth, the evaluation process at this stage of literacy serves as a "moment of breath" leading the student to take off in his development and seeking to improve his limitation when it comes to new knowledge.

Thus, the present work addresses the importance of the evaluation process in the literacy of students from the 1st to the 3rd year of elementary school, a very significant theme to be studied in the follow-up of education. With the use of assessments, the evolution and changes in relation to the development of students are notorious. Understanding the student's teaching and learning practice, as well as the form of construction and development in the literacy period, will provide the growth of the student's learning.

2648

EVALUATION INSTRUMENTS

The learning assessment instruments have as resources the use of collection and analysis in the face of the learning process throughout the school year, providing opportunities for student learning. These evaluative instruments allow the educator to be aware of the necessary information about the previous knowledge of each student, in view of the diagnosis made by the educator, he must seek instruments that should be used for the best conduct of the learning process of his students. According to Antunes (2013, p. 32):

"Teaching" something means varying a lot and always the contexts in which learning is carried out so that the meanings that the student constructs are never linked to just one context and, as a result, "evaluating" learning means making use of a great diversity of activities that can place the content that one wants to see learned in different particular contexts. We are only sure that we have learned something when we have been able to use it; Thus, when developing an evaluation instrument, the teacher should always be concerned with the instrumental and practical value of the learning constructed by the student.

In this way, it is essential that the instruments are used for the student's growth, so that he can have security and skill in all the activities he is going to perform. Therefore, the

teacher will be careful and attentive when it is necessary to apply some of the instruments to his students to obtain a history of evaluation information. According to Luckesi (2002, p.33) "The evaluation that is practiced in school is the one where grades are used to support student classification needs, where performances are compared and not objectives that are intended to be achieved".

In view of this, there are no specific assessment instruments capable of identifying the learning development process of these students, so students should be given numerous possibilities to be evaluated, implying ensuring learning in a continuous way, observing all the actions and behaviors of the students and how they relate to the others in their class, making an initial assessment of each student.

Through this process, the educator begins to demystify how he will work privately with each student, thus recognizing the difficulties faced by the students, as well as limitations and difficulties on their part. In this way, the evaluation instruments for the whole class begin to be planned and introduced. There are countless instruments that can be used as an evaluation process, but the teacher who works in the literacy grades needs to have some specific instruments to have a good result, so we will address some evaluation instruments.

When it comes to evaluation, it is common to join the evaluation instruments used by educators, however the test, seminar, exams, portfolio, assignments, tests and others. It is necessary for educators to forget about the grade a little and worry about their students as citizens and cultural and social individuals, thus being able to develop an evaluative practice, seeking not to quantify, but to qualify, with the intention of promoting and not excluding. 2649

In the early years of elementary school, they are used several times, only in the 4th and 5th grades, usually with high grades for an instrument that will serve exclusively as a knowledge check. The test is a set of tasks presented to all members of a group, where uniform application and correction procedures are used.

In addition to the tests, other evaluative instruments that are in the daily life of students include assignments, which can be individual, or in groups, in the classroom or at home, which often contributes only in copies of texts, or in the classroom with the guidance and intervention of the teacher. According to Freire (1996, p.07) "We learn to think together with the other, in a group coordinated by an educator. [...] We learned to reflect, structuring our hypotheses in the interaction and exchange of the group". The work carried out in the classroom, in groups mediated by the teacher, provides the teacher with a general view of the

obstacles presented by his students, often even in the problem of some individuals working in groups.

In this way, one of the evaluative instruments that the educator uses in his evaluative practice is the Portfolio, which has the function of assisting and recording all activities that are not carried out in the textbook, activities that the educator will have the perception of how the student's cognitive and emotional is going and even how the literacy process is, Because through it, the activities by stage of the student's development are recorded, detailing the entire step-by-step of writing and the evolution of learning, thus facilitating monitoring by the family. Hernández (2000, p.166) conceptualizes the portfolio as:

[...] a continent of different types of documents (personal notes, class experiences, punctual assignments, learning controls, connections with other topics outside school, visual representations, etc.) that provide evidence of the knowledge that has been built, the strategies used to learn and the willingness of those who elaborate it to continue learning.

Portfolios become intervening instruments, as Hoffmann (2005, p. 133-134) points out, "[...] as they contribute to understanding the student's process and pointing out new directions to the teacher". It is a significant document for the educator to understand the student's process from one grade to another, thus observing them as mediators of an interdisciplinary work. Pernigotti et al. (2000) emphasize that the portfolio was established as an instrument of dialogue between the student and the teacher, because based on the analysis of the document, it is likely to go through the stories of learning. "Both parties will have to account for what they have done, exchange suggestions for future activities and learn to deal with differences." (PERNIGOTTI, et al. 2000, p. 56).

2650

Quintana (2003) believes that the portfolio has an index and some reference about the student to whom it belongs, to simplify the teacher's task. "It is recommended that a letter be included that presents it, that all works include the date on which they were carried out and that a description of the tasks or works presented be included". (QUINTANA, 2003, p. 168).

As Quintana (2003) states, the most significant thing in the formation of the portfolio is that in such a way that the works requested by the teacher, such as the choice made by the student, certify their development during the teaching-learning process, otherwise, there will be no meaning in the use of this evaluative instrument to provide significant learning and the student's integral progress.

Therefore, the process of literacy in the variable methods of evaluation and its various instruments, among so many the test stands out. According to Quinquer (2003, p. 24):

This evaluation tool arose from the need to give the evaluation a more scientific, objective and quantifiable character. From then on, tests emerge [...] as the most 'objective' and appropriate way to measure learning outcomes due to their intended reliability and the possibility of quantifying results.

Understand that the test is an understanding of formative evaluation that initially requests a broader perception of its function, because in several situations it is capable of being interpreted simply as a test that is suitable to examine, and in this way ends up considering it as an eliminatory character, that is, thus serving only as an instrument of verification and undisputed attribution of the grade.

For the school, the test is an aspect of containing organization, respect, discipline and authority, imposing that students study, in the same way that there is also a possibility of ensuring that these students have obtained fundamental information during the units of the school year. The test evaluation instrument is seen in a positive and negative way for some students, with the condition of approval or failure, thus identifying the learning facilities and difficulties of each student.

Taking into account, for the test assessment instrument to achieve the act of overcoming character, it must become a component that contributes to the adaptation of significant competencies and knowledge, with attributions to verify and understand learning, thus confirming with grades; therefore, "he must put himself at the service of learning as much as possible" (HADJI, 2001, p.16). In this way, becoming a formative instrument that helps the educator to guide the deficits and needs presented. Checking the goals that were not achieved and thus enabling and mediating the students with new opportunities.

2651

Evaluation in literacy learning

The purpose of evaluation is to regulate and adapt the pedagogical practice to the needs of the students, considering in this evaluation development the teacher, the student, the school and the family. According to Cruz (2012, p.19) "An evaluative proposal in literacy would need to consider the perspective that does not exclude the child, but that adds to the process of knowledge construction, considering all possible variables".

In view of the evaluation that was adopted to defend non-repetition, the evaluation process is considered as a tool of exclusion, but recognized as a continuous, inclusive, regulatory, prognosis, diagnostic, mediating, informative, formative-regulatory process. According to Leal (2003, p.30), the destinations of the central axis of a conception of formative evaluation would include:

[...] evaluate to identify previous knowledge: evaluate to know the difficulties and plan appropriate activities: evaluate to verify learning and decide what needs to be resumed: evaluate to verify if students are in a position to progress: evaluate to verify the usefulness/validity of didactic strategies to resize teaching.

Therefore, if the school does not have an organized curriculum and the exact evaluation criteria, the evaluation may not provide a quality advance for these children. However, if in fact the literacy cycle eliminates with repetition and dropout, it is not necessarily the case that the level of success in the performance of these children will increase. It is essential to use mechanisms to satisfy all children, so that they evolve through the necessary alternations to improve the contents each year.

In view of the rights of learning, it allows planning and guiding the progression of teaching and learning, determining the knowledge that needs to be built by each child at the end of each school year of the literacy cycle. These do not need to be understood as a way of standardizing, but as alternatives to be developed by each child in their individuality, so that this procedure of literacy does not lose focus due to the absence of intentionality.

Evaluating the student as a whole is one of the strongest representations among teachers when dealing with evaluation practice. In search of changes in evaluation, there are obstacles, however, one of them resides in the predominant evaluation tradition. The representations, values and conception of each one have long been rooted in educators and work as an element of resistance in them to the construction of new pedagogical practices.

2652

The evaluation of school learning should be part of the classroom routine, thus being applied in periods as a complementary reference of the teaching-learning process. In this sense, Haydt (1988, p. 13) reinforces that "[...] it cannot be sporadic or improvised, but, on the contrary, it must be constant and planned". In view of this, the evaluation of learning is a fundamental element for the educational process, it is necessary that there is a follow-up of the student in the development and construction of his learning. Therefore, it is essential that the educator walks alongside the student, along the path of his learning. Thus, Haydt (1988) considers that the assessment of learning has three basic functions: diagnose (investigate), control (accompany) and classify (value). Based on these three functions, there are three types of evaluation: diagnostic, formative and summative.

The objective is to enhance the construction of children, ensuring the continuity of learning throughout the three years and the control of these children's knowledge. Therefore, with the diagnostic evaluation it is possible to identify whether the objectives have been achieved, providing reciprocal and integrative regulations.

It can be said that the current practice of evaluation provides a method of socialization of teaching, but it contributes to a methodology that is increasingly less democratic in its particularity and in the growth of teaching. Starting from a conception of diagnostic evaluation, it collaborates so that evaluation serves the democratization of teaching, changing and taking advantage of this diagnostic identification. In this sense, Luckesi (2005, p.82) says:

For the diagnostic evaluation to be possible, it is necessary to understand it and carry it out committed to a pedagogical conception. In this case, we consider that it should be committed to a historical-critical pedagogical proposal, since this conception is concerned with the perspective that the student should critically appropriate the knowledge and skills necessary for his realization as a critical subject within this society that is characterized by the capitalist mode of production. Diagnostic evaluation is not proposed and does not exist in a loose and isolated way. It is a condition of its existence the articulation with a progressive pedagogical conception.

Formative assessment is a way of diagnosing the primary difficulties in early learning, grounding the main achievement of various forms of learning. Therefore, it seeks to provide foundations to provide opportunities, conducts and organizes the subsequent cycle of teaching-learning, thus seeking to favor new knowledge. Formative assessment is different from traditional assessment, when it analyzes its focus, its objective. Its process surpasses the conception of classifying. According to Haydt (1988, p. 11), "[...] Evaluation can be useful to guide both the student and the teacher: it provides information about the student to improve his performance and gives elements to the teacher to improve his didactic procedures". In this regard:

Formative evaluation, with a control function, is carried out throughout the school period, in order to verify whether students are achieving the expected objectives, that is, what results are achieved during the development of activities. [...] It is mainly through formative assessment that the student knows his mistakes and successes and finds encouragement for a systematic study. (HAYDT, 1988, p. 17-18).

In this way, the evaluation seeks to identify the primordial disabilities in the initial grades, supporting the verification of the privileged learning time. Hadji (2001) states that there are three fundamental obstacles to the emergence of a formative assessment. "The first is the reality of inhibiting expressions, the second is the existing poverty of indispensable knowledge and the third is the discouragement or fear of teachers, who do not imagine remedies".

Teachers need to constantly and interactively analyze and identify the performance of each student, thus identifying the progress of them and those who have not reached the desired level. Wachowicz and Romanowski (2003, p.124,125) point out that:

Summative evaluation is manifested in the proposals of a traditional approach, in which the conduct of teaching is centered on the teacher, it is based on the verification of the students' performance in relation to the teaching objectives established in the planning. To examine the results obtained, tests and tests are used, verifying which

objectives were achieved considering the desirable learning standard and, mainly, making a quantitative record of the percentage of them.

In this way, the frequency of pedagogical practice during the teaching process enables the development of learning assessment by fully inserting it in the educational process. When successful, it certifies that the majority of students have achieved the goal achieved.

In school, evaluating means classifying, passing or failing is a classificatory evaluation and therefore is one of the manifestations of summative evaluation, According to Haydt (2000), "summative evaluation has the function of classifying students at the end of the unit, semester or school year, according to levels of achievement presented". The objective of summative evaluation is to identify whether the student will pass or fail and is linked to the notion of measuring.

To measure means to determine the quantity, extent, or degree of something, based on a system of conventional units. In our daily life we are constantly using units of measurement, units of time. The result of a measure is expressed in numbers. Hence its objectivity and accuracy. The measure always refers to the quantitative aspect of the phenomenon to be described (HAYDT 2000, p. 9).

Thus, it is possible to verify that diagnostic, formative and summative assessment are inserted in the learning assessment process, because in view of the moments and needs, it is necessary to use it in an interventional way, sometimes in the initial opportunities of learning development and sometimes at the end. For Libâneo (1994, p. 195), [...] Evaluation, therefore, fulfills pedagogical-didactic, diagnostic and control functions in relation to which instruments of verification of school performance are used. Although all evaluations determine the path to be followed in the teaching and learning process, they will be present in the reality of educators.

2654

Literacy and literacy from the 1st to the 3rd year of Elementary School I

It can be considered that literacy and literacy are different learnings, however, one is interconnected to the other. The child in his initial phase learning to listen and speak this works in learning to read and write, for the same reason. The child begins to have the need to communicate and have meanings in his communication, in this way he is motivated even more to have understanding and be understood.

The origin of literacy and literacy enables the need for dialogue in everyday life, bringing writing and reading. Pertaining to this scarcity came literacy, that is, the initial procedure of transferring reading and writing. Regarding the need for the emergence of writing for the daily life of society, Cagliari (1998, p. 14) confirms that:

According to historically proven facts, writing arose from the counting system made with marks on staffs or bones, and probably used to count cattle, at a time when man already owned herds and domesticated animals. These records began to be used in exchanges and sales, representing the number of animals or products traded. For this, in addition to numbers, it was necessary to invent symbols for products and owners.

Literacy is a method that leads to the initial learning of reading and writing. Therefore, literate is the person who has basic skills to make use of reading and writing. Let us analyze some concepts of literacy. For Val (2006, p. 19):

[...] Literacy can be defined as the specific and indispensable process of appropriation of the writing system, the achievement of alphabetic and orthographic principles that enable the student to read and write autonomously. In other words, literacy refers to the comprehension and mastery of the so-called written "code", which is organized around relations between the sound pattern of speech and the letters (and other conventions) used to represent it, the score, in writing.

Literacy is undoubtedly one of the most important factors for the growth of society, however, for the child to become literate, he will have to interact with other people in the environment in which he is inserted, thus having opportunities to become familiar with texts of different genres available in his reality, and preferably, to produce his own texts, says Soares (2003, p. 92):

[...] It implies various skills, such as: ability to read or write to achieve different objectives to inform or inform oneself, to interact with others, to immerse oneself in the imaginary, in the aesthetic, to expand knowledge, to seduce or induce, to have fun, to orient oneself, to support memory, to catharsis...: skills to interpret and produce different types and genres of texts, skills to be guided by the reading protocols that mark the text or to make use of these protocols when writing: attitudes of effective insertion in the world of writing, having interest in information and knowledge, writing or reading in a differentiated way, according to the circumstances, the objectives, the interlocutor [...].

2655

Thus grounding the transformation of the individual, because it is through this path that changes occur and greater progress in the construction of the citizen who fights for a fairer society and for this process to be considered positive, it is necessary that reading is present in the daily life of schools and in the family environment, strengthening the importance of the habit of reading, considering that, with reading, humanity begins to be aware of its own needs, thus accomplishing not only its transformation as an individual, but also collaborating with the transformation of the world, as Geraldi (1996, p. 70) reports:

Learning to read is, therefore, the possibilities of interlocations with people that we will never meet face to face and, we interact with them, being able to understand, criticize and evaluate their ways of understanding the world, things, people and their relationships, that is, reading.

For this construction to be positive, more investments and stimuli are needed by the school and the family, because both need to have the same purpose when it comes to the

construction of the individual, and for this evolution to occur, it is necessary to introduce reading in students as children and new methods to be used in students who are inserted in the initial grades, because it is in this period that there must be a basis in the literacy process and together with the introduction of the literacy process.

The school is just an extension of these processes for the growth of the individual, because no one is born a reader, but is transformed according to the habits that are introduced in the individual as a child in his family environment. It is understood that the educational action aims to promote positive changes in its students and especially in the grades from 1st to 3rd grade, in which the child is in the literacy phase.

Literacy involves the process of development and the use of reading and writing mechanisms in society, thus attributing to a set of knowledge, which has been modifying society. Literacy is more than literacy, it is teaching reading and writing within an environment where writing and reading have meaning and are part of the student's life, thus characterizing reading and writing practices.

Literacy is not only the responsibility of the Portuguese language teacher, but of all educators who teach with reading and writing, each educator is responsible for literacy in their different areas of study. According to Soares (2001, p 39-40):

2656

Literacy is the use that is made of the written language with all its complexity, in social practices of reading and writing, it is that individual who knows how to read and write, and who uses reading and writing socially, who practices and responds adequately to social demands.

Reading is one of the most important skills to be worked on in the classroom in this period of acquisition of new knowledge by students, therefore, all previous knowledge of information that the student has must be taken into account, because it is through this information that the work with reading and writing with the student begins. Thus forming a literate and literate student.

It is understood that in order to achieve this success in reading, the student will go through a learning process, where he will be evaluated in relation to his degree of knowledge of information and thus begins the maturation for a good stage of literacy and literacy.

For this learning process to be achieved, it is necessary to have a small evaluation regarding the degree of understanding on the part of the students, to have an idea of the level of knowledge and intimacy that they already have with reading and writing. In order to have an aligned learning, it is important that the process of beginning literacy be introduced along with the literacy process, as stated by Soares (2003, p. 47):

Literacy and literacy are two distinct actions, but not inseparable, on the contrary: the ideal would be to teach literacy by literacy, that is: to teach reading and writing in the context of the social practices of reading and writing, so that the individual becomes, at the same time, literate and literate.

One of the factors that helped for this link of literacy and literacy to occur was the issue of changes in the age group, where the child started to enter the 1st year at the age of six and no longer at seven and thus increased the period from eight to nine years. According to the changes, the literacy process begins in the 1st year and extends to the 3rd year of elementary school, as stated in the National Pact for Literacy at the Right Age (PNAIC, 2012).

Created in 2012, the National Pact for Literacy at the Right Age (**PNAIC**) is a formal commitment made by the federal, Federal District, state and municipal governments to ensure that all children are literate by the age of eight, at the end of the 3rd year of Elementary School.

As reported, the main focus is to ensure that all children up to 8 (eight) years of age are literate in the sense of reading comprehension and in the comprehension of writing texts at the end of the 3rd year of elementary school, closing the cycle of literacy and literacy.

The role of the teacher in the literacy and evaluation process in the early grades

After so much time looking for the result for the failure of the literacy process in children, the teacher needs to be aware of the dimension of his performance for the formation of his students, as stated by Kleiman (2008, p.17) "a theoretical training of the teacher in the area of reading is necessary", so that the individual considers its importance and does not eternalize the teaching practices that are demotivating both for the students, as well as for teachers. The teacher conquered the space by living closer to the student, being able to diagnose their needs, consequently it is necessary to identify what is fundamental for all students to advance in their learning development, therefore, the school needs to support the teacher. Thus, the limit year of schooling for a person to learn to read and write was one of the most debated issues during the elaboration of the new National Common Curriculum Base.

The **National Pact for Literacy at the Right Age (PNAIC)**, which is the previous guideline, sets the 3rd year as a deadline, so the role of the teacher as responsible has a strong interference in the formation of the critical and thinking student who will consequently be a reading subject. Therefore, it is not only the teacher's intervention that contributes to the development of the student at the right age, "in addition to knowledge of the world or encyclopedic knowledge, linguistic knowledge and interactional knowledge are fundamental for the process of reading and understanding" (BORTONI-RICARDO et al., 2012, p.70). That is, skills such as vocabulary control and fluent reading are necessary. According to Bortoni-

Ricardo et al. (2012, p.72) "For readers at the beginning of literacy, decoding is strongly related to reading comprehension."

To carry out quality work, the literacy teacher needs to improve some skills for effective literacy. In view of the various activities that the teacher must put into practice at the beginning of the school year, one of these is to assess the level of writing and reading of each student and based on this information, he must make appropriate interventions for each student. Performing activities that represent the graphophonic-phonetic relations and the specificities of writing; however, literacy does not occur only in teaching reading and writing, According to Zabala (1998, p.29)

It is necessary to insist that everything we do in class, no matter how small, affects to a greater or lesser degree the education of our students. The way we organize the class, the type of incentives, the expectations we place, the materials we use, each of these decisions conveys certain educational experiences, and it is possible that it is not always in line with the thinking we have about the meaning and role that education has today.

In view of this, the importance of the role of the school is highlighted, which is fundamental in this process, promoting education for all individuals, in order to actively collaborate in society, motivating the cognitive, emotional and, above all, social aspects in the student, as Bortoni-Ricardo et al (2012, p.24) tell us: "The role of the school is directly linked to that of the teacher as a mediator in the process of acquisition of a literate culture by students, ranging from his literacy to his knowledge of the world."

2658

Thus, the teacher, as the main mediator in the development of the improvement of the quality of teaching, will be able to carry out a series of activities and put into practice the skills that he has, thus favoring the approximation of the student with reading and writing. In order for this practice to sharpen the interest of the other, it must be included in a pleasant and provocative way and not in an imposed way and in the form of an obligation, as it is the essential opportunity for the good performance of the students' oral and written language.

FINAL CONSIDERATIONS

It is concluded that the learning performance and development of the student requires the teacher to carry out a constant work of evaluation, in all stages that the child will go through until reaching the literacy process. Occurring a new analysis in relation to the methods and forms that will be worked with students who are starting the period of the initial grades, in this way, it is interesting that in early childhood education an evaluation work is carried out, even if it is in a playful way, but with an importance of an analysis in relation to the positive and

negative factors of each child, With this, the student, when reaching the initial grades, the teacher will have resources to better understand their level of learning and knowledge. Therefore, we can say how important it is that the evaluation process is applied at the beginning of the students' school life.

This entire process of monitoring the learning and development of students is done through the evaluations that teachers carry out during the school year, where several evaluation instruments are used, working the individual and collective of each one, with these instruments the teacher will obtain better results in the matter of monitoring their learning, being able to identify the best way to evaluate, thus seeking an understanding of the abilities and difficulties of their students. With these aids, the teacher is able to plan and execute his activities directed to have the expected result and automatically the child begins to gain autonomy and have more pleasure when he is going through this evaluation process, where the student cannot see that everything that is being done with him is something for the growth of his learning in this period in the early grades.

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