

**SCHOOL EVALUATION SYSTEM: A COLLECTIVE PROJECT AS AN
ALTERNATIVE FOR PROFESSIONAL DEVELOPMENT¹**

**SISTEMA DE AVALIAÇÃO ESCOLAR: UM PROJETO COLETIVO COMO
ALTERNATIVA PARA O DESENVOLVIMENTO PROFISSIONAL**

**SISTEMA DE EVALUACIÓN ESCOLAR: UN PROYECTO COLECTIVO COMO
ALTERNATIVA PARA EL DESARROLLO PROFESIONAL**



Katia Verginia PANSANI²
e-mail: katiapansani.kp@gmail.com



Mônica Piccione Gomes RIOS³
e-mail: monica.rios@puc-campinas.edu.br

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² Pontifical Catholic University of Campinas (PUC-CAMPINAS), Campinas – SP – Brazil. Master's in Education from PUC-Campinas (SP), Law Degree from PUC-Campinas (SP), Director of the School Assessment System (SAEsc®), *Progresso Bilingue and Lourenço Castanho* seals, educational units of the ATMO Educational Group.

³ Pontifical Catholic University of Campinas (PUC-CAMPINAS), Campinas – SP – Brazil. Doctoral degree in Education from PUC-SP, Master's in Education from PUC-SP, Specialization in Distance Evaluation from UnB, Bachelor's in Pedagogy from *Faculdades Senador Fláquer*. Faculty member of the Stricto Sensu Graduate Program in Education and the Undergraduate Programs in Teaching and Pedagogy at PUC-Campinas.

ABSTRACT: This text aims to present the School Evaluation System (SAEsc®) from an evolutionary perspective, from 2012 to 2022. This system started in one private school and was extended to eleven schools. The initial purpose of SAEsc® was to create feasible operational strategies for evaluating teaching and learning processes, enabling intervention and recovery actions. The methodological approach of this text is descriptive, given the flexibility it offers in translating into words the experiences of ten years of exploratory work and the results obtained, authorizing a reliable approach to the production of this text. The relevance of SAEsc® has been revealed in the commitment of the schools that receive it, manifested in collective work, a systematic willingness to engage in dialogue, and a conscious and continuous search to improve the quality of teaching and learning processes.

KEYWORDS: Evaluation system. Learning evaluation. Teacher training.

RESUMO: *Esse texto tem o objetivo de apresentar o Sistema de Avaliação Escolar (SAEsc®), em uma perspectiva evolutiva, a partir dos anos de 2012 até o ano de 2022. O referido Sistema teve início em uma escola privada, estendido para onze escolas. O propósito inicial do SAEsc® foi a criação de estratégias operacionais de exequibilidade para a elaboração das avaliações dos processos de ensino e de aprendizagem, viabilizando ações de intervenção e recuperação. O percurso metodológico do presente texto assume caráter descritivo, considerando a flexibilidade que oferece ao transpor em palavras, experiências vivenciadas durante dez anos do trabalho exploratório realizado e os resultados obtidos, autorizando um recorte confiável na produção desse escrito. A relevância do SAEsc® tem se revelado no empenho das escolas que o recebem, manifesto na realização do trabalho coletivo, na disposição sistemática para o diálogo, e na busca consciente e contínua de melhoria da qualidade dos processos de ensino e de aprendizagem.*

PALAVRAS-CHAVE: *Sistema de Avaliação. Avaliação de aprendizagem. Formação de professores.*

RESUMEN: *El objetivo de este texto es presentar el Sistema de Evaluación Escolar (SAEsc®) desde una perspectiva evolutiva, desde 2012 hasta 2022. Este sistema comenzó en una escuela privada y se extendió a once escuelas. El propósito inicial del SAEsc® fue crear estrategias operativas viables para evaluar los procesos de enseñanza y aprendizaje, posibilitando acciones de intervención y recuperación. El abordaje metodológico de este texto es descriptivo, dada la flexibilidad que ofrece para traducir en palabras las experiencias de diez años de trabajo exploratorio y los resultados obtenidos, autorizando un abordaje confiable para la producción de este texto. La relevancia del SAEsc® se ha revelado en el compromiso de las escuelas que lo reciben, manifestado en el trabajo colectivo, en la disposición sistemática al diálogo y en la búsqueda consciente y continua por mejorar la calidad de los procesos de enseñanza y aprendizaje.*

PALABRAS CLAVE: *Sistema de evaluación. Evaluación del aprendizaje. Formación de profesores.*

Introduction

We will briefly present the trajectory of SAEsc® from the year 2012 to 2022. Based on the lessons of André and Lüdke (1986, p. 13, our translation), “the collection of descriptive data [in qualitative research], obtained through the researcher’s direct contact with the studied situation, emphasizes the process more than the product”. Thus, opting for a descriptive procedure allows us to present the processes of the experiences gathered over ten years, as an unfinished portrait of ongoing actions and experiences, open to sharing.

SAEsc® is a system designed to create operational strategies for developing assessments of teaching and learning processes, enabling intervention and recovery actions.

The journey of the School Assessment System (SAEsc®) began in a private school⁴. When we arrived at the school unit, the goal was to edit test questions. This is where the embryo of the system was formed through the editing of assessment instruments. It is not our intention to describe the details of this reality here; what is important is to state that it required us to recognize the situation and design strategies, starting with the request for external help from teachers with expertise beyond their specializations, who also brought experience in assessment development and, most importantly, had a broad worldview.

The individuals referred to were selected and invited to form a group of teacher-researchers; they were master’s, doctoral, and postdoctoral researchers. It was crucial that this choice was made intuitively⁵, as we believe that diversity requires genuine recognition and collaborative and collective actions, demanding responsible sharing.

We spent three years reviewing the assessment instruments, from Elementary School (grades 2 to 9) to High School (grades 1 to 3⁶). However, the review itself was ineffective without some form of teacher participation. It took time to find a way to facilitate dialogue spaces⁷, which were essential, even if virtual, given the number of teachers in a small group of readers and the tight deadline for completing the assessment instrument production process.

⁴ This unit handles all stages of Basic Education, from Early Childhood Education to Secondary Education. In this work, we will preferably use the term "educational unit".

⁵ According to Bergson, "intuition primarily means consciousness, but immediate consciousness, a vision scarcely distinguishable from the object seen, knowledge that is contact or even coincidence" (Abbagnano, 1999, p. 582, our translation).

⁶ Nomenclature used by the educational group.

⁷ For the purposes of this article, we understand space as a formative space in which interaction between participating individuals is promoted. Regarding the meaning of the term "subject", we follow Lacan: "An individual is not a subject; an individual is each one of us. A subject is one who transforms through a complex process that requires consciousness, experimentation, and language" (Ferreira-Lemos, 2011, p. 101 s., our translation).

Instead of converging towards the teaching and learning process, time and energy were directed towards demands expressed in two meanings: competition and resistance.

In 2017, we initiated a protocol. This marked the beginning of dialogue⁸ with the teachers, conducted virtually through comment balloons, between the reader-teachers and the developer-teachers. This protocol focused on five topics: (i) content, (ii) language appropriateness, (iii) textual functionality, (iv) layout⁹ and (v) procedural actions.

The School Editorial Department – DEE/SAEsc®

The DEE/SAEsc® encompasses various macro and microprocesses. In this study, we will present, in broad terms, the macroprocesses. The dotted lines in Figure 1 represent processes carried out at specific times due to certain actions. Another important observation is that many of these processes occur concurrently; thus, Figure 1 serves merely as a planned and segmented overview of the DEE. The Original Receipt Control (CRO), as shown in Figure 1, is a document that guides the production to the destination of the original. It indicates the units, segment, period, academic year, and the dates of receipt and application of the assessments scheduled in the unified school calendar¹⁰.

It is also in this process that the study script is extracted from the original submission form and organized into a spreadsheet to be reviewed by the guidance. On the date specified in the system and school calendar, the DEE provides the updated script for guidance on carrying out the necessary publication.

⁸ According to Freire (2019b, p. 109, our translation), "Dialogue is a meeting of people, mediated by the world, to articulate it, and therefore does not exhaust itself in the I-thou relationship".

⁹ It should attend to graphic design, as Bringhurst (2005, p. 23, our translation) states: "Typography exists to honor its content," meaning that the visual use of words—such as their size, shape, and arrangement—must respect the reader, adhering to its principle of legibility (Bringhurst, 2005).

¹⁰ In this text, "unification" is a measure found by the educational units and SAEsc® to facilitate collective work in a continuous learning effort.

Figure 1 – DEE/SAEsc® Processes

ADMINISTRATIVE	ADMINISTRATIVE	TECHNOLOGY	EDITORIAL	GRAPHIC PRODUCTION
Registration of formal assessments in the Original Receipt Control (CRO)	Teacher-Developer Registration	Receiving Response Card (CR)	Preparation	Printing
Checking of the Original Submission Form	Request or update of teacher-Developer data	Reading Data	Revisions I and II	Handling
Registration of the original in the SAEsc® Network	Request or update of student data	Partial Release	Layout	Transportation
		Final Release	Checklist	
		Release Bulletin	Amendments I and II	

Source: Author's elaboration.

It is important to reaffirm that the outline is linked to the Descriptive Framework (QD) defined by the teachers and validated by the coordination.

Table 1 – General Framework for Identifying Originals¹¹

Group	Segment	Type of assessment and period (two-month period)	Year/Series	Discipline abbreviation
G _n	EFI, EFII, EM	PO, RCA, RC (1, 2, 3, 4)	3rd Grade Elementary School to 3rd Year of High School	Bio, Sci, Span, Phil, Phys, Gram, Geo, HG, Hist, Eng, Lit, Math, Por, PT, Chem, Essay, Soc.

Source: Author's elaboration.

Table 1 illustrates how documents should be registered and referenced in the SAEsc® network. The format is specified as G1_EM_PO1_1_Lit, which refers to the Exam Administered in units using teaching material “X” for Secondary Education. This is an Objective Test for the 1st bimester, 1st year, in Literature. The Service Order (SO) is designated

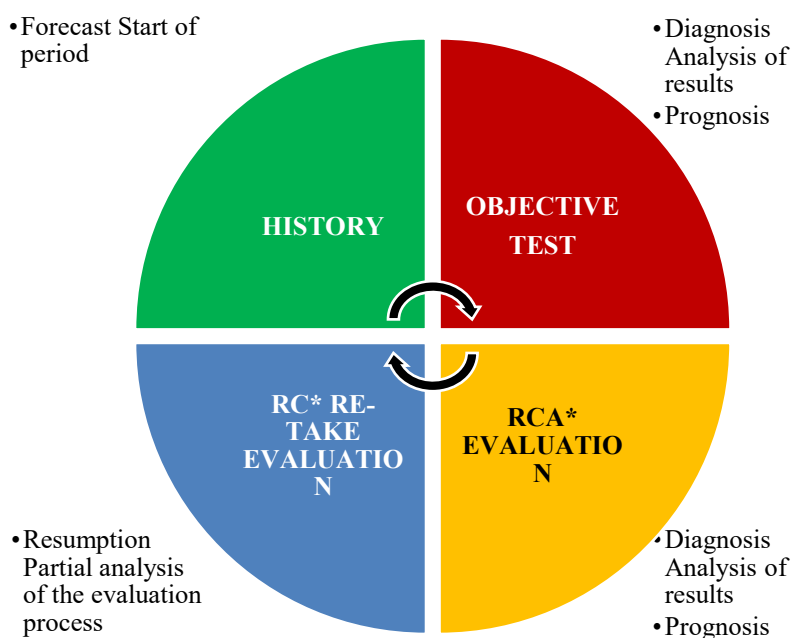
¹¹ **LEGEND:** ELEMENTARY EDUCATION - EARLY YEARS (EFI), ELEMENTARY EDUCATION - FINAL YEARS (EFII), OBJECTIVE TEST (OT), CONSTRUCTED RESPONSE - OPEN (CRA), CONSTRUCTED RESPONSE (CR). BIOLOGY (BIO), SCIENCE (SCI), SPANISH (SP), PHILOSOPHY (PHIL), PHYSICS (PHYS), GRAMMAR (GR), GEOGRAPHY (GEO), HISTORY AND GEOGRAPHY (HG), HISTORY (HIS), ENGLISH (ENG), LITERATURE (LIT), MATHEMATICS (MATH), PORTUGUESE (POR), TEXT PRODUCTION (TP), CHEMISTRY (CHEM), WRITING (WRI), SOCIOLOGY (SOC).

NOTE 1: ABBREVIATIONS FOLLOW THE PRACTICALITY CRITERION FOR RECORDING IN THE SAESC® NETWORK. **NOTE 2:** ALL NOMENCLATURES REFER TO THE USE OF THE SCHOOL THAT ORIGINATED THE SYSTEM.

as a General Record (GR), with the file name fixed on the right side of the upper margin of the document, in the area of highest visibility and easy identification. Some individuals prefer to use the footer for this information.

At the beginning of each year, a list should be requested containing the student's registration number (RA), full name, year or grade, and class. From this list, a map is generated with the number of students, which will be used for preparing grade outputs from the reports generated by the tests, formulating printing spreadsheets¹² and distributing payments to teachers and service providers of the DEE.

Figure 2 – Cycle of Formal Procedural Assessment¹³



Source: Prepared by the author.

SAEsc® produces one Objective Test (OT) per period. Its purpose is to provide a prognosis for the assessment of open-constructed responses. It is a partial instrument, as it addresses part of the objectives for the period, "ensuring that teachers and coordination receive

¹² These allocations should only be made if the DEE is part of a network. It is worth noting that we record all the costs and expenses of the System through the Zero-Based Budget (ZBB), that is, everything is spread out by DEE sector, presented in a manner allocated by school and by student. In short, it allows for complete alignment with the budget management and strategic planning of the educational group.

¹³ The school period adopted for the purposes of this work is the bimonthly one. **LEGEND:** History – School history, entrance exam without scores, plus student records. **RCA** – Open-ended constructed response of a long nature. **RC** – Closed or open-ended constructed response of a short or long nature.

preliminary feedback on students' performance, allowing sufficient time to review content and skills that may still appear to be weak" (Martins, 2020, p. 37, our translation).

This OT has a specific structure for each year of EFII (Final Years of Elementary Education) and for each grade of EM (Secondary Education). The model follows a progressive format, as outlined in the Assessment Map, both in the composition of the items and in its objectives. The tests for Secondary Education are designed similarly to a mixed mock exam, to familiarize students with the formats of selection items from the main entrance exams in the country. However, the objectives remain aligned with the QD (Qualitative Descriptor) developed by the teachers and the published study guide.

Regarding the OT, SAEsc® develops a parallel process that begins with the completion of partial exams (in EFII) and mock exams (in EM), and the receipt of the answer sheets from each unit, with a date defined in the SAEsc® Calendar. This process updates the list of students for each unit, reads the answer sheets, processes the data, and releases first-order reports, making the data available to the administration to produce other relevant data. This process is expedited so that coordinators and teachers can work with the results, and within the timeframe provided in the SAEsc® Calendar, the final reports and organized, cleaned data are released for the appropriate analysis.

While this entire process is being carried out, another team prepares and reviews the open-constructed response assessments. The structure of the item must encompass, through content, objectives, and skills, some specified in the QD (Qualitative Descriptor) and others implicit, as they stem from the formative structures of repertoire that the school builds, as well as any other relationships established within and beyond the school's walls. All these realities are part of what may compose the intricate task of contextualizing the item. These actions fulfill a collective effort. This is why we say that the SAEsc® assessment is not of ONE, but of ALL. We invest in the formative gains that arise from the interactions among teachers from diverse backgrounds, continuously learning and teaching through an exchange of experiences. The greater the willingness to exchange, the stronger the group's cohesion, which can (and should) constitute a cohesive area. From there, we create a unique assessment tool, the result of teachers' knowledge, designed to challenge students who are committed to "learning to learn"¹⁴, as only in this way can both the assessed and the assessor engage in self-assessment

¹⁴ To learn in the sense of acquiring knowledge or skills through study and practice. To learn in the sense of understanding, assimilating and knowing how to use acquired knowledge or skills. Available at: <https://languages.oup.com/google-dictionary-pt/>. Accessed on: 7 May 2023.

consciously, not just in a rationalized and adapted manner. This is effective, and the teacher reinforces their ability to understand the origin of the difficulties that may arise during corrections.

The role of preparation is to customize the instrument, but not only that,

It primarily serves to provide homogeneity, practicality, and coherence to the production. The [DEE] follows, in an unsystematic way, the Brazilian Association of Technical Standards (ABNT), but also allows itself to create its own rules¹⁵, in a very particular and specific space (Temple, 2020, p. 88, our translation) [which is the space of SAEsc® assessment instruments].

Figure 3 presents a comment bubble of the "general model" type¹⁶.

The idea of the bubble is to initiate what will serve as the principle of dialogue. This task requires focus, calmness, and respect for the thoughts of the teacher-developer. This consideration is essential because the actions of the reviewer¹⁷ may compromise the content created by the teacher-developer and undermine the entire effort of a work that should be as close as possible to its true expression. The attitude of the reviewer should be one of responsibility and humility.

Figure 3 – General and Protocol Comment Bubble

G1_EFI_RCA1_1_Dis	Comments Balloon	
	Institutional email of the balloon issuer	
	Evaluation Map - Descriptive Table (QD) – Study Guide Item Description – Observation –	Response from the Coordination
	Content (Concept/Update) – Language adequacy – Textual functionality – Observation –	Response from the Teacher-Educator

Source: Prepared by the author.

¹⁵ The DEE rules serve as security keys.

¹⁶ “General model” because it does not correspond *ipsis litteris* (as written) to the document. This would be the initial idealized bubble, but over time, it has improved, and the characteristics of each issuer have been respected. It is only important to confirm the importance of these bubbles being prepared with extreme respect according to the established script.

¹⁷ The reference to the role of the proofreader can be confused with that of the pedagogical advisor, the technical content proofreader, or the language proofreader. All of them use the comment bubble, each with their objectives, depending on the nature of the role they occupy, but always respecting the basic protocol.

There is a text by Luis Fernando Verissimo (quite characteristic for illustrating the power of the reviewer¹⁸) titled "Beware of Revizors"—and yes, it's with a "z".

The importance of technical or language review, according to Temple (2020), is singular: to adapt the text to its purpose. For this, interaction between the teacher-developer and the reviewer is necessary. Temple concludes:

The interaction can take place considering several aspects, such as: (a) Behavior: both the teacher-developer and the reviewer need to approach the task with an open mind; (b) Strategy: both parties should seek, without embarrassment, to identify anything that may discredit [the instrument], considering primarily the discipline, year, format, [context], and the student; (c) Principles: responsibility in handling [the instrument], respect for the competencies of each party, magnanimity to recognize one's own limitations and mistakes, and honesty and transparency in academic and personal conduct. It is worth humbly remembering that, in this boat, both will always have a common enemy: "the mistake that passed unnoticed by everyone" (Temple, 2020, p. 42-43, our translation).

It is also important to mention that the existence of a technical review does not absolve the teacher-developer and other teachers from the responsibility of studying. Furthermore, as Freire teaches, it is the Educator's duty to immerse themselves and act according to the "universal ethics" (2019a, p. 17, our translation). This is a commitment for every Educator. The technical reviewer represents an additional, sharp, and updated perspective, often because they are within or close to research institutions.

The designation G1_EFI_RCA1_3_Dis (to the left of the bubble) is the document's registration in our system, as previously mentioned (it is its General Record). It indicates that the document belongs to group 1, which uses teaching material "X", is to be applied in Elementary Education - Early Years (EFI), is of the open constructed response type, for the first bimester, 3rd year, discipline "Y".

It is important to clarify that this is the general comment bubble, as specific bubbles may appear below it with direct, communicative comments, such as "suggestions" or "adjustments made".

¹⁸ "There is a historical example of what careless – or ill-intentioned – proofreading can do. One of the editions of the Authorized Version of the Bible, published in England at the instigation of King James I in the 17th century, became known as the 'Bad Bible' because the injunction 'Thou shalt not commit adultery' was printed without the 'not' due to a printing error. No one knows whether the number of adulteries among English-speaking Christians increased as a result of this unexpected biblical sanction, until the error was discovered, or whether the proofreader and the printer were thrown into a bonfire together, but the fact proves that not even the word of God is free from the power of proofreaders" (Verissimo, 1995, p. 36-37, our translation).

It is crucial to understand that layout¹⁹, as Zullo and Zullo (2020) indicate, is another important aspect for the item to achieve its objectives. A disorganized, cluttered text can often lead students to make mistakes. The goal is always to seek clarity, objectivity, and simplicity.

Each type of instrument has a model (template)²⁰. What lends respectability to the assessment instrument is its ability to achieve its objectives, consistent with its structure. One of the precautions is the use of gray shades in maps, charts, and other materials. We prefer to use hatching, numerical references, or letters, as a printer calibration mishap can cause illegibility, invalidating the item. Our instruments are printed on paper made from sugarcane bagasse, which offers several benefits: this paper uses less water than recycled brown paper, according to the Viçosa University Center²¹. Additionally, its color is not as white, resulting in lower glare and less visual fatigue during reading, which is beneficial for objective tests that last up to five hours.

Another aspect of layout, for example, is to provide typographical quality that has rhythm and textual homogeneity (Bringhurst, 2005). This is achieved through proper spacing when setting a template. This procedure removes numerous obstacles that students might encounter, such as visual clutter or even type distortion, whether in condensed or expanded form.

Printing is on demand, which happens because of the number of subjects in each year or grade. For this reason, all instruments are 1x1, that is, printed in black on both the front and back. This option avoids various issues that color printing might cause, such as: uncalibrated machines, the presence of students with undiagnosed visual sensory disorders like color blindness, hyperfocus present in certain disorders, etc.

The print schedule does not account for surplus assessments, except for those needed for record-keeping in the office or potential copies if necessary. All assessments are enveloped, separated by subject, year, or grade, with a label indicating the updated quantity and other specific details for each unit. The envelopes are documented, and delivery is made two days before the assessment, with a signed receipt. From the date the assessments are received by the unit's office, SAEsc® is no longer responsible for the security and confidentiality of the instrument, which becomes the sole responsibility of the school unit.

¹⁹ The layout is the “invisible” element of the page. It is expressed through colors and empty spaces, white spaces, type sizes, and dividing lines. It is important to understand that the distribution, positioning, and dimensions of the image, table, and graph have an impact on the reader and serve as guidelines for interpretation (Camargo, 2008).

²⁰ We understand “model” as a graphic standard established by the DEE that will be used to construct other identical types.

²¹ Available at: <https://www.univicoso.com.br/uninoticias/acervo>. Accessed on: 26 Sept. 2023.

All instruments include instructions for administration, covering routine procedures and the start and end of each assessment. The days of administration are determined by the directors and validated by the coordinators and teachers as outlined in the unified Calendar. It is important to emphasize that these dates and the order of administration must not be altered by the units, under penalty of compromising the integrity of the unification process, particularly regarding the confidentiality of the instrument.

Requirements of the School Editorial Department (DEE)

The three essential requirements of the DEE are translated as follows: (i) standardization of the Assessment Instruments Map, (ii) planning of the Descriptive Framework (QD) extracted from the school's curriculum referenced to the BNCC²², and (iii) organization of the Calendar of activities involving assessment instruments, arranged based on the school calendar, whether created by a single school or unified across multiple schools.

SAEsc® Calendar

Regarding the Calendar, its development has become a "meticulous task" for two reasons:

I. The DEE has incorporated other schools within the same educational group and, therefore, had to organize itself within a unified structure for official assessments. Starting in 2013, and over the years, new schools joined the System. Consequently, the unification made the Calendar a challenging document.

The unified Calendars for each segment of the school improved year after year, until in the planning process initiated in September 2022 for implementation in 2023, the DEE obtained authorization from the administrators to create a DEE/SAEsc® Calendar based on the unified school Calendar, which made our practices more visible, more accessible, and with the transparency we always desired.

It should be noted that this unified school Calendar is collectively constructed by the directors of each school. It originates from the Calendar devised by the General Pedagogical Administration. At the end of the academic year, the SAEsc® Calendar begins, and it is

²² National Common Curricular Base, established by CNE/CP Resolution No. 2 of 2017 and its Annex. This document is of a normative nature and defines the organic and progressive set of essential learning, as a right of children, youth, and adults, within the scope of Basic School Education, and guides its implementation by the education systems of the different federative instances, as well as by school institutions or networks (art. 1, caput).

finalized with the school Calendar in January. Once the assessment dates are set, no further changes are made. The school Calendar may undergo changes during the academic year on other dates, except for those related to the application dates of the learning instruments.

II. The periodicity adopted by the schools in the group is bimonthly²³, which requires a coordinated and continuous effort in time management for both the administration and the DEE, compelling us to optimize our task execution to meet the deadlines for administering assessment instruments, especially considering the period of result analysis and the subsequent decision-making process by administrators and teachers.

Typically, the actions outlined in the Calendar commence in January, with scheduled meetings to define the specific details for the upcoming year. Following this, the Open Assessment period is introduced, which is always the second activity in the assessment cycle, since the first, for the 1st bimester, is the creation of the QD (Descriptive Framework), finalized in November of the previous year²⁴. It is worth noting that the 1st bimester is a hectic period within the school, as most adjustments and unforeseen circumstances tend to arise during this time. Another critical point, from the teachers' perspective, which the group's management can formalize, is the entry exam for new students. This exam assesses the essential requirements for the year or grade they will be entering, though it is not graded. This data will form part of the student's initial academic record, serving as an additional element that initiates the documentation process for the student's educational journey from the point of entry.

The deadline for submitting the Open Response Assessments (RCAs) is set shortly after the Open Assessment; subsequently, the study guide is released, and two days later, the official guide is published. Finally, the deadline for submitting the original RCs is established, followed by the opening of the QD for the 2nd bimester, and thus, the Calendar continues. Two or three weeks before the RCAs, the result reports for the PO (Partial Assessments) are published. After the completion of the RCAs, there is a review period, and then the cycle concludes.

The Calendar, despite its adherence to deadlines and dates, is not immune to unexpected challenges, as some actions lose flexibility within the predetermined timeframes, particularly in the case of the 1st bimester, which is very short and intense, often requiring us to accommodate sudden external changes affecting the school.

²³ For the DEE, a quarterly periodicity would be ideal, as this would give us more time to collect information with greater reflective rigor between one instrument and another.

²⁴ The POs for the first two months are produced by teachers right after the delivery of the QD for the first two months, in November, so that it can be produced during the month of January and applied in mid-February. This practice is not the best recommended by SAEsc®, but it is feasible today (2023).

We understand the school as a multicultural organism—in the sense defined by Boaventura Santos²⁵. When this organism functions in a unified manner, the school becomes a place where events generate highly complex and demanding realities. In other words, the creation of processes and procedures becomes indispensable. These actions are inherently flexible, within certain limits of feasibility, and for this reason, we can say that this flexibility must be understood as a "conscious flexibility", meaning that the school should not act in its own interest but rather in the interest of the diversity that unification allows us to recognize. The recognition of differences can be genuine when they are brought together in mutual agreement, forming from this dialogue a transformative amalgam, a unique essence (Santos, 2003).

SAEsc® Assessment Map

The first document created by the DEE was the Assessment Map, which, although based on previous models, no longer met the new interests focused on transformation. Therefore, the document was standardized, allowing for conscious flexibility and adjusting to the continuous and unfinished studies of the pedagogical team for which the DEE was established.

This document generally records the following points: (i) the type of teaching material; (ii) the educational segment; (iii) the subject; (iv) the degree of difficulty (GD); (v) the minimum and maximum score per item; (vi) the number of items and sub-items; (vii) the structure of each assessment instrument; (viii) the maximum and minimum time allowed for each type of document; (ix) specific observations, such as a differentiated number of items in a specific subject or unique design (e.g., in language subjects, where English may be divided into parts); and (x) the composition of grades for each group or unit.

It presents the results of continuous pedagogical analyses conducted by management and faculty. For example, in the 6th grade, a single-column layout is used; in the 7th grade, a two-column layout is employed while maintaining the same number of items; in the 8th grade, the number of items is increased, but the four-day application period is maintained; and in the 9th grade, the number of items remains the same, but the application is conducted in a single day.

²⁵ Which multiculturalism is “fundamentally based on a policy, on a dynamic but complex tension between the policy of equality and the policy of difference [...] it is based on the assumption that cultures are all internally differentiated and, therefore, it is as important to recognize cultures among themselves as it is to recognize diversity within each culture and allow for resistance and difference within the culture” (2001, p. 21, our translation).

The Map also manages the application days. There is an effort to maintain the same subjects across various segments on the same days, aiming to optimize tasks and increase security and efficiency in production. However, this effort may face pedagogical challenges, in which case, priority is given to the pedagogical aspect, provided it does not render the execution of the work unfeasible.

The application time varies, but generally follows an average minimum of three minutes per Objective Test (PO) item and ten minutes per Evaluative Competence Report (RCA) item, which requires two 50-minute class periods for each RCA subject. The administrators manage the minimum time or extension of time. For high school mock exams (EM), the minimum time spent in the classroom is three hours, with a maximum of five hours. Additionally, the Map details the composition of grades for each group, unifying the information in a comprehensive manner.

Descriptive Framework of the QD/SAEsc®

Another document that proved necessary was the Diagnostic Framework (QD), a product of an insight from the review team. The first QD to be developed was for Middle School (EFII) in 2017. This document was created based on the content and learning objectives established by the teachers, under the supervision of the respective segment coordinators, with the aim of planning each assessment instrument administered by the school.

During the development of the QD, several challenges emerged. To comprehend these, it was necessary to examine the daily practices of the teachers to better understand the difficulties encountered. To facilitate this task, a pilot project was implemented in Elementary School (EFI). From this, dialogue spaces were created, contributing to the consolidation of the school as a learning environment.

As Canário (1998) emphasizes, the school is a place where teachers develop their professional competencies. However, it is important to note that “stating that teachers learn their profession in schools should not be confused with the idea that teachers would only learn their profession in schools” (1998, p. 9, our translation). It is also worth noting that:

The key to producing (simultaneous) changes at the level of teachers and at the level of schools lies in the reinvention of new modes of professional socialization, which forms the most solid foundation for considering school-centered training modalities as a strategic priority (Canário, 1998, p. 10, our translation).

In line with the school's reality and during daily activities, a dialogue space centered on the assessment instrument was created, from its development to intervention and revision in the Elementary School (EFI) segment. This space draws inspiration from Paulo Freire, who teaches that dialogue should be a collaborative relationship between the parties, without hierarchy or the supremacy of one over the other.

The Diagnostic Framework (QD) is developed with the aim of being formative, helping teachers to understand the content, objectives, and skills involved. Previously, there were difficulties in getting teachers to distinguish between these three dimensions. Currently (2023), teachers are clearly presenting materials with these specifications, further motivated by the National Common Curricular Base (BNCC). This approach allows teachers to exercise greater autonomy, reflecting a significant shift in classrooms, which, in turn, provides more confidence and security in teaching practices. The QD is a collaboratively constructed reference, although many may not directly perceive it, they feel the system's functioning.

It is important to recognize that each individual has the capacity for transformation, although there is a necessary time for the maturation of understanding. Therefore, SAEsc® offers initiatives such as the Open Assessment to remove obstacles that hinder this process of change.

Moreover, the QD is a document that is constantly evolving. Every time it is revisited, it changes, reflecting shifts in ideas and practices. Not only do the calendar days change, but so do the individuals who make up the school and the relationships between them. This dynamism creates a new atmosphere, and the movements generated by actions and omissions are never exhausted. This continuous process of change fosters growth and the creation of knowledge through interactions.

Dialogue Spaces Provided by SAEsc®

The dialogue spaces provided by SAEsc® represent a significant differentiator, substantially contributing to the practice of teaching, particularly concerning the assessment of learning.

In the effort to coordinate between the DEE, school management, and the pedagogical sector, the aim is to strengthen the necessary participation and autonomy for the development of school work within a democratic perspective, ensuring a voice in decision-making processes.

What drives the school is the pedagogical aspect. This statement echoes Libâneo's thought:

The autonomy of schools depends on a reconfiguration of management practices and decision-making processes. The forms of administration are still laden with authoritarian and centralizing practices. However, in critiquing these practices, the understanding that management involved ways of doing and acting, rather than merely political actions, was lost. In other words, the balance between the political and technical sides of management practices was lost. The participation of all school members in decision-making processes does not exclude the need to plan, manage, coordinate the work of individuals, and systematically monitor and evaluate school work. Autonomy and participation cannot be used to leave schools abandoned and operating blindly. For this reason, it is essential that pedagogical research focuses on studies concerning school management (Libâneo, 2001, p. 21, our translation).

For SAEsc® to effectively participate in the development of an assessment instrument and ensure that it has a transformative purpose, it is necessary for the instrument to be imbued with a purpose that goes beyond mere functional excellence. In other words, it is essential to understand that "assessment is a process for sharing responsibility, not for assigning it" (Guba; Lincoln, 2011, p. 291, our translation).

The goal to be emphasized is that, without formative processes within the school and without a "dialogic approach" (Freire, 2019b), SAEsc® may become an empty system, reduced to a showcase whose sole purpose is to conceal a lack of effectiveness and widen the gap of inequalities.

1st Phase – Dialogue Space During the Preparation of the Diagnostic Framework (QD)

The Diagnostic Framework (QD) is a fundamental document in teaching practice. Through it, the teacher's capacity to work collectively should be clearly manifested. Teaching knowledge is fully expressed in this document, as it is at this moment that the teacher reveals their *etic*, as defined by Freire (2019a, p. 19, our translation), who describes *etic* as the "ontological vocation to Be More." Therefore, the QD is a formative document in which experienced teachers should contribute their experiences and knowledge, participating responsibly, for example, by analyzing teaching materials and planning their development over time for each year or grade.

These are challenging tasks for teachers entering the System, as they involve planning and anticipating situations that only experience can reveal. This process removes teachers from their comfort zones and the mere reproduction of teaching materials, encouraging reflection on their actions and making more effective choices.

In summary, the Diagnostic Framework (QD) is part of the curriculum and serves as a parameter for the development of assessment instruments. Its content must reflect the elements necessary for evaluation and should neither exceed nor fall short of what is stipulated in the QD. Thus, the lesson should go beyond what is recorded in the QD. Finally, it is important to emphasize that the QD should not be used by developers and partners to "teach to the test." The purpose of SAEsc® is, above all, to provide students with the autonomy to face any test, not just the one created by their teacher, as emphasized by the Director of the System's originating unit.

2nd Phase – Dialogue Space During the Review of the Assessment Instrument

The second phase of training offered to teachers occurs during the review process. This stage has proven to be quite productive, fostering significant exchanges between the document developers and the reviewers.

Advancements in this area of the Department of Education (DEE) have been notable. There is a consistent improvement in the quality of the submitted drafts and a reduction in the volume of necessary interventions.

3rd Phase – Dialogue Space During the Implementation of the Open Assessment

The Open Assessment is the moment when the developing teacher and partners meet through an institutionalized online channel to refine the formal assessment instrument. During this stage, experiences, approaches, and knowledge are discussed, promoting a sense of belonging.

The SAEsc® Calendar allocates a period, immediately after the publication of the official Diagnostic Framework (QD), for the developer to structure the assessment and discuss it with partners before finalizing and submitting it to the Department of Education (DEE).

In response to requests from managers and teachers, a procedural tool named the Open Assessment Minutes has been created in Forms. This practice was implemented at the end of 2023 and is therefore considered a pilot project.

4th Phase – Dialogue Space After the Correction of the Assessment Instrument

The proposal involves, in collaboration with the coordination team and the teacher, analyzing students' written work and developing effective strategies to address the weaknesses identified in the assessment instruments. This review process is ongoing, as weaknesses are not eliminated within the period stipulated by the School Calendar.

Final considerations

It is important to highlight that the approach adopted aligns with the actions of the School Assessment System (SAEsc®), the subject of this work. However, it is essential to note that writing can limit thought, especially when describing a complex process such as that revealed by this System, compounded by the need for a concise description.

Despite these limitations, the final considerations presented here combine synthesis and developments, reaffirming that, between the lines of this article, the System is clearly configured as an essentially formative technology. This is evidenced by the various opportunities provided to teachers to share experiences, whether in the production of the Diagnostic Framework (QD), where developers and partners define content, objectives, and skills to be addressed over a period, in the development of various assessment instruments (objective tests, constructed responses, review), or in the Open Assessment, where developers and partners meet to align the various approaches developed or to be developed in creating the assessment instrument.

Another critical moment recommended by the System is the creation of grading rubrics for constructed response assessments. These rubrics should be structured by developers and partners, taking into account the profile of each school unit, at the beginning of the correction process, to ensure fairness and transparency. It is essential to recognize that the formal instrument is just one of the elements and will be completed at the end of the last assessment cycle. In the case of objective tests, the process involves analyzing the results, a task that should be straightforward, urgent, and sufficient to allow managers and teachers to make decisions and continue with the new assessment cycle.

It is widely recognized that exchanging experiences generates knowledge and strengthens the previously established sufficiency line by the institution, demonstrating its increase as the school triad—managers, teachers, and students—shows commitment to their respective roles. It is important to note that, while administrative and social demands competing

with pedagogical actions cannot be ignored, this issue may be the subject of future study.

In light of this, it is essential to reiterate the characteristics of the SAEsc® actions, namely: (a) organization, (b) regulation, and (c) willingness to propose formative actions through dialogue spaces.

In summary, SAEsc® can be considered a disruptive technology, as it breaks with established standards and is fundamentally formative. The social value of SAEsc® lies precisely in its formative practice in service.

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