


HISTORY OF LITERACY ASSESSMENT IN THE BOM JESUS AND CLARIMUNDO CARNEIRO SCHOOL GROUPS: BETWEEN LEGISLATION AND PRACTICES

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ABSTRACT

The article aims to analyze the literacy evaluation practices in the first primary grade of the Bom Jesus and Clarimundo Carneiro School Groups, in Uberlândia/MG, in the period from 1955 to 1974. The evaluation of learning in modernity, according to Luckesi (2011), is a recent and distinct practice of the school exam, which historically dates back to the sixteenth and seventeenth centuries. Throughout the text, different concepts of evaluation are discussed, such as the positivist view that focuses on classification, contrasting with the dialectic that values learning as an inclusive process. The article revisits educational legislation in Minas Gerais and Brazil that influenced evaluation practices, starting with Decree-Law No. 8,529/1946, which established guidelines for primary education, and passing through Law 4024/1961, which defined guidelines and bases for education. The study points out that the evaluations were carried out mainly through monthly and final tests, reflecting a traditional approach to teaching. The evaluation practices in the two school groups reveal some similarities and differences. At the Clarimundo Carneiro School Group, the evaluations were made both through tests prepared by the literacy teachers and by external tests from the Department of Education, in addition to a reading exam carried out by the principal. In the Bom Jesus School Group, the principal and vice-principal were responsible for evaluations that included dictations, reading and problem solving, reflecting a collaborative work between the literacy teachers and the school managers.

Keywords: Evaluation. School Groups. Literacy. History. Practices.

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INTRODUCTION

The purpose of this article is to analyze how the evaluation practices carried out by literacy teachers occurred in the first primary grade, in the Bom Jesus School Group and in the Clarimundo Carneiro School Group, located in the city of Uberlândia/MG, in the period from 1955 to 1974.

The history of learning assessment, according to Luckesi (2011, p. 28) is recent and is part of the school of modernity. Thus, it was from 1930 when Ralph Tyler coined the expression "learning assessment" to explain the necessary care that educators need to take with the learning of their students that this expression becomes "proposed, understood and disseminated" in the educational environment.

This distinction established by Luckesi (2011) between the history of learning assessment and the history of school exams is made by the fact that they are different conducts. Thus, according to the author, "examining is characterized, especially by the *classification* and *selectivity* of the student, while the act of evaluating is characterized by its *diagnosis* and *inclusion*" (Luckesi, 2011, p. 29).

However, this concept of evaluation defended by Luckesi, of which classification is not part of this process, is not shared by all scholars of this theme. For Demo (2002, p.18) "evaluation, contrary to what is suggested, is done to classify, seeks to compare, contrasts people in scenarios where there are always those who are higher and those who are lower".

Romão (1998) the conceptions of evaluation can be divided into two large groups that were related to antagonistic conceptions of education and worldviews, namely: positivist and dialectical views. Thus, the view is positivist:

This conception of education inevitably leads to a conception of evaluation that will be concerned only with the verification of the "knowledge deposited" by the teacher in the student, ignoring the procedures, instruments and strategies used by the student to absorb or reject this "knowledge" – comparison of this "knowledge" with that constructed by himself in the unveiling of the world. In fact, for the authoritarian conception of education, this comparison is impossible, because it would be unimaginable to allow the student to question the contents and their respective forms in which they are transmitted to him by the teacher (Romão, 1998, p. 58).

However, according to Romão (1998) if we consider life "as a process, we tend towards a dialectical theory of knowledge and, for this very reason, engendering an educational conception concerned with creation and transformation". In this way, we will seek a "conception that evaluates the performance of agents or institutions, in specific

situations and whose successes or failures are important for the choice of subsequent alternatives" (Romão, 1998, p. 36).

Thus, according to Romão (1998) there are several concepts of learning assessment and each concept of assessment is subordinated to a certain conception of education. And the conceptions of education need to be considered in the face of a historical context that encompasses social and ideological views of a given period. Therefore, we cannot seek a certain type of evaluation of our time when we study an earlier period, as this would be an anachronism.

In view of these considerations, we will seek to understand how the evaluation practices carried out in two school groups in the municipality of Uberlândia, state of Minas Gerais, took place: Bom Jesus School Group and Clarimundo Carneiro School Group, in the period from 1955 to 1974.

WHAT DID THE EDUCATIONAL LEGISLATION OF MINAS GERAIS DEFINE ABOUT EVALUATION PRACTICES

Although the period defined in this study begins in 1955, we believe it is necessary to go back to 1946, since in this year there are two important proposals for primary education, the publication of Decree-Law No. 8,529, of January 2, 1946, the Organic Law of Primary Education, which outlines the guidelines for primary education throughout the country. And the promulgation of the Federal Constitution of 1946.

According to Romanelli (1998) about Decree-Law No. 8,529, it is the first concrete initiative of the Federal Government to organize Primary Education in the country.

Primary education, until then, had practically not received any attention from the Central Government, and the education systems were still linked to the administration of the States and, therefore, subject to the condition of the latter to legislate and innovate. There were no guidelines issued by the Central Government for this level of education and this was a tradition that was linked to our colonial heritage (Romanelli, 1992, p. 160).

This law, according to Ignácio (2006) was part of a "set of Decree-Laws prepared by a commission of "notables" chaired by Gustavo Capanema". In addition, according to Romanelli, this decree was promulgated shortly after the fall of Getúlio Vargas, and it may be possible to verify in its text a certain degree of openness of the new regime³. According

³ Estado Novo was the form called by the regime implemented with the coup of November 1937 (1937-1975), in the second phase of Getúlio Vargas characterized by authoritarianism, centralization of power, nationalism

to Veiga (2007), this legislation established the general guidelines for this level of education and:

it determined the free and compulsory attendance for primary education and innovated by establishing the need for educational planning. It also regulated the application of resources from the National Fund for Primary Education, created in 1942 and derived from the collection of state and municipal taxes (Veiga, 2007, p. 282).

Thus, primary education was divided into elementary and supplementary. The first was intended for children from 7 to 12 years old, lasting 4 years for the elementary course and another year for the complementary course that would also be preparatory for the entrance exam to the gymnasium. In relation to the supplementary primary course, this would last two years. According to Zotti (2006),

Due to the imposition of the labor market, it met the need to provide education to adolescents and adults who had not received this level of education at an appropriate age. This market began to require a minimally literate worker with some practical knowledge [...] In short, industrial development triggered discussions and actions by the State around education, as a minimum education for the working class became necessary according to bourgeois interests. (Zotti, 2006, p. 13).

Zotti's (2006) statement shows that the labor market grew along with the economic development of the country, which increasingly needed qualified labor, and there was a need to promote more access to education.

Regarding evaluation, Decree-Law No. 8,529 stipulated in its CHAPTER III - EVALUATION OF TEACHING RESULTS:

Article 20. The students' performance verified through exercises and exams will be evaluated that they will graduate from zero to one hundred.

Sole Paragraph. It is recommended to adopt criteria and processes that ensure objectivity in the verification of school performance.

Article 21. Students who complete any of the primary education courses will be issued the corresponding certificate (Brasil, 1946).

It can be seen, therefore, that this decree defines that the evaluation of teaching results will be measured by grades applied to exercises and exams whose assigned value would be on a scale of zero to one hundred points.

Thus, after this first Decree that outlines the principles and guidelines of Primary Education, still in 1946, there was a new constitution that established the Union the power

and anti-communism. To see more: PANDOLFI, Dulce (Org.). Rethinking the Estado Novo. Rio de Janeiro: Ed. Fundação Getúlio Vargas, 1999.

to legislate on the guidelines and bases of Brazilian education. Therefore, the paths of Primary Education in Brazil should then be defined by the first Law of Guidelines and Base (LDB), but this law would only be approved in 1961, sixteen years after the promulgation of the 1946 Constitution. Therefore, the states maintained administrative autonomy in relation to primary education in this period, and, therefore, on December 21, 1950, Decree No. 3,508 was published in Minas Gerais, "which consolidates the laws and decrees of primary education, and contains other provisions" (Minas Gerais, 1950). In this decree, the definition of how the evaluation of student performance should occur is dealt with in Sections X and XI. In Section X – On the Enrollment and Functioning of Schools, CHAPTER VI – On the Order of School Work:

Art. 321 – The teacher shall enter, at the end of each month, in the daily time book, the grades of each student's performance and procedure.

Paragraph 1 – These grades shall be given as follows: zero, bad; from one to five, sufferable; from six to nine, *bôa*; ten, great.

Paragraph 2 – Annual averages shall be taken from them for the purposes of articles 351, 352 and 356.

Art. 322 – The grades of the students' performance and procedure, referring to the previous month, shall, until the fifth day of the following month, be communicated in bulletins to their parents or guardians.

Article 323 – In order to verify the students' performance, written tests of the basic subjects of each class shall be carried out monthly in public educational establishments. (Minas Gerais, 1950).

In Section XI – Students, CHAPTER III – Promotions and Examinations, the following prescriptions are defined:

Article 350 – In public educational establishments, there shall be promotion for enrolled students, and examinations for them and for students from private schools who request it.

Article 351 – Students who have a legal attendance and an average of performance and procedure of not less than five (5) will be promoted.

Sole Paragraph – Those who, not being promoted, so request, shall be submitted to examinations, as well as those who attend the 3rd year of isolated schools and those of the 4th year of the combined schools, attached classes and school groups.

Art. 352 – Immediately after the end of classes, teachers shall organize, for the purpose of examination, the list of enrolled students, with specification of class and annual averages of attendance, procedure and performance.

Paragraph 1 – Once the list of students in the school groups and in the schools gathered by the respective directors has been approved and, in the isolated schools, by the local inspector, those who have legal attendance and average achievement and procedure of not less than five (5) shall be promoted to the year immediately above, and the terms shall be drawn up in the book of minutes, which shall be signed by the principals, teachers and authorities present. In night schools, only first-year students will be promoted.

Paragraph 2 – A copy of the term of promotions shall be extracted which, duly certified by the school inspector present, shall be sent to the D.E.

Article 353 – In school groups and in schools gathered, promotions shall be made by commissions composed of the teachers of the respective classes, under the

chairmanship of the principals. In isolated schools, by the teacher, under the supervision of the school authority.

Article 354 – On the first working day immediately after the end of classes, the examinations shall begin, which shall be processed before a commission composed of the school authority or a person invited by it, as president, and of two other teachers of the establishment, or, in an isolated school, of the teacher and of a suitable person invited by the school authority.

Art. 355 – In the Capital, the Superintendent of D E shall organize as many commissions as there are establishments.

Article 356 – The exams shall consist of written tests, practical and oral tests, the latter being public.

Paragraph 1 – The written tests shall consist of dictations, easy essays and arithmetic problems; the practical, calligraphy, drawing and handicrafts; the oral ones, of all the subjects of the program.

Paragraph 2 – The exams shall deal with points organized at the time by the committee, which shall choose them from among those of the respective program, and drawn for all tests.

Paragraph 3 – For the drawing and handicraft tests that will be done collectively, an easy-to-execute model will be drawn, according to the material existing in the establishment.

Paragraph 4 – Constitution of elements of appreciation, in the judgment of the grades of each examinee, the monthly grades referred to in article 322.

Art. 357 – Students who obtain a grade lower than five (5) will be considered unprepared.

Art. 358 – After the pedagogical tests are standardized, the current examination processes will be replaced by those.

Article 359 – In the school groups of the Capital, as well as in the groups where there is a principal or advisor, promotions and examinations shall be carried out upon instructions from the Secretariat.

Article 360 – At the end of the examinations, a minute shall be drawn up in which the names of the approved students and their grades, of those who did not pass and other occurrences worthy of record shall be mentioned. A copy of these minutes will be extracted which, authenticated by the school authority, will be sent to the Secretariat.

Article 361 – Students who pass the final exams will be awarded diplomas of completion of the primary course.

Sole Paragraph – These diplomas shall be printed, according to the model adopted by the Secretariat, and provided by it, and shall be signed by the school inspector, the teacher and the student in isolated schools, and, in school groups, by the respective principals, by the inspector and, equally, by the student.

Article 362 – There shall be no examinations, nor shall there be promotions in schools that, for any reason, have not been held during a school semester.

Article 363 – Examinations processed in violation of this code shall be annulled by the D E, and the offenders shall be fined fifty (50) to one hundred (100) cruzeiros (Minas Gerais, 1950).

Thus, if Decree-Law No. 8,529 of 1946 (federal) uses the expression "EVALUATION OF TEACHING RESULTS" in the title of Chapter III, Decree No. 3,508 of 1950 (Minas Gerais) deals with the same theme in Chapter III, entitled "Promotions and Exams". However, although these legislations use different nomenclatures, both define the way to verify student learning, that is, basically through the application of tests.

In addition, in Decree No. 3,508/1950 the theme is more detailed, defining how what should be included in the tests, how the tests should be applied according to the type of

school establishment, how to quantify learning (grades), minimum value for approval, the frequency of the tests, how and when to register, the required inspection, etc.

As previously stated, in 1961 Law 4024/61 was enacted, which established the Guidelines and Bases of National Education. Although the work of drafting the LDB began soon after the promulgation of the 1946 Constitution, its publication only came to fruition on December 20, 1961.

According to Veiga (2007), Law 4024 of 1961 maintained the administrative autonomy of the states in relation to primary and normal education, leaving the only standardization determined as to their duration. This law also established parameters for the entire national territory and ensured that education was a right for all. However, the Union was not obliged to promote education for all. Another important factor in this LDB is that the structure of primary education defined in Law No. 8,529/1946 was maintained, that is, a duration of four or six years, if technical initiation was chosen.

According to Zotti (2006), the objectives of primary education are presented in a much more concise way than in Law 8.529/1946, as can be seen in the text of Art.25 of Law 4024 of 1961, which says: "Primary education aims at the development of the child's reasoning and activities of expression, and their integration into the physical and social environment" (Brasil, 1961, p. 5). In addition, with regard to the prescription of curricular guidelines for primary education, the new LDB was much more flexible than the previous laws, maintaining practically the same structure as the Organic Law of 1946. There is no exclusive chapter in this law to deal with the form of evaluation of student performance and, also, there is no mention of this topic in TITLE VI - Primary Education, CHAPTER II - Primary Education chapter. Thus, "the determination of the curriculum and programs of the schools was the responsibility of each state or Federal District, in order to meet the peculiarities and needs of each region" (Zotti, 2006, p.14). Thus, it is necessary to verify which determinations on the primary education curriculum and on the form of verification of evaluation defined in the State of Minas Gerais form.

Some of these determinations are found in Law 2.610, published on January 8, 1962, which contained the Primary Education Code, ⁴ in which the principles and guidelines of this level of education in Minas Gerais are outlined. In this legislation we have a chapter dedicated to the verification of student performance, this being CHAPTER IV - Evaluation of

⁴ Original text available at: <http://www.almg.gov.br/consulte/legislacao/completa/completa-nova-min.html?tipo=LEI&num=2610&comp=&ano=1962&texto=original#texto>.

Results that is allocated in TITLE IV - School Regime. The wording of this chapter is set out in the following provisions:

Art. 102 - In the primary course, the student's performance will be measured by means of monthly tests, partial test and exam, to which grades will be assigned from 0 (zero) to 10 (ten).

Sole Paragraph - The assessment process shall comply with the following schedule:

I - monthly tests - in March, April, May, August, September and October;

II - partial test - in the second half of June;

III - examination - in the first 10 (ten) days of December.

Art. 103 - Monthly tests are considered to be the set of exercises, arguments, practical assignments and written tests to which the student is submitted during the month, and the respective grade, which is called "monthly grade", represented by the arithmetic average of the grades obtained by him in each subject, the latter being presented, in turn, as the average of the grades corresponding to each of the aforementioned evaluation elements⁵.

Art. 104 - The partial test will deal with the program developed in the first semester, and the respective grade will be represented by the arithmetic average of the grades of all subjects.

Art. 105 - The exam will deal with the subject taught throughout the academic year, in the following subjects:

I - Homeland Language;

II - Arithmetic and Geometry;

III - Geography and History of Brazil;

IV - Natural Sciences and Hygiene;

V - Moral and Civic Instruction.

Sole Paragraph - The grade of the exam shall correspond to the arithmetic average of the grades assigned to the student in each subject or group of subjects, referred to in this article.

Art. 106 - The arithmetic average of the monthly grades will be added to the grade of the partial test, dividing the product of the sum by two (2), to obtain the annual average of the student.

Art. 107 - Only the student who has obtained an annual average equal to or greater than 5 (five) may take the exam.

Art. 108 - The arithmetic average of the annual average and the exam grade shall constitute the student's final grade.

Sole Paragraph - In the calculation of the final score, the fraction less than 0.5 (five tenths) will be disregarded, while the fraction equal to or greater will be considered to have a value equal to 1 (one).

Article 109 - The student who has obtained a final grade equal to or greater than 5 (five) and achieved in the exam at least a grade of 4 (four) in each of the subjects mentioned in items I and II of article 105 of this law is considered approved.

Article 110 - The exams shall be processed before an examining board, consisting of the class teacher and two (2) other members, designated by the authority determined by the Secretariat.

Article 111 - Those who receive primary education at home, or in a private establishment that is not registered, may be submitted to an examination in an official establishment, whose director or person in charge shall preside over the examining board, which shall be composed of two (2) teachers appointed by him/herself.

Sole Paragraph - The tests will deal with the disciplines included in the official program.

Art. 112 - The student who completes the primary course will be granted a certificate of approval, printed according to the model established by the Secretariat (Minas Gerais, 1962).

⁵ Emphasis added.

We can observe that Law 2.610/1962 basically also preserves the same style of verification of learning defined in the aforementioned laws. However, we noticed a small difference in the wording of Article 103 that deals with monthly tests. In this article, it was defined that the monthly tests comprise "the set of exercises, arguments, practical work and written tests to which the student is submitted during the month", therefore, the evaluation is not restricted to just one test, which is already an advance in relation to other legislations (Minas Gerais, 1962, art. 103).

The next legislation that will deal with the evaluation appears at the end of the period studied, this being Law No. 5,692, of August 11, 1971, which Establishes Guidelines and Bases for the teaching of 1st and 2nd grades, and provides other provisions. This LDB changes the organizational structure of Brazilian education. In this way, this law promotes a significant change in primary education, which is transformed into 1st grade education, increasing the years of compulsory schooling to 8 years, thus covering the age group from seven to fourteen years. This change is fundamental in our study, because with this change in the structure of 1st grade education, the school groups are extinguished to give way to the first grade schools, which then start to serve students from the first to the eighth grades. In this way, the school groups researched in this study also follow these changes and, it is for this reason that we determined as the final milestone of the period studied in this article the year 1974, the year that the Bom Jesus School Group is extinguished to make way for the Bom Jesus State School of 1st grade. The Clarimundo Carneiro School Group, on the other hand, ceases to exist through decree No. 15,249, of February 9, 1973, giving rise to the Clarimundo Carneiro State School of 1st Grade.

The evaluation of student performance is dealt with in LDB 5692/71 in CHAPTER I - On the Teaching of 1st and 2nd degrees, in articles 14 to 16 with the following wording:

Art. 14 - The verification of school performance shall be, in accordance with the rules of procedure, the responsibility of the establishments, including the evaluation of performance and the determination of attendance.

Paragraph 1 - In the evaluation of the achievement, to be expressed in grades or mentions, the qualitative aspects will prevail over the quantitative ones and the results obtained during the academic period over those of the final test, if the latter is required.

Paragraph 2 - The student with insufficient performance may obtain approval through recovery studies mandatorily provided by the establishment.

Paragraph 3 - The following shall be considered approved as to attendance:

- a) the student with an attendance equal to or greater than 75% in the respective discipline, area of study or activity;
- b) the student with an attendance of less than 75% who has obtained a score higher than 80% of the scale of grades or mentions adopted by the establishment
- c) the student who is not in the hypothesis of the previous paragraph, but with equal frequency or higher than the minimum established in each education system by the

respective Board of Education, and that demonstrates improvement in performance after studies by way of recovery.

Paragraph 4 - Once the necessary conditions are verified, the education systems may admit the adoption of criteria 'that allow progressive advancement of students by combining the elements of age and achievement.

Article 15. The school regulations may admit that in the serial system, from the 7th grade onwards, the student is enrolled with dependence on one or two subjects, areas of study or activities of the previous grade, provided that the sequence of the curriculum is preserved.

Article 16. It will be up to the establishments to issue the certificates of completion of the grade, set of subjects or school degree and the diplomas or certificates corresponding to the professional qualifications of all 2nd degree education, or part of it.

Sole Paragraph. In order to have national validity, diplomas and certificates related to professional skills must be registered with a local body of the Ministry of Education. (Brazil, 1971).

Thus, we can observe that this theme of evaluation is treated very succinctly without much depth and following the same evaluative concept of the previous legislations explained here.

In view of the above, we will discuss below the evaluation practices carried out in the school groups mentioned above in order to try to understand how the verification of student learning actually occurred and if there were differences between these practices in the two school groups.

READING AND WRITING ASSESSMENT PRACTICES

CLARIMUNDO CARNEIRO SCHOOL GROUP

The Clarimundo Carneiro school group originated on February 3, 1963, with the name of Escolas Reunidas da Avenida Fernando Vilela, according to information found in the School's Pedagogical Political Project. It was transformed into a school group by means of decree 6.942 of 04/19/1963, published in Minas Gerais (official gazette) on 04/24/1963, with Mr. José Magalhães Pinto, the Governor of the State, and Mr. José de Faria Tavares as Secretary of Education. In this way, when it was transformed into a school group, it also changed its name and was called the Clarimundo Carneiro School Group.

The Clarimundo Carneiro School Group in the year of its foundation, 1963, had 15 literacy rooms. In this context, I discovered that this group was important for the city of Uberlândia, since it could offer primary education to children of age to attend this stage of education in a period of economic growth, population and social demands, more schools were needed that could meet the need that existed in the city, of vacancies for school-age students. The Clarimundo Carneiro School Group offered a good physical structure, with

several classrooms and at the beginning of its activities it had thirty-seven teachers from the first to the fourth grades, serving a total of 2096 students.

The Clarimundo Carneiro School Group ceased to exist at the beginning of 1973 through decree No. 15,249 of February 9, 1973, which met the changes defined by LDB Law 5692/71. And it is from this date that changes actually begin to interfere in the functioning of the institution, being then called Clarimundo Carneiro State School of 1st Degree. The changes go far beyond a simple change of name, because following the determinations of Law 5692/71 the school starts to offer vacancies for students from 1st to 8th grades and with these changes it undergoes several changes both in its staff and in the functioning of the school.

Reading and writing practices were evaluated in the Clarimundo Carneiro School Group, through tests prepared by the literacy teachers, with the supervision of the principal, but also by external evaluations that were sent by the Minas Gerais Department of Education and, as the literacy teachers narrated, they were very worried, because they stated that they had no idea what would be included in these tests, because they came sealed and could only be opened at the time of application.

The monthly tests were made by us, but we showed them to the principal. I had to go through the principal because if it was too heavy it would decrease and if it was too weak it would increase. And the grades of the tests we passed on to the report card. Every month we did tests and sent the notes to the mothers and the mother had to sign them. It was a lot of work, we worked a lot correcting these tests, and we still had to pass grades for these report cards. Usually we took everything home because in the classroom we were to work with the boys and we couldn't waste time there (Ferreira, 2012).

Monthly evaluations were carried out through the application of tests and grades from 0 to 10 were given. For the evaluations of daily activities, I used a different criterion: I put "V" (seen) in the homework and in those done in the classroom for students who did not correspond to the desired one, and encouraged them to improve to reach 10. For the student who corresponded to what was requested, I gave a grade of 10. He was also encouraged to continue doing the best he could. Because I believe that using this criterion I did not label him that boy who could not do as expected, I did not put him in a situation of humiliation in the face of what he achieved in the 10 (ten). And with the student who got the ten there was also justice, valuing him for the fulfillment of everything that was asked. So to the one who won a visa I said: - Look, my son, today you didn't win ten, but do you know why? Have you noticed that your notebook is not pretty, your handwriting is much better than this one. You're going to get better because I want to give you the ten, but now you didn't deserve it, but you're going to work on it and you're going to earn your ten (Lobato, 2012).

the tests came from Belo Horizonte, you were not the one who prepared it, and we had no knowledge of what was going to be included in the test. I think it wasn't just for our city. The tests were for Belo Horizonte, for everywhere, including things that our students did not know because it was not their reality, it was not (Fernandes, 2012).

About the correction of the tests, there are several mentions in the minutes of pedagogical meetings, such as:

Correction – Each ruler will correct the tests of his class, but it is necessary that it be judicious, fair and conscientious. If there are complaints from parents, then there will be an inquiry into the correction of the regent, and she will be subject to the consequences that arise if her error is found. (Grupo Escolar Clarimundo Carneiro, 1969, p. 54, verso).

Therefore, in addition to there being a concern to evaluate students through constant tests, there was also the concern that the teacher would not harm or benefit any student, thus demanding a careful and fair evaluation of each teacher.

In addition to these monthly tests and the final exams sent by SEE/MG, another common practice of evaluating students in the first grade of primary school was the reading test that was done by the principal and was used to check if the student knew how to read currently.

[...] It was only at the end of the year. To go from the first year to the second, they had to read. They took a certain book there, it wasn't the one you used in class. It was chosen on the spot and they read it. And he would interpret what he said, look up some words there, and that was how the reading exam worked (Fernandes, 2012).



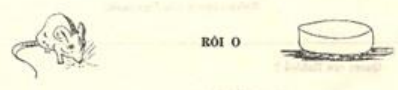
It was the principal who took a reading exam and gave a little dictation of about ten words to see if the students were prepared (Fernandes, 2012).

About two, three boys went down to the (principal's) room and one was already taking the test. She (director) said: read here to me. But as the boy had already rehearsed, he read it properly. And he interpreted, because he had to interpret. (And weren't they afraid to audition with the director?) They had nothing, nothing. We said: look, you learned to read so cute that the director will love to see you read. She will give you the book for you to read first so you can train and not stutter. You rehearse nicely, she'll give you a break. Then you show her that you know how to read, that you learned to read, because you are intelligent, you are good at it. The boy was so encouraged, we encouraged the boy so much that he read cutely. And I had to take the reading test to move on to the second grade. Not today, today there are boys in the fourth grade who can't read. The education department says that it cannot fail boys, boys pass by without knowing anything. There are boys who are going to take the entrance exam who can't write. I remember that Edir and I said that this (global) method is too good (Ferreira, 2012).

However, we can see in Ferreira's narrative that through the reading tests, it was not only the student evaluated, but also the work done by the literacy teacher: "There was the reading test there and the boys went to the principal's office to read. It was there that he showed that the boy already knew how to read. It was there that we showed our work, if the boy read it, then you taught it right" (Ferreira, 2012)²⁰.

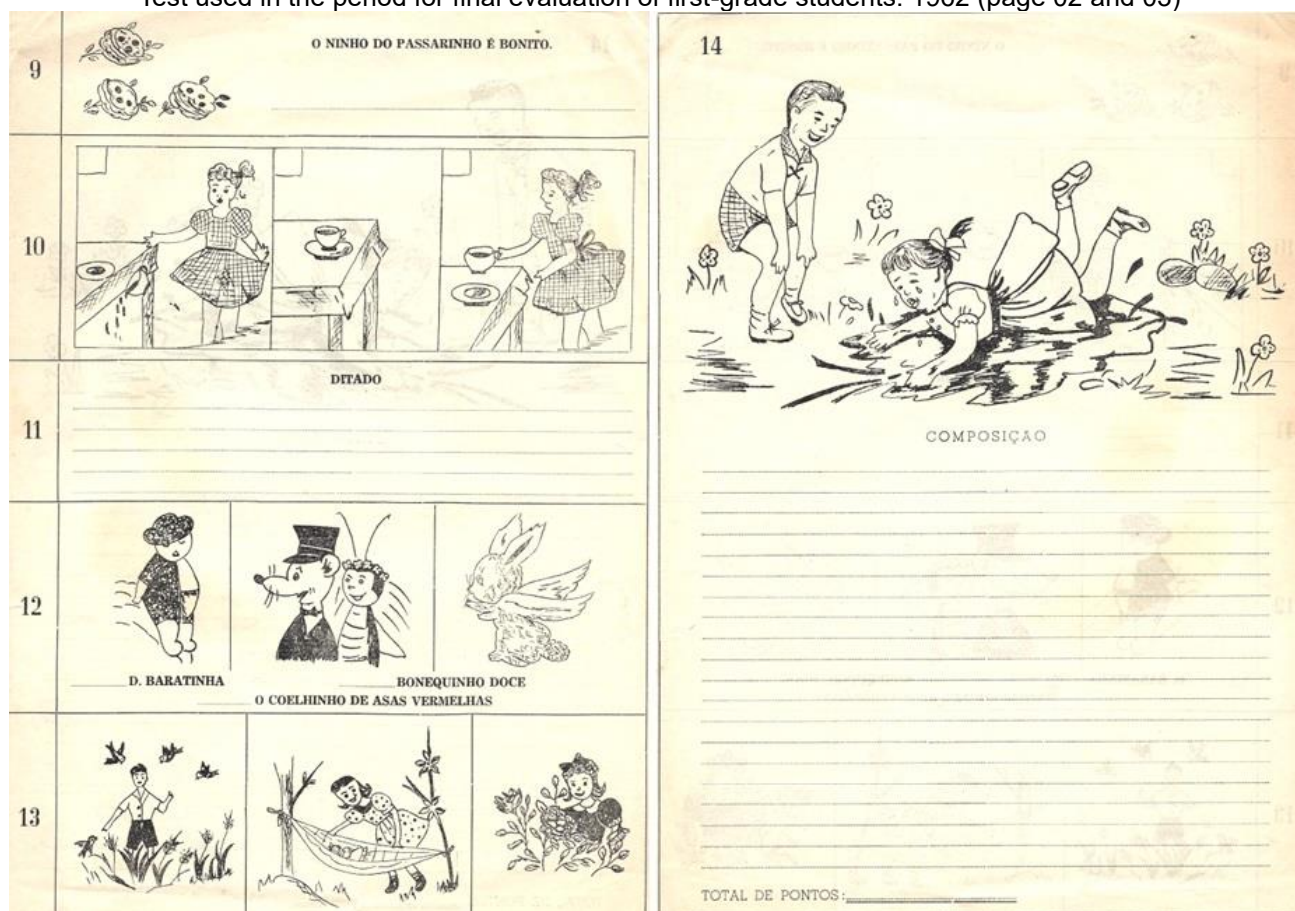
This practice was maintained for several years, even changing principals in the School Group, this practice of the principal evaluating the students' reading test was still maintained for many years, because, as Ferreira revealed, "Neide (principal) said: I'm going to start a reading exam, is your room already prepared? I said: - I think so" (Ferreira, 2012)²¹.

Test used in the period for final evaluation of first-grade students. 1962 (page 01 and 02)

AGRUPAMENTO DE INSPETORIAS SECCIONAIS DE _____ - 1962 PROVA FINAL DE LINGUA PATRIA -- 1.ª Série	
Aluno - _____ Professora - _____ Grupo Escolar - _____	
 <p>Este é o Rabicó. Rabicó é o porquinho de Mariazinha. Rabicó é teimoso, teimoso... Sabem o que o porquinho fez? Ele saiu do chiqueiro. Furo um buraco no muro e fugiu do quintal. Rabicó entrou no galinheiro. As galinhas ficaram assustadas: cló, cló, cló... O gatinho correu: miau, miau, miau... Veio o cachorro e mordeu o rabo de Rabicó. Rabicó voltou correndo, correndo... Rabicó agora não foge mais.</p>	
1 Quem era Rabicó? Um coelhinho O gatinho de Mariazinha Um porquinho teimoso O patinho fujão	
	2 O porquinho Fugiu do galinheiro Fugiu do quintal Correu para o buraco Correu para a porta
	3 O gatinho fez assim? Au, au, au... Cló, cló, cló... Miau, miau, miau... Quá, quá, quá...
	4 O cachorro mordeu o rabo do porquinho. Certo -- Errado
	5 Rabicó agora não foge mais. Não sei -- Sim -- Não
	6 _____
	7  <p>ABACA..... COE..... LI.....NO</p>
	8  <p>O RÓI O</p>

Source: Personal archive of Professor Fernandes.

Test used in the period for final evaluation of first-grade students. 1962 (page 02 and 03)



Source: Personal archive of Professor Fernandes.

We can see in the images above a test provided by the literacy teacher Silva for the final evaluation of the students of the first grade of primary school, sent by the Group of Sectional Inspectorates (with a space to write from which city or region). Although this test dates back to 1962 and the Clarimundo Carneiro School Group began its activities in 1963, we believe that it is important to add it to this study, since this evaluation follows what is prescribed in the Native Language Program that is in force until the beginning of the 1970s.

In figure 1, we can observe a small text, which has the same characteristics as the texts that were part of the booklets⁶, about which the child had to answer some questions of text interpretation (questions 1 to 6). In question 7, the child should complete the words according to the image that appeared above. In question 8, the child should rewrite the text, replacing the images with the words indicated by them. On page 3 (image 1), we suppose

⁶ FRADE, L. C. A. da S.; MACIEL, F. P. Primers/printouts: theoretical-methodological perspectives of text and paratext analysis and their contributions to the history of literacy and the book. In: VI LUSO-BRAZILIAN CONGRESS OF THE HISTORY OF EDUCATION: paths and challenges of research and teaching of History of Education. Uberlândia, April 17 to 20, 2006.

that what is asked in question 9 is for the child to rewrite the sentence in the plural, since the printed sentence is in the singular and the images of three nests appear. Question 10 refers to the ordering of the scenes. Question 11 is a saying, about which we have no further information. In question 12, images and the names corresponding to the three stories indicated in the Mother Language Program appear, and we believe that the names of the stories should be numbered according to each image. In question 14, some images are shown, but we do not know exactly what is asked in the question. Finally, on page 4 (image 1) the child should make a composition based on the printed image. All these activities are described in the Mother Language Teaching Program.

In this way, we observed how the evaluation processes were valued and how the teachers were required to be consistent with what was demanded and fairness and attention when making corrections. In addition, all evaluations were supervised by the principals before the teacher could apply them in the classroom. Therefore, there was always a control, either from the principal or from the teaching precinct over the evaluations.

It is also interesting to comment that the teachers were also evaluated, as can be seen in one of the records of the minutes of pedagogical meetings. "Note – Each teacher will receive grades according to the work presented".

BOM JESUS SCHOOL GROUP

The Bom Jesus School Group, located in the center of the city of Uberlândia / MG, was created on March 21, 1955 under decree No. 4483. In this chapter we will talk about the evaluation processes in the literacy classrooms of this Good School Group in the period from 1955 to 1974.

To carry out this work, we used oral history as a methodology. We interviewed 05 literacy teachers who reported how the evaluation processes took place in the period 55 to 74 in the literacy classes of the Bom Jesus School Group.

The literacy teachers reported that they used literacy booklets or books during the teaching-learning process and to complement this material they always produced posters, cards and other support materials.

In this research we did not identify the forms of evaluation imposed by the state, but we identified the evaluations carried out by the school coordination (the principal). According to the literacy teachers interviewed, the school principal partnered with the vice-principal to make the evaluations.

The literacy teachers reported that they did literacy work using booklets, blackboard and texts. They followed the proposals of the Primary Education Program distributed by the Minas Gerais government and always accompanied the development of the children through dictation, reading and loud voice and multiplication tables.

At the end of the year, the principal made an assessment with each student to check how the student's reading was going, if they were already reading. With each evaluation, the text became more complex, in addition to reading, what the literacy teachers called "taking the multiplication table" was also carried out⁷

In Bom Jesus, when it was over, around the month of August, Mrs. Nilza together with Mrs. Sebastiana would read to see if the children were reading. They almost died. The children went to the principal, each room was for a month. Because in October, they required 60% approval. If I didn't, they almost finished us off. Mrs. Sebastiana gave the list with the names of the children who were reading well, very well and the weak ones because with these we should work on reading. Each month was the month of taking the multiplication table of 1, of 2. From the first grade it was more and less. There was no multiplication, but they already knew how to solve little problems. We started working on Science, there were very simple tests. We worked on everything in the first grade: the sun, the plants, we did the experiments. There was the science notebook where they wrote down the experiments. There was the little bean that the agent planted and followed the development. And at the end of the year it was a real test. I had problems, mental calculations (addition and subtraction) the writing of the numerals from 0 to 150. At the end of the year, the child only went to the second grade if he knew how to read, interpret because he already had the reading grade and also had, properly, the math and science test (Mancini, 2010 *apud* Lima 2011, p. 105).

The literacy teachers worked on all the content during the semesters and charged the students for the content worked through dictations⁸. Readings and resolution of basic operations. They evaluated the children so that when the principal came to do the evaluation, they could obtain a good result to progress and move on to the 2nd year of primary education. According to Zacarias, "We achieved the goals she proposed, but we had to work. Thus, the booklet was worth more for the literacy teacher's effort than for itself" (Zacarias *apud* Lima, 2011, p. 52).

Look, I never cared much about the booklet. I think that the booklet is not the main thing, but it is the knowledge of the literacy teacher himself, because we can teach without a booklet. The booklet is a help for the child to have a reference at home, for him to remember what he learned in the classroom, but I think there is no need in a classroom because you can pass a text on the board, you can call the child and work with him those who have more difficulties, to take away that difficulty, then the booklet is more for the student than for the literacy teacher (Pafume, 2009, p. 59).

⁷ Taking the Times Table is doing an oral test with students to check the operations they already know how to do.

⁸ Dictations are words dictated by the literacy teachers: the children should write the dictated words in their notebooks and then the literacy teachers would correct the words (the spelling).

We had to do a lot, make posters, fill the room, fill the room since the beginning of the year. Posters with letters, syllables, with reading and we had to do each thing in the booklet that we were giving, each text we had to make to hang in the living room, it was too much, we copied too much because it was too much. We spent the whole day working at the school and all of this gave good results (Pafume *apud* Lima 2011, p. 70).

FINAL CONSIDERATIONS

The analysis of evaluation practices in the first primary grades of the Bom Jesus and Clarimundo Carneiro School Groups, between 1955 and 1974, reveals the complexity of evaluation in education throughout this historical period. The research highlighted how the assessment of learning was shaped not only by educational legislation, but also by the social and pedagogical contexts of schools in Uberlândia/MG.

The legislation discussed, such as Decree-Law No. 8,529/1946 and Law 4024/1961, established guidelines that, although they often emphasized formality and classification, also allowed a certain flexibility in evaluation practices. The interviews with literacy teachers showed that, in many cases, the evaluation went beyond the mere application of tests. The search for an evaluation that considered the students' learning process, their individualities and the contexts in which they were inserted was a constant concern.

In the Clarimundo Carneiro School Group, there was an institutional concern with the fair and judicious correction of the evaluations, in addition to a system that allowed constant feedback between students and educators. On the other hand, in the Bom Jesus School Group, the evaluation practices were equally rigorous, seeking to ensure that all students achieved the learning objectives established by the school administration.

These data reveal that, despite the pressures to classify and quantify learning, there was a significant space for pedagogical innovation and for critical reflection on the educational process. Therefore, this study not only contributes to the understanding of evaluation practices in a specific historical context, but also highlights the importance of considering past educational practices when reflecting on contemporary challenges in education.

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