



Assessment of learning in basic education and full-time education

Assessment of learning in basic education and full-time education

Milton Antunes Torres¹

Ednea Mendes Prestes Cambruzzi²

Katia Regina Eugenio Correa³

SUMMARY

This study focuses on Full-Time Education (FTE) in Brazil, focusing specifically on the implementation and assessment of learning in the Full-Time School Program. The main objective of the research is defined as follows: to understand how this educational modality contributes to the comprehensive development of students and to improving the quality of basic education in the country. The rationale for the research lies in the growing adoption of FTE as a strategy to broaden students' educational experiences, promoting a development that encompasses not only the cognitive aspect but also the physical, emotional, social, and cultural dimensions. Assessing learning in FTE represents a challenge, as it requires formative and contextualized methods that value the comprehensive development of students, requiring the training of education professionals and investments in infrastructure and school management. To achieve these objectives, the research adopted a bibliographic methodology, based on the critical analysis of theoretical works, academic articles, and legal and regulatory documents related to Full-Time Education and its assessment practices.

This approach made it possible to construct a consistent theoretical framework to understand the perspectives, advances and challenges of ETI in Brazil.

Keywords: Comprehensive Education. ETI. Evaluation.

ABSTRACT

This study focuses on Full-Time Education (FTE) in Brazil, focusing specifically on the implementation and assessment of learning in the Full-Time School Program. The main objective of the research is defined as follows: to understand how this educational modality contributes to the comprehensive development of students and to improving the quality of basic education in the country. The rationale for this research lies in the growing adoption of FTE as a strategy to broaden students' educational experiences, promoting development that encompasses not only the cognitive aspects but also the physical, emotional, social, and cultural dimensions. Assessing learning in FTE represents a challenge, as it requires formative and contextualized methods that value the comprehensive development of students, requiring the training of education professionals and investments in infrastructure and school management.

To achieve these objectives, the research adopted a bibliographic methodology, based on the critical analysis of theoretical works, academic articles, legal and regulatory documents related to Full-Time Education and its assessment practices. This approach enabled the construction of a consistent theoretical framework for understanding the perspectives, advances, and challenges of FTE in Brazil.

Keywords: Comprehensive Education. TSI. Evaluation.

¹ Bachelor's degree in Chemistry. 2002 Unisul.

² Bachelor's degree in Pedagogy. Unisul. Specialist in Interdisciplinary Teaching Methodology and Practice. ednea72@hotmail.com ³ Bachelor's degree in Pedagogy. Unisul. Specialist in Interdisciplinary Teaching Methodology and Practice. katiacorrea@sed.sc.gov.br

INTRODUCTION

Comprehensive education has been debated, and in some states of Brazil it has been placed in practice as an alternative aimed at the complete development of students. The comprehensive education is based on educational processes that recognize and consider the various dimensions of the human being — such as cognitive, physical, social, emotional, cultural and policy. Aiming to articulate different spaces and times of learning, expanding experiences and promoting a greater diversity of experiences and interactions social (Brazil, 2023).

Law No. 14,640/2023 established the Full-Time School Program, which appears as a fundamental public policy to increase the number of full-time enrollments in basic education schools in Brazil. Coordinated by the Secretariat of Basic Education (SEB), the program aims to meet Goal 6 of the National Education Plan 2014-2024 (Law No. 13.005/2014), which is a State policy built collectively by society and approved by the Brazilian parliament (Brazil, 2024).

This is an ambitious program with the main objective of: increase the number of full-time enrollments by 1 million by 2023, with a significant investment of R\$4 billion. This investment will allow states, municipalities and the Federal District expand the offer of full-time education in their education networks. By 2026, the goal is to reach approximately 3.2 million enrollments (Brazil, 2024).

Full-time education proposes a model in which students remain in school for more hours throughout the day, taking up much of their time with activities educational. This proposal seeks to go beyond conventional education, “offering training broader and more integrated, which includes extracurricular, sports, cultural practices, as well as actions aimed at the social and emotional development of students” (Brazil, 2024, n/p).

This article aims to understand the implementation and impacts of education full-time in basic education schools in Brazil, analyzing the evaluation of learning in the Full-Time School Program. Through this discussion, we seek understand how this educational approach can contribute to integral development of students and to improve the quality of education in the country.

METHODOLOGY

In this study, bibliographic research was adopted as the methodology, which basically consists of the analysis of theoretical and empirical materials already published, with the aim of



to support research on Full-Time Education (ETI) and its assessment practices.

Bibliographic research is a fundamental step, as it allows for theoretical basis and contextualization of the theme, in addition to enabling the understanding of discussions and advances existing on the subject.

For Severino (2007), bibliographic research is carried out through available records, resulting from previous research, in printed documents, such as books, articles, theses, etc. Data from theoretical categories already worked on by other researchers and duly recorded. The texts become sources of the topics to be researched. The researcher works based on contributions from the authors of the analytical studies contained in the texts.

The selection of sources was based on works by recognized authors in the field of education, especially those that address public educational policies, assessment educational and full-time education. Articles published in academic journals national, indexed in databases such as SciELO, CAPES, *Google Scholar*. These articles were chosen for their significant contribution to the understanding of the topic and for present recent research results, as well as legal and regulatory texts, such as Law of Guidelines and Bases of National Education (LDB), the National Education Plan (PNE), curricular guidelines and documents from the Ministry of Education (MEC) that deal with implementation and evaluation of the ETI.

For a broad theoretical deepening, readings of works were carried out Master's and doctoral students who investigate Full-Time Education and its assessment practices. Initially, an exploratory reading was carried out to identify the main concepts, theories and approaches on Full-Time Education and methods evaluation. This step allowed us to map the most pertinent and relevant works for the study.

[...] is a fundamental stage in all scientific work that will influence all stages of research, as it provides the theoretical basis on which the work will be based. It consists of the survey, selection, recording and archiving of information related to the research (AMARAL, 2007, p. 1).

Next, an analytical reading was carried out, in which the selected works were examined critically, seeking to understand the different perspectives and proposals theoretical. Analytical reading also made it possible to identify gaps and challenges faced in the practice of ETI and in its evaluation processes.

The theoretical synthesis involved the organization and integration of the collected information, relating them to the objectives of the study. The articulation between different authors and theoretical currents to build a theoretical framework that will serve as a basis for the analysis of the empirical data collected later.

THEORETICAL FRAMEWORK

The Federal Constitution of 1988, in article 205, defines “education as a right universal and a duty of the State and the family, and should be promoted with the support of society.” (Brazil, 1988, p. 35). Its objective is to guarantee the full development of the person, to prepare him/her for the exercise of citizenship and qualify them for work. “Free, public education quality”, has its right assured to all citizens, provided for in the legal system that regulates national education (Brazil, 1988, p. 35).

Furthermore, the Constitution itself establishes fundamental principles, such as the guarantee of quality standards (art. 206, item VII) and the right to lifelong education (art. 206, item IX), the latter inserted by Constitutional Amendment No. 108 of 2020 (Brazil, 2020).

Law No. 9,394/1996, which establishes the Guidelines and Bases of National Education (LDB), reinforces the importance of the integral development of students and the extension of the day school. Article 24 of the LDB deals with the organization of basic education and defines that the workload The minimum annual teaching time for elementary and secondary education must be 800 hours, distributed over at least 200 school days, excluding days dedicated to final exams, when applicable (Brasil, 2017).

With the enactment of Law No. 12,796/2013, the LDB began to differentiate the service partial and full-time in early childhood education. According to article 31, a full-time day is considered one that has a minimum workload of seven hours per day, while the part-time shift must offer at least four hours (Brazil, 2013).

In elementary school, although the average of four hours a day — resulting from the requirement of 800 annual hours in 200 school days — corresponds to a partial model, the LDB signals the need for a gradual extension of the working day: article 34 determines that the time of stay at school should be progressively extended.

In secondary education, the changes promoted by Law No. 13,415/2017 established explicitly states the full-time goal, “stipulating a minimum annual workload of 1,400 hours hours”. Although no definitive deadline was set for this goal, it was anticipated that, “As of March 2017, education systems should ensure at least 1,000 hours per year, with the prospect of expansion” (Brazil, 2017, p. 05).

The LDB also contemplates a concept of comprehensive education in qualitative terms. Article 29, which deals with early childhood education, states that this stage of basic education has the following purpose of the full development of the child up to the age of five, in physical aspects,



psychological, intellectual and social, complementing the actions of the family and the community (Brazil, 1996).

For secondary education, paragraph 7 of article 35 determines that curricula must promote the comprehensive education of students, including actions aimed at building their life project and physical, cognitive and socio-emotional development (Brazil, 2017).

In this sense, the National Education Plan (PNE), established by Law No. 13,005/2014, reinforces the commitment to extending the school day. Goal 6 of the PNE proposes that, by the end of its term, at least 50% of public schools offer full-time education integral, in order to serve at least 25% of basic education students (Brazil, 2014).

The plan also highlights the concern for the quality of full-time education, proposing that the minimum stay at school be seven hours, with adequate infrastructure and multidisciplinary activities. In addition, the plan suggests prior consultations with the populations of rural areas and indigenous and quilombola communities. Strategies to achieve Goal 6 include:

- a) Promote the provision of full-time public basic education with activities pedagogical and multidisciplinary, guaranteeing at least 7 hours of daily stay of the students.
- b) Establish a collaborative program to build schools with architectural standards appropriate, prioritizing poor and vulnerable communities.
- c) Maintain a national program to expand and restructure public schools, installing multi-sports courts, laboratories, libraries and other equipment, in addition to training human resources for full-time education.
- d) Promote the school's articulation with different educational and cultural spaces, such as libraries, museums and community centers.
- e) Encourage the provision of activities to extend the school day by private entities of social services in conjunction with the public education network.
- f) Serve rural schools and indigenous and quilombola communities in offering full-time education, based on prior and informed consultation, considering if the local peculiarities.
- g) Ensure full-time education for people with disabilities, global disorders development and high abilities or giftedness in the age group of 4 (four) to 17 (seventeen) years old, ensuring complementary specialized educational assistance and supplementary offered in multifunctional resource rooms at the school itself or in specialized institutions.
- h) Adopt measures to optimize the time students spend at school,



directing the expansion of the journey towards effective school work, combined with recreational, sporting and cultural activities (Brazil, 2014 s/p).

Despite the legal devices that demonstrate the search for quality education in full-time as a State decision, embodied in laws approved by the Brazilian parliament, the country's educational results in relation to achieving Goal 6 of the PNE reveal a challenging reality.

Full-Time Education presents advantages for Brazilian education, taking into consideration in several aspects, including:

[...] promotes the academic, physical, emotional, and social development of students; reduces educational inequalities by offering all students access to a variety of activities and resources; provides a safe and educational environment for children during the day, supporting families where parents work full-time; studies show that students in full-time schools have better academic results; provides sports, arts, music, and life skills programs, developing diverse talents and interests (Brazil, 2024 n/p).

One of the biggest challenges related to Full-Time Education is the need significant investments in infrastructure, food, transportation and human resources; requires teacher training to deal with extended workloads and integrate activities diverse; the curriculum must balance academic and extracurricular activities; it requires the involvement of the entire school community for the success of the model (Souza *et al.*, 2020).

According to Arroyo (2012, p. 33), “the right to education led to the right to more education and more time at school”. Thus, the (ETI) can be seen as a possibility of provide greater experiences, schooling and socialization, demonstrating concern with popular childhood and adolescence and playing an important role in promoting socialization and the formation of socio-emotional skills.

Gadotti (2009), prolonged coexistence between students favors the construction of solid relationships, team collaboration and the development of empathy, aspects fundamental for the integral formation of individuals.

Full-time education, as can be seen in various experiments carried out around the world and also in Brazil, allows for the organization of school activities according to appropriate teaching and learning methods. The school context, especially that aimed at the working classes, must be organized and robust enough to provoke in students a true rupture between the mental schemes dictated by a practical, oral, and visual culture, in favor of a written and intellectualized culture (Giolo, 2012, p. 99).

Thus, Full-Time Education (ETI) emerges as a proposal aimed at building a broader and more inclusive education, offering students a school environment enriched and motivating (Souza *et al.*, 2020). By adopting this perspective, educational institutions aim to not only to academic preparation, but also to the full development of students, encouraging

their integral and continuous growth throughout the educational process.

It only makes sense to think about extending the school day, that is, implementing full-time schools, if we consider a concept of comprehensive education with the perspective that the extended timetable represents an expansion of opportunities and situations that promote significant and emancipatory learning (Gonçalves, 2006, p. 131)

Therefore, Integral Education proposes a vision of an integrative curriculum contextualized in the territory, aiming to develop in each school practices that materialize, in an inclusive, equitable, sustainable and contemporary way, ensuring learning guided by the development of general skills. These skills must ensure the construction of knowledge, skills, attitudes and values for life (Souza *et al.*, 2020).

To achieve these purposes, it is essential that Integral Education rethink its evaluation processes, incorporating observation instruments and training strategies that promote a broader reflection on structural conditions, management practices and teaching and learning dynamics. This process must be constructed in a participatory manner, integrating monitoring and joint articulation between the contents to be taught, learned and evaluated, as well as the methodologies used, always considering the context of the Educational Territory. In this way, we seek the active involvement of all subjects of the educational process (Souza *et al.*, 2020).

In light of new educational approaches, the role of the teacher becomes that of encourager and mediator of student learning in various areas of knowledge. evaluation, in this scenario, ceases to be a specific stage of pedagogical work and becomes integrate the entire educational process — starting with it, monitoring it continuously and finalizing it. Evaluation is deeply related to the essence of knowledge and, recognize this essence, must reflect its complexity, ensuring authenticity and coherence epistemological (Cruz, 2008).

According to Moacir Gadotti (2001), the full-time school movement has been discussed since the 1980s, initially by Anísio Teixeira, a great defender of this educational model. Assessment at ETI is discussed, researched and thought about by experts for four decades. Therefore, discussing evaluation in education is a topic complex for professionals, and reflection is necessary. Most schools, even today, assesses student learning by assigning grades after carrying out a method evaluative. Thus, it transcends the multiple tests, tools to which you are accustomed, which measure only the learner's ability to replicate as expected and reach the defined note or concept.

In Full-Time Education (ETI), the evaluation process still presents challenges more complex, since it is necessary to consider, in addition to the cognitive aspects, dimensions such as civility, autonomy, freedom of expression, creativity and ability to solve problems conflicts. In this context, there is no single evaluation model applicable to ETI, but rather common guidelines and references that can guide and enrich assessment practices (Hoffmann, 2017).

Assessment in the school process, according to Vasconcellos (2008), is fundamental to guarantee the integral formation of the subject through the mediation of the effective construction of knowledge and learning on the part of all students.

Assessment in the school process helps ensure the comprehensive development of the individual by mediating the effective construction of knowledge and learning on the part of all students. It is understood, therefore, that the greatest meaning of assessment is to evaluate so that students learn more and better (Vasconcellos, 2008, p. 57).

As highlighted by Hoffmann (2017, p. 89), “qualitative assessments involve the entire teaching and learning path, requiring a constant diagnosis of this process”. This type of assessment seeks to understand the student's trajectory, identify their difficulties and potential, in addition to offering continuous feedback that contributes to your growth full.

The adoption of formative and diagnostic assessment in Full-Time Education (ETI), is essential to ensure continuous monitoring of the educational process and allow effective pedagogical interventions, focusing on the integral development of students in their multiple dimensions (Hoffmann, 2017).

The adoption of a qualitative perspective in educational assessment implies a significant paradigm shift, in which the focus shifts from simply measuring results for a deeper understanding of learning processes. This approach demands the use of different instruments — such as observations, portfolios, self-assessments and projects — which enable a broader and more integrated analysis of the student development (Hoffmann, 2017).

According to Hoffmann (2017), qualitative assessment also favors involvement active participation of students, families and the school community, promoting an ongoing dialogue that strengthens the educational process and contributes to the construction of a more inclusive school and fair. To this end, it is essential that education professionals constantly reflect on their assessment practices, seeking to improve them with the aim of ensuring development of students and the improvement of the quality of teaching.

Educational assessment, within the school, is a natural, socially constructed characteristic

and historically, and is applied with different objectives and approaches. The importance of "the evaluation of educational systems, classroom performance, and performance school, programs, among others, with different approaches, such as: systemic evaluation, comprehensive evaluation and participatory evaluation" (Gatti 2002, p. 17).

Still according to Gatti (2002), the function of educational assessment must go beyond the mere verification of content and the comparison of results between students and institutions. It is directly related to the concept of quality that is desired for Education Public basic, as directed by the guidelines of public educational policies.

According to Calderón *et al.*, (2013), in Basic Education offered in Schools of Time Integral (ETI), the assessment of learning assumes particularities that distinguish it from traditional model. These differences arise both from the extension of the school day and of the most comprehensive pedagogical proposals that accompany this format.

With a focus on the integral development of students, the assessment goes beyond the aspects purely cognitive, incorporating social, emotional, physical and cultural dimensions. In this perspective, we seek to form complete individuals, capable of facing the challenges of current society (Calderón *et al.*, 2013).

Still as highlighted by Calderón *et al.*, (2013), the evaluation in ETI is characterized by dialogue and through participation, the evaluation involves students, family members, teachers and other members of the school community in the collective construction of the evaluation process. This model encourages critical reflection and the practice of self-assessment, strengthening the role of the student as protagonist of their own learning.

Of a formative nature, the evaluation's main objective is to support the progress of the student, offering resources and guidance for their continued development. It goes beyond simple assignment of grades or labels, focusing on the individual potential of each student and strategies that help him overcome his difficulties (Calderón *et al.*, 2013).

In view of this, Hoffmann (2017) refers to this evaluation as monitoring the student development throughout the educational process, characterized as procedural and continuous, providing constant *feedback* to improve learning. It uses diverse instruments, such as observations, portfolios, self-assessment and projects.

This assessment ends up having as its main characteristic the social, cultural and individual context of each student, recognizing diversity and promoting inclusion. It uses different teaching languages and methodologies that connect with the students' realities, as it evaluates all components of the ETI's pedagogical proposal, including the extended day, extracurricular activities, and the school's political-pedagogical project. It verifies whether the school is providing an environment conducive to the students' comprehensive development (Calderón *et al.*, 2013, p. 143).



According to Lejano; Andrani (2012), the Ministry of Education (MEC) carries out the monitoring and evaluation of the implementation and results of Education in Real Time (ETI) throughout the national territory. The information obtained is essential for the improvement of public policies and the formulation of new guidelines aimed at expansion and qualification of ETI.

Among the main challenges of evaluation in ETI, the need to implement truly formative and contextualized evaluation processes. Another relevant challenge is to overcome the traditional culture centered on tests and grades, building a new approach that values the learning process and comprehensive development of students (Hoffmann, 2019).

Formative assessment allows teachers to identify difficulties in their practices pedagogical, contributing to the reformulation of their teaching strategies with a view to continuous improvement. For “this evaluation to be effective, it is essential that its planning considers all educational objectives, allowing the educator to adjust his/her work to ensure that the majority of students fully achieve the established goals” (Cruz, 2008, p. 03).

Still according to Lejano; Andrani (2012), it is essential to identify instruments and assessment methods that are compatible with the extended working day and the proposals differentiated pedagogical practices of Full-Time Education (ETI). In addition, it is necessary develop new tools and adapt existing ones, ensuring a broad and significant contribution to student learning in this format. It is also essential to train students teachers by Google assessment not only as a means of measuring performance, but as an effective tool to promote the learning process.

In this sense, Hoffmann (2019) states that it is necessary to involve families and school community in the evaluation process, create mechanisms so that families and the school community actively participate in the evaluation, contributing to the construction of a more democratic and representative evaluation proposal. Despite the challenges, evaluation in full-time education is essential to ensure that all students have access to a quality education and that they develop comprehensively (Hoffmann, 2019).

Assessment in comprehensive education, as highlighted by Lejano and Andrani (2012), will beyond the mere measurement of individual performance. It is configured as a mechanism fundamental to read and understand the development of this policy in relation to its contextual aspects.

RESULTS AND DISCUSSION

Full-Time Education (ETI) was incorporated into the Brazilian educational system as a strategy aimed at promoting the integral development of students.

According to the goals defined by the National Education Plan (PNE), there is a continuous effort to expand the ETI offer, highlighting Goal 6, which foresees that 50% of public schools offer full-time education to serve at least 25% of education students basic.

ETI has demonstrated effectiveness in providing training that transcends the cognitive aspect, also covering physical, emotional, social and cultural development of students. Prolonged stay at school, combined with extracurricular activities and strengthening socio-emotional skills, contributes to a more complete and integrated.

However, assessment in the ETI presents significant challenges. A formative and contextualized assessment, which values the learning process and the comprehensive development of students, which demands new assessment methods and the training teachers to use these tools effectively.

According to Hoffmann (2017), evaluation in ETI faces additional challenges, as it is essential that learning processes also include non-cognitive aspects, such as civility, autonomy, freedom of expression, creativity and conflict resolution. Thus, there is no single evaluation model for ETI, but rather common references that can guide and enrich the evaluation process.

The implementation of the ETI requires significant investments in infrastructure, including the construction of adequate schools, in addition to the continuous training of teachers and others professionals to deal with the extended working hours and the diversity of proposed activities.

The results indicate that ETI represents a promising strategy for promoting of a more inclusive and comprehensive education, focused on the integral development of students.

It is important to highlight that ETI should not be seen only as an increase in working time. students' permanence in school, but rather as an opportunity to expand educational and social experiences. This implies a curricular review that is integrative and contextualized, capable of providing significant learning.

According to Souza *et al.* (2020), to achieve these objectives, Comprehensive Education needs reviewing its evaluation processes, establishing observation and training guidelines

pedagogical that broaden the reflection on structural conditions, management practices and teaching and learning methods. This process must be collaborative, involving the monitoring and joint construction of the articulation between “what” to teach, learn and evaluate and “how” to situate these objectives in the Educational Territory, ensuring the engagement of all involved.

Assessment at ETI must go beyond simply measuring academic performance, incorporating qualitative aspects that consider social, emotional and cultural aspects of students. Such an assessment requires a new paradigm that values comprehensive and promote critical reflection on pedagogical practices.

Continuing teacher training is essential so that they can apply practices pedagogical practices that favor the integral development of students.

FINAL CONSIDERATIONS

Assessment of learning in full-time school represents a challenge significant and a unique opportunity to promote a more comprehensive education and inclusive, differs from traditional assessment due to its complex and multifaceted nature. It transcends the mere measurement of knowledge, assuming the role of a crucial tool for promote comprehensive education, covering not only cognitive aspects, but also social, emotional, physical and cultural.

In full-time school, assessment needs to be procedural and continuous, offering constant *feedback* so that teachers and students can adjust their teaching strategies and learning along the way. This type of assessment encourages critical reflection, empowers students as protagonists of their own education and promotes an environment collaborative among all members of the school community.

The adoption of qualitative methods, such as observations, portfolios, self-assessments and projects, it is crucial to capture the complexity of the educational process in school in time integral. In addition, the active participation of students, family members and teachers in the process evaluative ensures that the assessment is fairer and more representative of the real needs and potential of students.

It is understood that to be effective, assessment in full-time school must be contextualized, taking into account the socioeconomic and cultural environment of the students. A holistic approach can be taken that evaluates all components of the proposal

pedagogical, including extracurricular activities and the school's political-pedagogical project. This approach ensures that the education provided is rich and stimulating, preparing students for the challenges of the contemporary world.

Finally, it is considered that the evaluation should serve as an instrument for improvement continuous, guiding decision-making and the improvement of educational practices. When commit to rigorous and participatory assessment, the full-time school can effectively promote the integral development of students, contributing to the construction of a more just and equitable society. Evaluation, in this context, is not an end in itself same, but a means to ensure that all students have access to a quality education quality that allows them to fully develop their capabilities and potential.

REFERENCES

ARROYO, M. **The right to time-spaces for a fair and dignified life**. In: MOLL, J. et al. (Org.). Paths to comprehensive education in Brazil: rights to other educational times and spaces. Porto Alegre: Penso, 2012. p. 23-34

BRAZIL. **Law No. 9,394, of December 20, 1996**. Establishes the guidelines and bases of national education. Brasília, Available 1996. http://www.planalto.gov.br/ccivil_03/leis/L9394.htm. Accessed on: June 6, 2024

_____. **Law No. 13,005, of June 25, 2014**. Approves the National Education Plan – PNE and contains other provisions. Brasília, DF, 2014. Available at: http://www.planalto.gov.br/ccivil_03/_ato2011-2014/2014/lei/l13005.htm. Accessed on: June 20, 2024.

_____. **Law No. 14,640 of July 31, 2023**. Institutes the Full-Time School Program; and amends Law No. 11,273 of February 6, 2006, Law No. 13,415 of February 16, 2017, and Law No. 14,172 of June 10, 2021. Brasília, DF, 2023. Available at: https://www.planalto.gov.br/ccivil_03/_Ato2023-2026/2023/Lei/L14640.htm. Accessed on: June 1, 2024

_____. **National Common Curricular Base**. Brasília –DF: MEC, 2018. Available at: <http://basenacionalcomum.mec.gov.br/>. Accessed on: June 15, 2024.

_____. **Law No. 13,415, of February 16, 2017**. Available at https://www.planalto.gov.br/ccivil_03/_ato2015-2018/2017/lei/l13415.htm accessed on June 25, 2024.

_____. **Law No. 12,796, of April 4, 2013**. Available at https://www.planalto.gov.br/ccivil_03/_ato2011-2014/2013/lei/l12796.htm. Accessed on June 25, 2024.

_____ Goal 6 - **Comprehensive Education** Available at: <https://pne.mec.gov.br/21-programs-and-goals/549-meta-6-educacao->. Accessed on June 18, 2024.

CALDERÓN, AI; OLIVEIRA JUNIOR, RG de. **School Assessment and Performance System of the State of São Paulo**. In: MARTINS, AM et al. (Org.). Education policies and management: challenges in times of change. Campinas: Associated Authors, 2013.

CRUZ, Kamila Cristina Miranda. **Functions of School Assessment 2008**. Available at: http://www.pedagogia.com.br/artigos/funcoes_avaliacao/?pagina=0. Accessed on: June 8, 2024.

GADOTTI, Moacir. **Comprehensive education in Brazil: innovations in process**. São Paulo: Instituto Paulo Freire, 2009. Available at: <https://acervo.paulofreire.org/items/71f1ccb2-a901-4e0b-b9a5-0276d83beadf>. Accessed on: June 16, 2024

GATTI, BA **Educational assessment in Brazil: scoring a history of actions**. Eccos Scientific Journal, São Paulo, v. 4, n. 1, June 2002, p. 17-41.
Available at: <https://periodicos.uninove.br/eccos/article/view/29>. Accessed on June 24, 2024

GIOLO, Jaime. **Full-time education: recovering historical and conceptual elements for debate**. In: MOLL, Jaqueline et al. Paths of Comprehensive Education in Brazil: the right to other educational times and spaces. Porto Alegre: Penso, 2012.

GONÇALVES, Antonio Sérgio. **Reflections on comprehensive education and full-time school**. Cadernos Cenpec, v. 1, n. 6, 2006, p.129-135. Available at: <http://cadernos.cenpec.org.br/cadernos/index.php/cadernos/article/view/136>. Accessed on: June 12, 2024.

HOFFMANN, Jussara. **Evaluation: myth and challenge**. 46th ed. Porto Alegre: Mediation, 2019
Available at: <https://bds.unb.br/handle>. Accessed on: June 8, 2024.

_____ Assessment: **Myth and Challenge**: a constructivist perspective. 45th ed. Porto Alegre: Mediação, 2017. Available at: <https://bds.unb.br/handle/123456789/82>. Accessed on: June 8, 2024.

LEJANO, Raul P., ANDRIANI, Letícia H., **Parameters for policy analysis: the fusion of text and context**. Campinas, SP: Arte Escrita. 2012

The Relationship Between **Full-Time School and Comprehensive Education.2020**

<https://Www.Revistaespacios.Com/A20v41n06/20410629.Html>. accessed on June 12, 2024

VASCONCELLOS, Celso dos Santos. **Evaluation: dialectical-liberating conception of school evaluation process**. 18th ed. São Paulo: Libertad, 2008. Libertad Pedagogical Notebooks, v.3.