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Learning Evaluation: realities of the educational process

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Evaluation is a topic that cannot be left aside or forgotten by teachers. However, the term evaluation, usually associated with tests, exams, course completion assignments (TCCs in Portuguese), student approval, or failure in a given school cycle, has a much broader and more complex meaning.

Every teaching and learning process consists of several stages: the objectives, the content to be worked on, the essential and complementary materials that support the pedagogical work, the methods and practices adopted, and the evaluation of the entire process.

Evaluation is fundamental. Not a single educational practice excludes the learning evaluation of the educational process.

Being clear about the purpose of the evaluation and being conscious that this evaluation contributes to the teaching and learning process and maintains the quality of the process is another undeniable factor.

It is essential to point out that evaluation has a double function: to evaluate **the teacher's teaching process** and to evaluate the **student's learning** along the way.

Nowadays, the evaluation is not (or should not be) under the aegis of traditional evaluation. Students should not repeat only the memorized book contents in tests or end-of-cycle exams. Evaluation that focuses on learning resulting from memorization or copying and pasting information does not make sense anymore. The teacher is no longer the only source of knowledge.

Various sources complement and add to what the teacher teaches. These sources are commonly consulted and explored by the students in and out of class.

Evaluation is today perceived as a continuous learning process. It involves what the teacher has taught, and all knowledge brought by the student in his sociocultural baggage. It is a fact that, nowadays, the student should be the protagonist of the educational process. When evaluating, the teacher must validate the student's knowledge brought and gained throughout the teaching and learning process.

The master key that defines the success of the educational process is a well-done evaluation. Through evaluation, the teacher verifies whether he reached the learning objectives or needs adjustment, adaptations, or changes in his teaching.

Considering that many courses and programs can be hybrid or offered in virtual environments, it is up to the teacher to create different opportunities and instruments to evaluate students. For example, small group assignments,

synchronous or asynchronous discussion forums, and webinar presentations can be evaluation sources. There are several types of evaluation tools for teachers who use a learning management system (LMS) to help with this task within the platform

A much more complete evaluation process that aims to be more consistent and based on educational principles and demands makes use of three evaluation modalities: diagnostic, formative, and summative.

Diagnostic Evaluation

Diagnostic evaluation is the one that occurs at the beginning of the educational process, aiming to identify

Evaluation has a much broader and more complex meaning.



and raise the learning characteristics and specific needs of students. To determine who the students are, their previous knowledge, competencies, and skills, and their peculiar characteristics. The information obtained from the diagnostic evaluation helps the teachers to better "draw" beforehand the student's profile and, therefore, what they will teach and how. Thus, it is the "portrait of the student" helping with the learning process. In addition, it helps the teacher to customize teaching, which is now recommended, since each student carries different social-cultural baggage, desires, anxieties, and expectations before he enrolls in a course or program. Tests, questionnaires, and interviews, among others, are methods used in this type of evaluation.

Evaluation has importance both in the teaching process and in the learning outcomes.

Formative Evaluation

Formative evaluation is that which occurs during the learning process cycle. It aims to establish parameters linked to the course of learning, i.e., to the integral educational growth of the student during the study. This type of evaluation allows the teacher to identify areas that need review approaches that need to be revised, redesigned, or adjusted. Thus, formative evaluation enables the teacher to make decisions, rearrangements, and corrections to ensure the effectiveness and efficiency of the educational process. There are several ways to evaluate the knowledge gained or already incorporated by the students during the process. Quizzes, short presentations, and tests are some of the methods used both in face-to-face situations and in virtual environments.

Summative Evaluation

The third form of evaluation is summative, which is the sum of the learning acquired. This evaluation is carried out at the end of a course or program to certify whether the learning objectives match the expected learning outcomes.

It validates what has been proposed at the beginning of the course or program and the results achieved. Final exams, tests, and final coursework are models of this

type of evaluation. In addition, educational institutions require summative evaluation to ensure that the student can complete a course or program before awarding him a degree, title, or certificate of completion.

The three evaluation methods presented are not necessarily used in all contexts and by all teachers. However, when used appropriately, they allow for a broader view of both the knowledge acquired by the students and the teaching process adopted by the teacher.

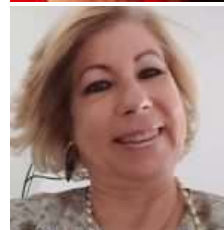
Evaluation has importance both in the teaching process and in the learning outcomes. It is, therefore, one of the relevant steps in the educational process that

contributes to the success of teaching and student learning.

The evaluation carefully planned and applied to the criteria allows the educational process to be improved in all its stages and aspects, when necessary



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