

Evaluation of Educational Systems in Brazil

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ABSTRACT:

This article presents some of Brazil's evaluation system initiatives and models in chronological order. It recalls the federative structure of the Brazilian State and the overlapping of evaluation in the federal, state and municipal education systems. It addresses the training of professionals in educational evaluation, the characteristics adopted by the implemented evaluation, both in basic and higher education. It focuses on the changes to the model and controversies stemming from the development of such evaluation systems, the effects of which are discussed in the article below.

KEYWORDS:

Educational evaluation, Education systems, School performance, Institutional evaluation.

Nowadays, Educational Evaluation is an independent field of study with its own specific theories, processes and methods. However, it is also a broader domain, covering a wide spectrum of sub-areas with a number of characteristics such as educational system evaluation, academic performance evaluation in a classroom setting, institutional evaluation, program evaluation and self-evaluation. It also addresses different theoretical approaches such as the systemic, illuminative and comprehensive, participatory evaluation. In Brazil, studies and more in-depth critical analyses of this field of knowledge have emerged fairly recently. Issues regarding education that were introduced too late into the educational debate have also been affected in terms of their importance and development as theoretical fields, as a result of very little input in specialised professional courses. Such input has emerged in other forms. While subject to harsh ideological criticism, there is still a scarcity of intellectual critical masses, although they have become increasingly more visible, due to the application of evaluation programs to different levels of the Brazilian educational system, both national and regional. Consequently, this has involved specific training for employees at different administrative levels of the Brazilian educational system, and the training of university staff abroad. A number of specialised groups have been formed at universities and research centres and, as a result of such training opportunities abroad provided by national policies geared towards qualifying personnel, the number of researchers in this area is on the increase. Thus,

it has been possible to assess the evaluation processes, within such a broad spectrum, in terms of pupil performance in primary (fundamental¹ and upper secondary) or higher education, and, in educational institutions. In this article, we have set out to examine the more important evaluation processes in Brazil, looking back on their evolution over time. Since Brazil is a federation, one must take into account that the educational system covers the state education network — with federal, state and municipal management— as well as the public school network, authorised and supervised by one of the three federal entities. Each federal entity has its own degree of responsibility defined by the Constitution of 1988, and, as far as the educational networks are concerned, by the *Lei de Diretrizes e Bases da Educação Nacional* [National Education Bases and Guidelines Law), approved in 1996.

LARGE SCALE EVALUATIONS IN PRIMARY EDUCATION: FUNDAMENTAL AND UPPER SECONDARY EDUCATION

Given the three-fold constitution of Brazil's educational networks, we will be shifting to and from evaluations on a national, state and municipal level.

In order to outline the trajectory of the educational network performance evaluations, our starting point takes us back to 1960. It was during this decade that stronger concern regarding school evaluation processes emerged, based on more clearly

stated criteria and instruments that were, to a certain extent, capable of assuring that evaluation of the level of accomplishment obtained, would be more objectively guaranteed. In both the 60s and 70s, professionals received more in-depth training in school performance, some were even trained abroad. In 1966, the CETPP, the Centre for the Study of Psychological Tests and Research was set up at the Rio de Janeiro branch of the Getúlio Vargas Foundation, where educational tests were drawn up and studied (Fundação Getúlio Vargas, 1970). The CETPP team created a set of objective tests for the final levels of upper secondary education, in the areas of Language, Mathematics, Physics, Science and Social Studies. Research was carried out on groups of upper secondary school pupils to include a questionnaire on the socio-economic characteristics of the pupils and their aspirations. This may be regarded as the first relatively broad initiative in Brazil to confirm knowledge acquisition and its link to the different variables such as gender, socio-economic level, etc. In this Centre, courses on the preparation of objective tests were developed with foreign specialists, and a number of publications were launched on educational evaluation-related themes. Simultaneously, in the Carlos Chagas Foundation, specialists in tests and measures were also being trained. Nevertheless, the level of expertise attained was not applied, at the time, to educational network evaluations, but rather, used in selective processes for universities, higher education courses and public positions.

As an ECIEL [Program of Joint Studies on Latin American Economic Integration] initiative, an important evaluation study was set up in Brazil and other Latin American countries in the mid 70s, focusing on the determining factors of schooling and the success rate obtained by pupils with different personal and socio-economic characteristics. A questionnaire was applied to the students so as to ascertain their socio-economic situation, attitudes regarding the process of schooling and aspirations, as well as a reading comprehension and Science exam. Data were collected from directors, teachers and schools (Castro & Sanguinetti, 1977). A study was performed, during this same period, with a view to finding a measurement instrument that would enable one to verify pupil performance in the first levels of fundamental education. Samples were used

with children from the entire country to test the instrument in two parallel ways, covering the areas of Reading, Writing and Mathematics. This project stemmed from experience involving other studies during the seventies in the state of Guanabara (nowadays, the city of Rio de Janeiro), and, other smaller scale studies, carried out in cooperation with the Brazilian Educational Research Centre / INEP/Department of Education, dating back as far as the 1960s.

However, in the subsequent years, there were no other initiatives geared towards broader evaluation studies, even though there were a few specific essays on the subject. During this period, no concern, on the part of public administration, was displayed in relation to a systematic evaluation of pupil performance from the afore-mentioned educational networks. On a national level, this concern emerged around the period of 1988 with some exploratory studies, however, the implementation of a national basic education evaluation system only occurred in 1990. There was only one municipality — the city of S. Paulo — which was an exception and showed genuine interest in this issue in the early 80s, having carried out the first evaluation study of an educational network. The study was conducted by the Planning Department of the Municipal Education Office of São Paulo, with a view to verifying the level of schooling of the Municipal Education Network pupils. It covered not only the initial levels of fundamental education, but also the third stage of primary education. All the children in the third stage of child education were evaluated, those in the 1st, 3rd, 5th and 7th levels of fundamental education and pupils in the first year of upper secondary education. The tests covered Portuguese Language, Mathematics and Science. A battery of specific tests was constructed on the basis of the school curriculum defined by the Municipal Education Office for its schools at the time. The idea was to be able to use such data in the planning of school and extra-curricula activities. Even so, with the administration changeover in 1982, the results of the study were not put to use as the new leaders were not interested in employing them, nor were they driven to push ahead with the process that had been ongoing for two years.

From the perspective of educational policy and program evaluation between 1978 and 1982, we

found a number of studies proposing an evaluation of the national education policy, focusing on the selectiveness of education, by means of information ranging from demographic data to case studies (Fundação Carlos Chagas, 1981, 4v.). These studies opened a broad range of possibilities in the area of evaluation which moved away from performance evaluation through testing.

As may be observed, some competencies were slowly and sparsely created in the area of evaluation, particularly the school performance instrument. Some public administration branches of education showed interest in these studies but did not continue to follow the teams that were formed or the studies themselves. Such discontinuity in national policies has marred the image portrayed by Brazil's public management, not only with specific regard to evaluation studies, but also in relation to some aspects of former administration initiatives. During this same period, the early eighties, educational thought also turned towards criticism of empiricism, technicism, bureaucratic functioning and the area of evaluation, which was retracted from the universities as soon as it had begun to form frameworks.

The EDURURAL Project, an educational project developed during the 80s throughout the North East states of Brazil, may be regarded as a milestone in the history of evaluation studies development as far as policies and programs are concerned, involving not only school performance analyses, but also a wide range of other factors. This evaluation monitored the implementation and development of the project from 1982 to 1986. The various forms of the project's management were evaluated and, as a specimen, local management, through the analysis of the monitoring system, teachers, Municipal Educational Organisations, pupils and families. Tests were developed to evaluate children in the second and fourth levels of fundamental education, taking into consideration their suitability to rural areas consisting, overall, of multi-levelled classes. These tests stemmed from samples of exercises and work collected from schools located in three states where such evaluation was under way, namely Piauí, Ceará and Pernambuco. Student material was collected and work was carried out with the regional staff. Later on, a final format was given to the tests. The aim at the time was to construct a set of tests

which were, in so far as possible, appropriate to that particular reality and would, thus, provide greater credibility to academic performance data. The children were evaluated in 1982, 1984 and 1986. In those same years, other information regarding the program, its management, the schools' characteristics, teaching staff, families, etc., was also collected as were integrated and multivariate tests performed with a view to finding important characteristic traits to back up the program's socio-educational contribution, as well as the deadlocks. Qualitative analyses of the data were carried out, along with case studies for the testing and in-depth understanding of more specific situations (Universidade Federal do Ceará, 1988, 7v.). Seminars were organised around the results, both during and after the process. These results had an impact on the policies in force at the time. Furthermore, many other studies stemmed from this data, ranging from analyses of public policies to analyses of what was happening in schools that were set up in the teacher's residence; or the problems experienced by schools established in *sem terra*² camps; etc. With clear and well defined methodology, attention to the collection and analysis of data, it represented an example of what could be done with studies of this nature, which were geared towards defending a type of school that better fostered the needs of the less socially privileged classes. The care taken with interpretations, clarity of data signification limits and awareness of all the assumptions at the root of the evaluation model offered the opportunity to educate people and critically reflect upon the issue through direct action.

STUDIES GIVING RISE TO IMPLANTATION SUPPORT FOR THE NATIONAL EVALUATION SYSTEM OF BASIC EDUCATION

Towards the end of the 80s, discussions regarding a number of problems highlighted by researchers in the educational systems reached their peak. This was due to the fact that the public debate grounded on indicators pointing to a high school failure rate (failure of academic year and truancy) in the country's basic schools. One of the main issues was that there was no data on pupil performance in terms of the system and its related factors. At the time, the Department of Education promoted a workshop with a group of teachers to discuss the issue. It was

thought that with the change in our Constitution there might be a new political structure, and that would mean a need for the Department of Education to change its tactics towards fundamental and upper secondary education. Such would imply that it took on the role of coordinator and evaluator of policies and advances in the area of basic education. In late 1987, a proposal was put forward to evaluate school performance in 10 of the country's state capitals, so as to ascertain whether a broader evaluation process on the part of the Department of Education would be feasible and bring important results. This evaluation was carried out in the 1st, 3rd, 5th and 7th levels of state schools in 10 State capitals, with tests in Portuguese Language (including an essay), Mathematics and Science. It was a pilot study to assess the project's feasibility, the extent to which this type of evaluation was received by administration and schools, the suitability of the tests, etc. The classical theory in evaluation was used and the biggest challenge was the actual drawing up of the tests so that they would be valid for the different realities of the various states involved (there was no national curriculum). This became possible with the support of local partnerships. Having successfully concluded this phase, with discussions on the results of the tests and related factors in some of the states, along with debates in national and local seminars, the evaluation study spread to a further 20 capitals and, later on, to another 39 cities distributed over 14 states and, at the time, an entire territory (Vianna, 1988, 1989a, 1989b). At the same time, with the support of the *Secretaria de Ensino de Segundo Grau* [Second Degree Educational Office] of the Department of Education, an evaluation of pupil performance in the 3rd year of upper secondary education, covering all the existing modalities (general, normal, technical, industrial, commercial, etc.) was carried out.

Also, in 1988, and building on the initiative of the Department of Education, The Secretary of State for Education in Paraná evaluated pupils from the 2nd and 4th levels. Specific tests in Portuguese Language, Mathematics, Science and Social Studies were drawn up through items produced by local teachers based on the curriculum guides in force at the time in Paraná (Vianna & Gatti, 1988). In 1991, on completion of the exploratory evaluation cycle

put forward by the Department of Education, the same type of evaluation carried out in state schools was also applied to private schools in 11 States and in the Federal District.

The school performance evaluation studies applied between 1988-91 highlighted the low average results, indeed, well below what had been anticipated, which had an impact on the Education Department Offices and the media, giving rise to interest on the part of public administration offices in the evaluation processes. With the data and results obtained from schools, teachers and pupils, an abundance of information became available, enabling one to reflect and conclude in relation to both the policies targeting educational networks as a whole, as well as pupil learning related issues in a classroom setting. These initial, broader studies of pupils and schools served as a basis for the implantation of the SAEB — Brazilian Education Evaluation System.

Brazil's participation also contributed to the latter, in the very early 90s, through the second International Educational Proficiency Evaluation Program. This international program, involving 27 countries at the time, set out to be comparative. Hence, the application methodology and tests were developed by an international team of experts: Chinese, Arabs, Americans, Swedes, Dutch, etc., in a process based on reciprocal validation. However, in Brazil, the study remained restricted to only two capitals (Fortaleza and S. Paulo) thus, compromising the level of intended comparability. 13 year old children were evaluated, regardless of the levels to which they belonged (the age-level correspondence was not guaranteed). The idea of this international study was to try to find out what knowledge domain children of such an age were in possession of in each of the participating countries. Children who were out of school as well as those with excessive age-level delays were excluded from the study carried out here. Such an issue was not a problem for most of the participating countries. Although the evaluation was only applied in two capitals, it highlighted the precarious performance of 13 year old children in Brazil, in comparison with other countries: penultimate position.

The forcefulness of the results obtained up to this point led the Department of Education, along with some Federal States, to develop an evaluation

policy for education networks that would bring the results to the attention of the public. The underlying aim here was to find ways of overcoming precarious school learning situations. The average results were most worrying. Stimuli from international bodies had an important role in the consolidation and expansion of such evaluation programs.

THE NATIONAL BASIC EDUCATION EVALUATION SYSTEM — SAEB

In close connection with the State Education Offices, from 1993 onwards, the Department of Education established the Basic Education Evaluation System (SAEB). Applied by means of a national pupil sample, initially with objective tests based on the classical model, this form of evaluation came to be used on a yearly basis. It was applied to the various fundamental and upper secondary levels, having perfected its methodology and, finally in 1995, having adopted the procedures recommended by the Item Response Theory. Researchers from the Carlos Chagas Foundation took charge of introducing this methodology into the SAEB (Andrade & Valle, 1998; Fletcher, 1991, 1995). As far as the experts were concerned, it was in a better position to offer more reliable information regarding the academic repertoire of children and youths, as well as comparability conditions on a scale, which had not been possible with the previous model. Through the available documents, one may ascertain that the intention of this evaluation study was to provide information for policy making, particularly in relation to specific aspects of educational policies, as well as for research and discussion through the creation and organisation of information on the academic performance of pupils in the system, and related factors. Nowadays, a number of data bases are available to the public with information on the successive evaluation studies applied on a national level, and reports providing access to studies already carried out. The SAEB is grounded upon two main conceptual strands: the first is geared towards access to basic education, where attention to demand (access rates and schooling rates) and efficiency (productivity rates, transition rates and internal efficiency rates) may be verified; the second strand is quality focused, implicating four dimensions in the study relative to: 1. product — pupil performance

in terms of content learning and skills and competency development; 2. setting — socio-economic context of the pupils, study habits, profile and working conditions of teachers and directors, type of school, degree of school autonomy, organisational pattern of the school; 3. process — teaching and school planning, pedagogical project, use of school time; teaching strategies; 4. input — infrastructure, physical space and premises, equipment, resources and teaching material. The collected material is composed of the tests given to the pupils, questionnaires applied to pupils, teachers and directors and a questionnaire on the school's conditions. Over the last two years it has joined forces with the general evaluation model, case studies of specific situations considered important for a more in-depth analysis of the contextual factors that have a direct impact on the results (Brazil/Department of Education, 2002; Fontanive & Klein, 2000; Pestana, 1999).

The SAEB has become the object of a number of studies and discussions, including Education Department committees, with a view to improving its performance. Technical problems have been overcome, for example, in terms of test modelling, the content of its items and validity, its sampling process which has been optimised, etc. This has also raised problems in terms of its dissemination and appropriation of results at the various system management levels and by the teachers, themselves. Franco (2001) gives us some interesting observations as to the potentialities and problems regarding this evaluation, pointing to suggestions for increasing the importance of the SAEB for managers and teachers. This is done, for example, by illustrating pupils' difficulties with clear examples, proposing pedagogical alternatives, in appropriate language, by specifying more elaborately the factors that are important in education (school effect, classroom effect), presentation of language proficiency scales and graph schemes that can easily be interpreted by non-specialists, the establishment of more effective relations with state and municipal offices for the appropriation of results, etc.

More recently, the Department of Education expanded the evaluation of the educational system's performance through the *Prova Brasil* [Brazil Test], applied to all pupils in the first levels of fundamental education, and by integrating this test in the SAEB.

This gave rise to the construction of an indicator — the Basic Education Development Index (IDEB), from 2007 onwards, which brings together school flow levels and performance averages in the national evaluation studies. These averages refer to performance in the SAEB for the States and in the *Prova Brasil* for the Municipalities. It is possible to obtain a figure from the Indicator for the country as a whole, per State, Municipality or School.

REGIONAL INITIATIVES

It was during the 90s that a number of school system evaluations began to take shape in several regions around the country, beyond those within the afore-mentioned national framework. We will now go on to examine three, more consolidated initiatives in Federal States.

State of S. Paulo

So, in 1992 an evaluation study was applied in the State of S. Paulo to the Standard School pupils of the *Escolas Padrão* [Standard Schools], a curriculum innovation project developed by the State Education Office, initially covering 306 schools in the State, which then increased to 1000, so as to gradually spread to all the schools in the system. This, however, did not occur. The evaluation object was to verify whether the differentiated educational input received by the schools and teachers contributed to an improvement in the learning level of the pupils. The evaluation applied at the time covered Portuguese Language, Essay Writing, Mathematics, Science, History and Geography, and a questionnaire was given to highlight the pupils' characteristics. All pupils in the 8th level were evaluated. This level was meant to be regarded as the starting point, against which the future educational development of children would be compared. At the outset, successive evaluations were expected to be carried out over a period of years with data relative to the progression of these children who were part of the Standard School Project. The initial results were interpreted psycho-pedagogically and curriculum recommendations were made and consolidated in documents distributed around the schools. On the basis of the data obtained, several studies, focusing on particular aspects were performed to support specific actions towards schools (Gatti, 1996). This

evaluation, which set out to be longitudinal, was discontinued due to a change in the administration of the State Education Office. The new management developed other studies aiming to compare Standard and Non-Standard Schools, where the region of the school, term periods, day and night time courses were all taken into consideration. Such data was disseminated across the network. It was emphasised that the critical points revealed in relation to the teaching process needed to be handled with authority and determination. The tests were analysed and the pedagogical implications highlighted, with recommendations in relation to the critical points of each evaluated subject (Mondel & Maluf, 1994).

At the same time, between 1992 and 1994, another evaluation project was being developed, by means of sampling, in the state schools of S. Paulo, based on a truly evaluative research study: *O Projeto de Avaliação de Impacto do Ciclo Básico* [The Basic Cycle Evaluation Impact Project] and the *Jornada Única na Área Metropolitana de São Paulo* [Single Open Day in the Metropolitan Area of S. Paulo]. The research team performed a longitudinal monitoring study of a single segment of children, over a 3 year span, with the complex aim of analysing learning changes and cognitive characteristics over time. This type of research in evaluation had never before been developed in the country, including a parallel study of an anthropological nature. It enabled one to gain a more profound understanding of what was going on in schools on a daily basis, and in the cognitive development of children (Neubauer *et al.*, 1996). As of 1995, the SARESP (School Performance Evaluation System in the State of S. Paulo) was established as part of a program for state education, which has been used up to the present date, covering successive levels, with informative questionnaires and the necessary equalisations from year to year, so as to obtain comparability. In this model, all the pupils enrolled in the levels involved were evaluated (Espósito, 2000; SEESP, 1996, 1998). The SARESP system has maintained its periodic evaluations, and in 2008 gave rise to the establishment of a specific educational development indicator for the State of S. Paulo— IDESP —, with construction characteristics slightly more nuanced than Department of Education indicators.

Minas Gerais State

From 1992, the State of Minas Gerais also began to develop an evaluation program for its state schools. As with the other initiatives, the aim of this evaluation study was to provide a basis to improve the quality of education, and was part of a broader proposal for education on the part of the government. The evaluations were planned and carried out in two year cycles. They were suffrage evaluations, including other types of information through questionnaires. In 1998, with the implantation of continued progression in schools, evaluation was carried out on a yearly basis. A proposal for the training of Office staff also emerged in conjunction with this evaluation program, by means of specific courses being offered to technicians both in Brazil and abroad (Antunes *et al.*, 1992; Souza, 1999). Nowadays, the State of Minas Gerais is in possession of a complex evaluation model for its educational network — SIMAVE: Quality of Education and School Evaluation System. This system is made up of three evaluation programs: PROALFA — geared towards the evaluation of literacy levels; PROEB — to verify the efficiency and quality of education based on performance in the final levels of education; PAAE — to perform progressive learning diagnoses to support pedagogical interventions.

Paraná State

In 1995, the State of Paraná carried out its first large scale evaluation as an extension of the SAEB, offering detailed results to its municipalities and schools. The process was continued in subsequent years and, in 2000, the Item Response Theory was introduced into the fundamental education evaluation process, taking the content of the Basic Curriculum for the State Schools of Paraná as a reference. Detailed analytical studies were developed on the performance of pupils from the 4th and 8th levels. The test frames of reference brought innovations in their conception with regard to other approaches such as, the Portuguese Language, where five areas were taken into account: reading procedures, expressive resources and meaning effects, linguistic variance, coherence and cohesion and operational linguistic knowledge. A diversity of tests were consolidated in published reports and distributed around the network. Dissemination of these results was accom-

plished by three different types of reports: for school directors and municipal education registrars, with a more global and comparative vision; for teachers and pedagogical teams, containing detailed analyses of the items, types of mistakes, with pedagogical recommendations and suggestions; also, a specific summary of the school's situation and a description of the performance levels attained was published in the School Bulletin for parent association chairpersons, teachers and parents of pupils (SEEPR, 2001). An institutional evaluation process was also established in this State involving schools, regional education establishments and Offices.

Ceará State

The State of Ceará developed an evaluation system for its schools from 1996 onwards, through samples of pupil performance in Fundamental Education. It also accomplished an institutional evaluation process of schools, with the involvement of the community, which was shown to be a differentiated model in relation to what had been done in other states. In this State the SPAECE — Permanent Evaluation System of Basic Education — was institutionalised. According to the State Education Office (Ceará, 2009), it covered three areas: Academic Performance Evaluation, Institutional Evaluation and Educational Research. In the former, an external type of evaluation, the System evaluated the skills and competencies of Fundamental Education and Upper Secondary pupils in the subjects of Portuguese Language and Mathematics. The proficiency level was identified along with the evolution of pupil performance. It covered all the pupils in state and municipal schools. Questionnaires were applied to investigate the socio-economic data and study habits of the pupils, and the profile and practice of teachers and directors. From the perspective of Institutional Evaluation, by means of Self-Evaluation and Management Performance Evaluation, the school was able to improve its inter-relations, the services rendered, teacher and pupil performance as well as employee and managerial performance. It aimed to implement changes in the daily running of schools. The third perspective focused on Educational Studies and Research, as well as Program Evaluation, with a view to furthering the knowledge of problematic situations and trends detected in the evaluations.

CONTRIBUTIONS AND CHALLENGES

These far broader experiences have contributed to the training and quality improvement of researchers and technicians in the evaluation of school and institutional performance in educational systems, both in Education Department Offices and in a number of institutions that have taken further interest in the field. One may interpret from such documents that over time, the aim had always been to create a propitious environment for the receptivity of evaluation, to increment competencies in the field and to encourage the use of evaluation for change, intervention and improvement in schools and education. It had also been to instigate critical studies. In other words, the objective had been to bring about changes in the representation of the evaluation processes that had had a punitive and depreciative connotation, thus, bestowing a new meaning upon them. We are all aware of the difficulties involved in changes of this nature, namely socio-cultural changes, however, it had always been the aim of the managing bodies to encourage the onset of this process. Both internal and external factors gave rise to action and the contradictions implied in these procedures began to take shape. On the one hand, very strong emphasis given to the best and worse performances, the final average giving value only to the average mark obtained and not to other more important results. On the other hand, little use of the data by the networks was observed, whether due to inappropriate dissemination processes and those giving access and visibility to the data, or through difficulties in the network in handling, analysing and interpreting such data pedagogically. The problems of data usage on the part of school directors, pedagogical coordinators and teachers occur in both the use of state evaluations as well as national evaluations. The dissemination of data in more appropriate forms, differentiated in accordance with the audience — general public, parents, teachers, managers — is the crux of the situation, demanding a solution

in the development of these processes. The IDEB and IDESP have been better understood, therefore, there is a clear need for the pedagogical aspects connected to performance to be more widely exposed and discussed. The main challenge still lies in the appropriation of the results obtained by pupils on the part of the schools and the use of such results to orientate educational activities.

More technical aspects, connected to the drawing up of performance evaluation tests, both in terms of credibility and validity, were also the object of discussion. The frames of reference have been systematically criticised where the search for constant improvement carries much weight. Another controversial aspect is the use of the Item Response Theory in the main evaluation processes in the large educational networks, in which the importance of the model is questioned, as well as the suitability of the tests and their consistency.

TO SUM UP

It may be said that the representation of Brazil's educational systems' evaluation processes is undergoing change. Initially they received a very strong, contradictory reaction, however, an educational evaluation culture is now being consolidated on the basis of *accountability*. Debates and counter-positions surrounding the various evaluation processes are useful on a number of educational levels and in the country's various educational administration strata (Union, States and Municipalities). Concern with the results of the educational processes may be currently observed in the public administration offices of education and in schools, where there is an opening for initiatives, such as school curriculum improvement, continued teacher training, basic training review of teachers, new teaching material production of a variety of types (print, virtual, DVDs, etc.). The impact of these evaluation studies is now being felt in basic education, while evaluation is expected to be seen as a stimulus for change in educational processes, and not as punishment.

ENDNOTES

1. *Fundamental Education* in Brazil refers to compulsory education between the ages of 6 and 11 years.
2. Landless Workers' Movement.

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