

Evaluation of School Learning in Preceptor Training: Checks and Reverberations

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Abstract

The assessment of school learning, even constituting as a set of practices indispensable to the teaching-learning process, is practiced in a wrong way on several occasions. In this sense, the present article sought to analyze the understanding that some students of the Degree Course in Chemistry of FACEDI / UECE have about evaluation. The research had a qualitative character, being developed initially making a bibliographical study on the subject and, later, a field study, in which an open interview was conducted. Data were categorized, studied and discussed. Through the analysis of the results, it was noticed that although some students demonstrate knowledge about the evaluation process, many still have a divergent conception of the real essence of the evaluation, understanding it, in many cases, only as a way to verify and quantify. knowledge, and not as a set of actions aimed at mediating and optimizing the educational process.

Keywords: School evaluation. Teacher training. Teaching and learning process.

Introduction

“When you want something, the whole universe conspires for you to fulfill your wish”

Paulo Coelho

Education is a dynamic theme discussed and widespread in various social spheres, or mainly due to its important importance for the development of individuals and society as a whole. However, even if configured as a cluster of indispensable practices for the formation of individuals, an education, especially in the educational environment, is allowed by threats and difficulties, which implies its precarious and incomplete propagation.

They are diverse as precarious associated with school education, among which can be cited a government charge plus qualitative quantitative results, an overcrowding of classrooms, an indiscipline of many students, an overload of teachers, there is also an assessment of learning is conceived and practiced in the educational context. School assessment is a means that allows the teacher to detect and monitor the developmental stage in which the student finds, identifying their skills and possibilities for improvement, serving, according to Santos (2016), as a way to have so much concept of student performance as well as the educator's teaching practice.

According to Cândido and Freitas (2018), an evaluative action consists of data collection, analysis and statistics that characterize the object of study, adding it to a value or quality variable. This value or quality is what drives a new decision: to keep the object as it is or to act on it in order to improve it. Practicing the assessment at this level, the teacher is not only limited to checking and quantifying flavors, but also to assist the learning process, adapting to the peculiarities of the students and the different times and ways of learning each one.

In view of the difficulties imposed by the improvement of the quality of school education, the assessment of learning stands out as a set of knowledge essential to teaching activity, since it constitutes a reflective practice of the teaching and learning process and, as such, is configured as an auxiliary resource in the intervention process in favor of improving the performance results of the students. However, even though it should be one of the main actions among all educator activities, conducting effective evaluations has not been the usual conduct.

According to Luckesi (2010), the focus has been on student approval or disapproval, and this depends more on grade than on active, intelligent and consistent learning. There are several factors that influence the failure to perform effective evaluative actions, among which one can cite the divergent conception that many educators have about the evaluation of school learning. The processes that permeate the assessment are closely related to the meaning that the teacher has built on learning assessment and, therefore, its understanding as a tool that guides and facilitates the construction of knowledge depends on a coherent and effective initial and continuous formation of the mediators. of the educational process.

In this article, a synthesis of the conclusion paper of one of the authors, entitled “Perceptions of students of the Degree in Chemistry of the Faculty of Education of Itapipoca (FACEDI) about the evaluation of school learning”, made in 2017, The aim was to analyze and explain the conceptions that students had about the evaluation of school learning, with emphasis on knowing the conceptualizations attributed to it, its purposes, moments of use, the approach of this theme during the teaching formation of the research participants and the their suitability as future evaluating teachers. Knowing the understanding that future educators have about evaluative actions is an essential element in mitigating the difficulties that school education presents, and may contribute as much to the educational institution in which the research was developed, through possible changes in the form how the pedagogical disciplines of the course are worked, as well as for the reflexive, intellectual and critical formation of the pedagogical subjects, mainly the teaching class and, concomitantly, their practice, either in the classroom or in other learning spaces.

Evaluation Conceptions

The practice of evaluative actions in the teaching and learning processes has been influenced by numerous cultural, political and social changes over the years. The first conceptions about assessment of school learning were related solely to the act of examining, measuring, quantifying, assigning students a number or a concept, according to their performance, which made it possible for students to be filled in classrooms, grades and schools (CAPELLINE; RODRIGUES, 2009).

Between the late 1980s and early 1990s, more progressive conceptions of school learning assessment emerged in Brazil (GONÇALVES; LARCHERT, 2011). There are several authors who portray the subject and, although not consensual in all their ideas, have agreement on the defense of school evaluation as a mediating and optimizing process of the learning process, disaggregating it from the simple authoritarian and selective process. to which it is associated.

In general, according to Cavalcante Neto and Aquino (2009), the assessment of learning can be conceptualized as a way in which the educator can follow the progress and difficulties of students along the educational path, thus constituting a permanent activity, able to support the teaching and learning process, since it contributes to the elaboration of actions that enable the student to progress effectively in his student life.

According to Joaquim, Bressan, Cardoso and Ascari (2016), the assessment of school learning should be a continuous process of action and reflection by both teachers and students, establishing dialogues with each other and aiming at building meaningful learning and knowledge. In this context, the assessment should accompany the student throughout his growth process, contributing as a mediator action of knowledge construction.

For Luckesi (1995 apud GONÇALVES; LARCHERT, 2011), school evaluation is a research action of the teacher, which aims to achieve the best possible results of the learning process. According to the author, evaluation is a quality judgment against data relevant to decision making. In this sense, it is concluded that from this investigation, it becomes possible to know the limitations and advances linked to the learning process. And from this knowledge, interventions that seek learning optimization can be performed.

According to Hoffmann (2005), the evaluation constitutes a permanent reflection of the educator about his reality and the reality of the students, idealizing himself in the accompaniment of all the student's steps in their path of knowledge construction. However, the path of many students and educators is marked by the understanding of evaluation as an action of judgment of values before the results achieved in the educational process, which justifies the significant presence of elements such as tests, grades, failure, records, etc. in the evaluation processes. Thus, according to the author, there is evidence that such practice finds explanation in the educator's conception of evaluation, reflecting his life story as a student and teacher. School evaluation, due to the historical process to which it is associated, together with the bureaucratic demands of the school and the educational system, is currently an undefined phenomenon, a reason for controversy between students and teachers, which leads to their practice. equivocal form, disconnected from the action of educating, based predominantly on the judgment of results.

Hoffmann (2005) believes that, in view of this problem, awareness and reflection about this misunderstanding of evaluation is necessary, since it constitutes an inherent, inseparable and essential practice for education, since conceived as problematization, questioning, reflection on the action

Legal Devices Basing Evaluation Practice in Brazil

The assessment of learning is an indispensable part of the teaching and learning process and, as such, requires foundation, planning, execution and evaluation of itself. Because of their relevance for effective education, there are several legal provisions that support the practice of assessment in educational institutions in our country, to mention: Law of Guidelines and Bases of National Education (LDB - Law 9344/96); National Curriculum Parameters (PCNs); and National Curriculum Guidelines (DCNs).

The Law of Guidelines and Bases of National Education (LDB), Law No. 9,394, in force since December 20, 1996, provides for the assessment of school performance in clause V of its article 24. In presenting on the subject, covers aspects related to the analysis of student performance, acceleration of studies, possibilities for advancement in school trajectory, use of studies and compulsory recovery studies. According to it, the evaluative practice carried out in educational institutions should occur throughout the course of the teaching and learning process, not only being limited to the end of a certain stipulated period, but also serving as a way to enable the student in arrears. In their studies, the opportunity for school advancement, provided that it has cognitive conditions that allow such eventuality.

In this assessment proposal, the student is not repressed or excluded for not having achieved a good academic performance. On the contrary, it has the possibility of resuming what has not been learned, and may continue its academic life even in the face of limitations during the process. The assessment, in this context, goes hand in hand with the practice of teaching, acting, according to Lemos and Sá (2013), as a mediating and formative learning process, which subsidizes the stages that compose the course of teaching and knowledge.

The National Curriculum Parameters (PCNs) correspond to a set of documents that constitute a quality reference for education in the early grades of elementary school, having as their function to guide and ensure the coherence of investments in the Brazilian educational system (BRASIL, 1997). Regarding the theme "evaluation", it has an exclusive chapter in its volume 1 - Introduction to National Curriculum Parameters -, which deals with this subject, approaching evaluation as an integral and indispensable part of the educational process. According to the document, the assessment: [...] it is understood as a set of actions that has the function of feeding, sustaining and guiding the pedagogical intervention. It happens continuously and systematically through the qualitative interpretation of the knowledge built by the student. It allows to know how close or not it is to the expectation of learning that the teacher has in certain moments of schooling, due to the pedagogical intervention performed (BRASIL, 1997, p. 55).

It is clearly noted that the assessment, according to the National Curriculum Parameters, is treated as a guiding process of the pedagogical action that should occur throughout the educational process, where the qualitative aspects of knowledge have predominance over grades or concepts, the which enables a more effective and reliable monitoring of student progress. In addition to guiding the teaching work, the assessment supports the student in becoming aware of their learning difficulties and skills, and also enables the school to define educational priorities, based on the results obtained from the evaluation process. Already the General National Curriculum Guidelines for Basic Education, defined by Resolution No. 4 of July 13, 2010, in line with the provisions of the Law of Guidelines and Bases of National Education, deals in its Chapter II of Title VII on the assessment in the educational environment, covering three dimensions: learning assessment; internal and external institutional assessment; and evaluation of Basic Education networks. Regarding the assessment of learning, in article 47, caput, it is treated as "[...] conception of education that guides the relationship teacher-student-knowledge-life in motion, and should be a reflex act of reconstruction of the evaluative pedagogical practice, basic and fundamental premise to question the educating, transforming the change in act, above all, politician" (BRAZIL, 2013, p. 89).

Based on the caption of article 47 of the referred resolution, once again it is clear the understanding of the assessment of learning as a guiding action of the educational process, which allows the approximation of the relationship established between educators, learners and knowledge, aiming at reflection and taking action, when necessary, in relation to the evaluative practice performed and its effectiveness for the learning process. According to the paragraphs that constitute the aforementioned article, assessment, in its diagnostic function, is linked to learning in order to enable the student to recreate, create, propose and remake what he has learned, enabling the amplification of his autonomy. and their ethical, social and intellectual thinking. It also shows that, in the case of evaluation in kindergarten, it is carried out exclusively by monitoring and recording the child's development, without the purpose of promotion. For Elementary and High School, emphasizes that it should have formative character prevailing over the qualitative and quantitative, provided that the quality required for the school education of the student is preserved.

Approach to Evaluation in Teaching Training Courses

Teacher education in which there is both an in-depth approach to specific and pedagogical knowledge is essential for the training of qualified professionals prepared for the praxis of teaching, in which there is not simply a concern to transmit content, but also to know how to transmit content and stimulate a critical and constructive reflection on them, as well as knowing the way students learn, their learning rhythms, techniques and tools that facilitate the construction of knowledge and, especially, know how to evaluate their conduct as an educator and the effectiveness of your professional activity.

It is noteworthy to point out that movements and discussions about teacher education exist, but they are actually going short steps when it comes to reaching the teachers in action. The search for different approaches and paradigms has been experienced in order to understand the pedagogical practice and the epistemological knowledge that guide them. However, in higher education, especially in undergraduate degrees, there is a gap in dealing with classroom teaching practices (MENDES, 2006 apud SILVA, 2011). Preparing teachers for teaching action has been a topic discussed by many scholars, both because of the importance of this subject and the fact that this training is constantly classified as insufficient by society and the scholars themselves. This aspect may be related to both the educational challenges that permeate the school reality and the precariousness of theoretical knowledge domains that support the pedagogical practice of future teachers (BARBOSA, 2012).

Among the various pedagogical knowledge that should integrate the action of professional educators and, consequently, be addressed in teacher training courses, is the assessment of school learning that, according to Lemos and Sá (2013), has been a little theme. Discussed in teacher preparation spaces, which in most cases has consequences for their effectiveness in the context of the classroom and education as a whole. In this context, considering the importance associated with school evaluation, a misinterpretation of it has serious consequences for learning, which is emphasized by Krummel (2010), according to which the act of evaluating is something serious and should be performed with caution. Since the results obtained from the evaluation process can be used to improve or even aggravate the quality of the students' education. From these considerations, it becomes possible to see the importance of an effective approach to assessment in the initial and continuing education courses of professional educators.

According to Villas Boas (2006 apud LEMOS; SÁ, 2013), the thematic assessment of learning in undergraduate courses is dealt with predominantly in the subject called "Didactics", which usually emphasizes the making of instruments for verifying school performance. And even the books of the discipline usually present the theme in an isolated chapter and as one of the last that make up the work. However, it is well known that the last subjects of the subjects are not addressed and when they are, they occur in a precarious way due to lack of time. Also, according to the author, the lack of preparation and knowledge by teachers in teacher training courses on the evaluation of school learning lead to the dissemination of evaluation conceptions based on solely classificatory, selective, undemocratic, exclusionary and punitive practices, which reduces assessment to a mere verification of learning. And, for Teixeira and Nunes (2008), the assessment based on the act of examining is not concerned with treating the problems diagnosed in learning, serving only for the perpetuation of a selective and exclusionary society.

According to Hoffmann (2005 apud SILVA, 2011) the superficiality with which assessment is treated in teaching and undergraduate courses tends to be a very serious factor due to its reflection on the evaluative practices carried out in elementary and high schools, as Evaluative practice is a phenomenon with extremely reproductive characteristics. If the future teacher suffers the practice of evaluative actions based on quantitative, selective, exclusionary and undemocratic bias, the tendency is that it reproduces the same practices when in the condition of educator. Thus, since it is clear that future teachers tend to mirror their evaluative practice in their experiences as students and, mainly, in the conduct of their educators, it is necessary that the formative teachers think of their evaluative practices as an integral part of the construction of the teaching knowledge of the teachers. academics, disconnecting from the formation of these traditional, quantitative evaluative practices, devoid of analyzes that contribute to the improvement of teaching quality, which still permeate the academic formation of many professional educators.

Methodology

The present work was made through qualitative research which, according to Medeiros, Manhães and Kauark (2010), corresponds to the type of approach in which there is a dynamic relationship between the real world and individuals, in which the process and its meaning are the main focuses of the research. Based on the objectives of the study, an exploratory-descriptive research was conducted, aiming to provide, in the first instance, information on the subject, allowing its study from various angles and aspects and, finally, to describe the characteristics of the chosen population, seeking

classify, explain and interpret facts (PRODANOV; FREITAS, 2013). Initially, a bibliographic research was conducted through the analysis of books and scientific articles already published, which allowed a greater knowledge about the subject, the issues discussed about it and its importance. Subsequently, based on the bibliographic study performed, a field study was made to evaluate the hypotheses and achieve the objectives of this research.

The target audience chosen to participate in this research was 30 students from the 5th, 7th and 9th semesters of the Degree in Chemistry of the Itapipoca School of Education (FACEDI) of the State University of Ceará (UECE), 10 students from each period. The students of these semesters were selected because they had already studied throughout the course the subject called "Didactics", in which the approach of the theme "Assessment of School Learning" should officially take place, in view of their presence on the subject's menu. For data collection, the open interview was used. As Gil (2009) emphasizes, in open interviews, both questions and their sequence are determined, but participants respond freely. In order to preserve the identity of each participant, they are mentioned in the present work by a code consisting of one letter (E) and three digits: the letter (E) refers to the word "student"; the first digit refers to the semester the student is in; and the last two digits, in order of the interview. Code E904, for example, refers to the fourth student interviewed in the ninth semester.

In order to achieve the objectives proposed by the research, the interview consisted of seven open questions. Chart 1 represents the script used in the interviews and the purpose of each question. The interviews were recorded in audio at the Itapipoca School of Education (FACEDI), later transcribed in full, aiming to preserve their peculiarities to the maximum and, finally, were analyzed. Respondents signed an informed consent form, agreeing to participate in the survey and authorizing their answers to be analyzed. The data obtained were carefully categorized by examining, dividing and grouping them according to the similarity of the respondents' answers. Finally, they were studied and discussed in the light of the theoretical framework made.

Chart 1 - Questions of the interview script and its objectives.

Objective Itinerary Issues

01. What do you mean by school assessment? Know the conception of future teachers about evaluation.
02. In your view, what is the purpose (s) of assessment of school learning? Verify the awareness of future educators about the purpose (s) of school assessment for the learning process.
03. At what moment (s) of the pedagogical activity do you consider it necessary to perform evaluative actions? Justify To know the moments of the pedagogical action in which the future teacher thinks it is more important for the evaluation to be practiced.
04. How should the results obtained through school evaluation be used? Analyze how the data obtained through the evaluation should be used in the process of knowledge building of the students.
05. How do you consider the approach to school learning assessment during your teacher education? To verify how is the emphasis given to the evaluation of the school learning in the pedagogical formation of the future educators.
06. As a future teacher, do you consider yourself able to perform evaluative actions? Justify Judgment on the evaluative practice itself.

Source: Prepared by the authors.

Results and Discussion

School Evaluation Conceptions

Most respondents understand the assessment of school learning as a mechanism of verification of learning, which alludes to conceptions of assessment linked to the act of examining and assigning grades and / or concepts, a notorious characteristic of assessment that aims the classification. Such conceptions can be identified by the speeches: for me, school evaluation is a way of analyzing student performance, whether or not they understand the subject (E903). [...] It is a method that the teacher uses to test the student's knowledge (E509). It was observed through the respondents' answers that the evaluation of school learning is seen as an action that aims to quantify students' learning, taking into account the

amount of errors and successes made. However, the assessment is not simply limited to this act. Evaluating requires follow-up, diagnosis, search for possibilities for change and reorientation of the teaching and learning process, having as main focus the learning of students and not their measurement.

Although most have a misunderstanding of the assessment of school learning, some understand it as a way to have a diagnosis of the situation in which the student finds himself, which allows a reorientation of educational action in order to improve it. Evaluation in this context is interpreted as a mediating, integral and continuous act of the teaching-learning process, which can be identified by the discourse: [...] evaluation is the way we have to reap our results, if what I'm doing is working, if my students are having what I'm giving them, they know how to reap what I am I'm going to them, if there is a future, some result or if I have to change (E503).

According to Hoffmann (2011 apud LEMOS; SÁ, 2013), the mediating evaluation seeks to detach itself from the simple process of verification of the errors and successes obtained by the students and the authoritarianism exercised over them, in order to orient themselves in an investigative way. and reflective of the teacher about the students' manifestations. Meeting these ideas, Cavalcante Neto and Aquino (2009) state that "In evaluation, it is not judged or classified, but diagnosed and intervened in favor of improving the performance results of the students" (CAVALCANTE NETO; AQUINO, 2009, p. 225).

Purposes of Assessment

Most respondents' answers point to assessment conceptions that aim to verify students' learning or not, which can be identified by the speeches: "As I said in the first question, the purpose is to analyze the degree of understanding of the student. I think that with the assessment, the teacher can analyze what the student was able to understand and what most students failed to understand "(E903) or " Why is it useful right, the teacher will know if the student really learned or not the content [...] "(E504). Another considerable part of the research participants believes that the assessment of school learning aims to verify students' learning, with the aim of improving the teaching and learning process, having in this context a mediating assessment, which is evidenced by speeches below. The evaluation, in this sense, subsidizes the teacher with elements for a continuous reflection on his practice, on the necessity or not of the creation of new work instruments that can adapt to each of the possible existing work situations: "It's me knowing if I'm doing it right, so that they understand what I'm trying to pass on to them [...] or I'll have to change [...] (E503). Okay, the goal is what I already said, the goal I believe is that I know if what I am doing is working, if my students are learning so much [...].

According to Krummel (2010), the function of assessment is to help the student to learn and the educator to transmit and subsidize the construction of knowledge, in a framework that enables, above all, the student to develop through solid learning, and not just decorated knowledge. Continuously the teacher must verify the effectiveness of student learning, but not in order to classify it. The evaluation should be done, so that, if the expected objectives are not being achieved, rethink the strategies used and propose new ways to follow, aiming for a better education.

MOMENTS FOR PERFORMANCE OF ASSESSMENT

Approximately one third of the students interviewed understand that the assessment of school learning corresponds to a continuous, non-punctual process that must occur throughout the teaching activity, not limited to the end of a certain content or processes, but happening in all the occasions when there is interaction between students and teachers, regardless of the time and space in which the school work is developed, which is evidenced, for example, by the speech: "I believe it should be done from the first day of school to the last day of school, not only aiming at the bimonthly final assessment as they do in high school, because we have to evaluate the student's learning development and not just what learned what he studied to put to the test" (E909).

According to the LDB, the assessment carried out in the school context must be continuous and cumulative, where the qualitative aspects should outweigh the quantitative ones and that the results throughout the process should prevail over those of eventual final exams, which is in agreement. as explained by the National Curriculum Parameters of High School, according to which the evaluation that takes place in an isolated test is improper, and must be an incessant process that continually serves the orientation of the teaching practice. Some respondents believe that the assessment should be conducted at the beginning and / or end of processes, which encompasses the course, subjects, bimonthly, semester or cycle, as well cited by students, and another at the beginning and / or end of contents taught in the classroom. Both cases, which together make up half of the interview responses, are closely related to the practice of some educators who still

conduct evaluative actions in a traditional way, limiting themselves to finding out what students know before and at the end of a given period:

[...] always at the end, it is always good for you to pass an assessment or work to test if the student has absorbed the content or if he is able to answer a question about the subject, or talk about it (E701). I think at the beginning of the course and at the end, to know the student level he started and the level he will finish the course (E506).

Evaluations performed at the beginning and end of processes have a great diagnostic character, which, according to Santos (2008), has as its main purpose to verify the presence and absence of knowledge acquired by students, and there is not necessarily the teacher's intervention for possible improvements. If this intervention is not involved, the diagnostic assessment will only serve to qualify the learning acquired by the students, with no commitment to reorientation in cases where there is a need to achieve more satisfactory results.

Use of Results of the Evaluation Process

Most respondents believe that the results from evaluative actions carried out in the school context should be used as a way to improve the teaching and learning process, through both the knowledge of the difficulties and potentialities that students present as well as the analysis of work performed by the teacher, which is evidenced by the speech:

In the results, you will have to identify the positive points, ie what worked and what didn't. So what worked you will have to continue [...]. And what did not work you will propose another alternative. If you proposed a methodology and from the assessment you found that you did not achieve the expected objectives, you can alternatively change this methodology and re-evaluate and observe if the objective has been achieved. If not, you change the methodology again and so on. So I believe the results are important because they will influence the teaching action [...] (E906).

A small portion of the interviewed students believe that the results obtained through the assessment of school learning should be used as a way of verifying whether or not students have learned the contents exposed in the classroom and / or as a way of formulating their grades. to quantify their knowledge based on the amount of errors and hits obtained, which can be interpreted by the statements: "They should be used for the teacher to be aware of who learned and who did not learn the content" (E903). "I think both to form the grade right, the student grade as well as to evaluate his performance right, during the period of, the classes, the evaluation" (E502).

Evaluations based on the quantification of knowledge expressed by students have as their main purpose the classification of students, aiming only at their labeling as "fit" or "not fit" to continue their studies, aiming only to "approve" or "disapprove" them, not worrying about the reorientation of the teaching and learning process, in order to obtain better results. However, the process of evaluating is more than classifying, it is being the study partner of your disciple, subsidizing him through his acceptance and integration. Of the other respondents, a few responded inconsistently with the question raised and one respondent replied that they do not know what to do with the results obtained through the evaluation, through the following statement: "Thus, I have no idea what to do with this data. I don't give a damn" (E704). Even if only one student among all respondents is unaware of what to do with such results, this is an alarming fact, since if nothing is done about it, they will be a future educator with no idea how to conduct the study. evaluation process.

Cavalcante Neto and Aquino (2009) believe that the harmony between teaching, learning and assessment theories has been one of the quality indicators of teaching, reaffirming the need for educators and future educators to appropriate the foundations of their practices for teaching. resignify them. According to the authors, the teacher who knows what, why, for what and how he teaches, evaluates and learns is better able to conduct his work, rearrange it and take it to another level of quality.

School Assessment and Teacher Education

A considerable portion of the students express that the thematic evaluation of school learning was something approached at some point of their academic formation, but in a superficial way and another significant part does not remember or consider that it was an untreated subject, which is explained, for example, by the speech below. These considerations, which together account for much more than half of the responses of the interviewed students, constitute worrying data, since not approaching the subject or even its precarious study will contribute little to the teaching practice of future educators.

Few. Little because I saw so much how to behave as a teacher, I got a lot of student personality tips, I got a bit of diction, behavioral, teaching action, how to move around the classroom, how to write on the board, I got a lot tips on this, now regarding the evaluation specifically I did not have, I feel deficient in this area [...] (E906)

According to Perrenoud (1999 apud SILVA, 2011) there are malformed and misinformed educators who are unaware of the current studies and evaluation mechanisms, making the conditions in which they act unlikely to develop a formative assessment. According to the author, it is evident that this situation does not apply to all teachers, but certainly to a large contingent of them. In this sense, it is necessary to continually review and reformulate teacher training courses in order to train qualified professionals who are committed to the educational process. The importance of educators in the educational context and, consequently, evaluative is undeniable. Training evaluating teachers, theoretically qualified and able to develop evaluative actions, contribute to make them perceive themselves as essential players in the educational system. Thus, as pointed out by Silva (2011), it is necessary to seek mechanisms that enable a better knowledge of the reality experienced by undergraduates, with the purpose of contributing to the approach of learning assessment in the space of teacher education.

Judgment About Evaluating Practice

Half of the students interviewed consider themselves prepared to practice evaluative actions as future teachers. Of these, a part justifies stating that they already have the necessary knowledge to practice, others deposit their aptitude in the learning that the course provided, a minority consider themselves fit due to the internship activities developed, because they already teach or consider themselves fit, but still deficient in the theme and most attribute their aptitude to the experiences gained due to their participation in the Institutional Program of Initiation to Teaching Scholarship (PIBID). Some of these considerations can be observed from the statements below: "[...] I think so, but not because of the course that gave me this basis, but because of the initiation scholarship for teaching PIBID [...]" (E905). Yes, because I already have a basis for how I should approach assessment with my students [...]" (E505).

According to Romagnolli, Souza and Marques (2014), at the moment when the undergraduate student is inserted in the school space, mainly due to his participation in PIBID, he starts to relate and better understand that daily life and with the various situations resulting from the intrinsic process. In the school environment, this student has a more solid experience, which most of the time would happen only after entering the job market. According to the authors, this factor can make a major contribution to improving the pedagogical knowledge of future teachers.

Even though half of the respondents answer that they consider themselves able to evaluate, in most cases this ability is associated with an external factor and not the pedagogical knowledge that the undergraduate course provided. On the one hand, this is yet another indication of the precariousness with which some pedagogical knowledge is treated during the course of graduating students, to mention the subject of evaluation of school learning. On the other hand, it is comforting to know that this gap in the Course is being filled in other ways, softening the existing problem. Given this, we emphasize the importance of reviewing and redesigning the way the pedagogical disciplines of this course are approached, since it is training not only specialists in chemical science, but also educators, propagators of knowledge. And, besides having a vast knowledge and know how to teach, it is also necessary to know how to evaluate, to be aware that the work developed in the classroom is generating satisfactory results or not. In this sense, it is noticeable the importance of training professionals, especially pedagogical.

Conclusions

Regarding the conceptions and purposes attributed to the evaluation, most interviewees understand the evaluation process as a learning verification mechanism, in some cases even confusing it with the evaluation instruments. Only a small part associates the evaluation to a process that aims to know the effectiveness of teaching work and the development of student learning, in order to diagnose and reorient, if necessary, the educational process. Unlike what has long been practiced in our educational institutions, many of the future educators interviewed understand that evaluative actions should not be performed solely at the beginning or end of content or processes, but should be a continuous practice of the teaching and learning process, in which the obtained results are used in order to improve the teaching, being detached from the simple function of quantifying the student's learning by assigning a grade or concept. Regarding the assessment approach during the interviewees' teaching formation, it was noticed that this corresponds to a little worked theme in the course, which may justify the fact that, although most consider themselves able or partially able to evaluate As future educators, they are