CHAPTER 84

Assessment in emergency remote teaching: an analysis of an assessment instrument in digital format

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ABSTRACT

Evaluation is an important and founding part of the processes of teaching and learning, ta-king this into account, this work is resultant from inquiries and reflections concerning eva-luation during remote teaching. To address this issue, theoretical research was carried out about essential concepts related to evaluation. Due to the Covid-19 spread and the necessity of social isolation, emergency remote teaching was a path full of challenges and learning opportunities both for teachers and students. This study can be defined as experimental and applied research, using quantitative and qualitative analyses of the data obtained from Google Forms, which was the evaluation instrument chosen at the end of the didactic sequence project. The results indicate that evaluation should be done during the whole teaching and learning process and that the overall performance of students must be considered. This rese-arch also points out the advantages and disadvantages of digital evaluation instruments in emergency remote teaching.

Keywords: Remote teaching, Learning, Evaluative instruments, Google Forms, Evaluation.

1 INTRODUCTION

One of the great challenges in the educational area has been to incorporate new technologies in the teaching and learning processes. With the outbreak of the Covid-19 pandemic, this challenge became blatant, as teachers had to make use of digital information and communication technologies to develop their classes. In this context driven by disease and necessity, with the restrictions imposed on social interaction, digital information and communication technologies became part of the daily lives of many teachers and what came to be called remote teaching, a new terminology for teaching, emerged. developed remotely through digital information and communication technologies, using digital artifacts such as computers, cell phones and the internet.

In this context of remote teaching with the use of digital technologies as a way of simulating reality and social interaction made impossible by the high risk of contamination of the Covid-19 pandemic, the research questions that guide this work emerged: how to evaluate learning during teaching remote? What are the advantages and disadvantages of digital assessment instruments used in emergency remote teaching?

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Therefore, the objective of this work is to analyze the advantages and disadvantages of digital evaluation instruments of the results of these instruments obtained through an applied research, which follows a quantitative and qualitative approach.

The research was carried out in two distinct phases: first, a didactic sequence was elaborated with the theme "chocolate" that was applied as an extra activity during remote teaching, the culmination of this didactic sequence was the application of an instrument to assess the understanding of a text oral language in English built as a *Google Classroom form* . In the second phase, the collected data were analyzed quantitatively and qualitatively. Both phases were carried out in a public school in the state network of Minas Gerais with high school classes.

This research was developed as a conclusion work for the specialization course in basic education teaching at the Federal Institute of Minas Gerais, Arcos campus; and was carried out without funding from research funding agencies.

This work is organized as follows: after this introductory section, there is the methodology section that describes methods, approaches and procedures used in the execution of this research. Then, the theoretical foundation based on concepts and principles about assessment in education, assessment instruments, project pedagogy, didactic sequence, English language teaching during remote teaching and during face-to-face teaching is presented. Soon after, the data obtained in this research are presented, analyzed and discussed in the light of the theories selected in the theoretical foundation section. Finally, the final considerations of the work and the references used in this article are presented.

2 METHODOLOGY

This research was the result of a course conclusion work of a specialization in teaching in basic education. In the first phase of the research, a pedagogical practice was carried out in the English language classes of a public school in the State of Minas Gerais, through the application of a didactic sequence composed of teaching activities and learning assessment instruments, in order to evaluate the results of an evaluation instrument applied through Google forms, still in the context of the Covid-19 pandemic, at the end of 2021.

In view of the characteristics of this research, it can be defined as an exploratory research, since there is still little knowledge built on assessment and assessment instruments in remote teaching; at the same time that this research is also explanatory, in the attempt to provide data and clarifications about a certain phenomenon. In addition, this research can still be classified as an applied research, as a pedagogical proposal is presented, which is put into practice to obtain and analyze the results of this pedagogical practice (BRASILEIRO, 2021, pp. 76-77).

In order to fulfill the scope of surveying the phenomenon investigated, a bibliographic review was carried out, based on the reading and recording of materials published in books, specialized journals, electronic and digital information networks (cf. MARCONE and LAKATOS , 2001).

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During the first phase of the research, due to social isolation and emergency remote teaching, data were collected mostly through Google forms, within the Google Classroom educational platform, as it was the platform used by the school. Google forms were designed as a "structured instrument in a series of questions" (BRASILEIRO, 2021, p. 84). Google forms allow the collection of quantitative and qualitative data.

In the second phase of the research, after the collection procedures, the data were tabulated, classified and categorized according to their quantitative nature and qualitative analysis methods, so that this research makes use of the quantitative approach related to the qualitative approach.

Due to feasibility and time issues, data related to an assessment instrument used at the end of a listening comprehension activity in English will be presented and analyzed. These data were tabulated, classified, categorized and checked by two researchers and will be presented in the results presentation and data discussion section.

3 THEORETICAL FOUNDATION

3.1 GENERAL PRINCIPLES AND CONCEPTS ABOUT ASSESSMENT

One of the questions of this research is directed to how to assess learning during the emergency remote teaching regime, which leads to a reflection on the learning assessment process. This question about what is evaluation and how to evaluate, leads us to a long and recurring debate in the educational field about the importance of evaluation, the attempt to overcome the merely quantitative aspect and the exclusively classifying view that has been related to the process of evaluation. assess learning. As Luckesi (1999, p. 18) criticizes: "Our school pedagogical exercise is crossed more by a pedagogy of examination than by a pedagogy of teaching/learning." A starting point for changing this perspective would be the understanding of evaluation as one of the "constitutive elements of the teaching-learning process", as Luckesi (1999) says. In this way, assessment, understood as a process and not just as a result, cannot occur in isolation, dissociated from everyday school life.

Thus, evaluation can be understood as part of the teaching and learning process, which takes place continuously in the educational process, because as highlighted by Valadares and Graça (1998, p. 12):

> a *central role in the entire educational experience* , as it allows us to know the situation of the student in the different stages of his cognitive evolution and to base decisive value judgments, not only for the improvement of his learning, but also for the valorization of future educational experiences (emphasis by the authors).

Understood in this way, assessment permeates any and all educational experience. Such experiences should be promoted in order to develop meaningful learning, which according to Ausubel et al. (1980), it can only be so conceived if the student learns "significantly new ideas if, and only if, these are incorporated "in a non-arbitrary and substantive way" in their cognitive structure". Roughly speaking, paraphrasing Ausubel et al. (1980) meaningful learning occurs when students appropriate knowledge and this knowledge

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becomes part of their cognitive structure. According to Valadares and Graça (1998) significant learning cannot be confused with active learning (when the learner actively participates in the construction of knowledge), nor with discovery learning (when the learner discovers something by himself, without the help of others).

Given the inherent complexity of the evaluation process, a great challenge for teachers and educators would be how to evaluate, which procedures or instruments to use, since the evaluation process permeates the educational process. To be clear about how to evaluate, it is necessary to know: 1) the general principles of evaluation; 2) the characteristics of the evaluation process; 3) the types of assessment. Such information will be presented in summary tables :

Table 1: General principles of evaluation

General principles of evaluation
• Assessment is an integral part of the teaching-learning process.
• Evaluation requires a prior and clear definition of what is intended to be evaluated and the purposes in view.
• Evaluation requires the choice of various evaluation techniques and instruments depending on the objectives and purposes.
• Evaluation requires taking advantage of the strengths of each assessment instrument and minimizing the effect of its weaknesses.
• Assessment is a necessary means to an end (improvement of student learning) and not an end in itself.

Source: Valadares and Graça, 1998, p. 44.

Table 2: Characteristics of the evaluation process

Characteristics of the evaluation process
• It is intrinsically a continuous, systematic, subjective and prescriptive process.
• It depends on the objectives and the context in which it takes place.
• It is multiform (tests, ranking lists, grading scales, interviews, questionnaires, portfolios, concept maps, Gowin's visions , ...) .
• It adapts to the most diverse purposes (curricular, teaching, selection , classification, placement, personal, etc.).

Source: Valadares and Graça, 1998, p. 46.

Table 3: Types of assessment

Assessment classification according to the role it plays in teaching:	
prior assessment	To determine where each student should be integrated when starting a new phase of their learning
diagnostic evaluation	To diagnose student learning difficulties during this
Formative assessment	To assess the student's learning progress during this
formative assessment	Contributes to the student learning to learn
Summative evaluation	To assess student achievement at the end of a phase of their learning

Source: Valadares and Graça, 1998, p. 47.

As can be seen, the evaluation process should integrate general principles in the formulation of evaluations, integrate different evaluation instruments and different types of evaluation. In other words, the evaluation process should be more eclectic and not just synthesized in a single moment of the test or test, which are usually formulated to be a summative evaluation or the result of the end of an evaluative stage.

In addition to this inherent complexity of the assessment process, the context of the Covid-19 pandemic imposed another challenge that would be to propose the adaptation of the teaching, learning and assessment processes for emergency remote teaching. Technological advances have significantly impacted

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educational means and processes, evaluation has also undergone these changes, the use of digital platforms, which was already large, was intensified by the pandemic context, which required the use of new evaluation instruments and a readjustment of evaluation processes. for *online* platforms and environments .

3.2 COVID-19 PANDEMIC AND THE IMPACTS FOR EMERGENCY REMOTE TEACHING AND TEACHING, LEARNING AND EVALUATION PROCESSES IN EDUCATION

Fernandes, Isidorio and Moreira (2020) indicate that the coronavirus pandemic suddenly and untimely brought major impacts to the educational scenario: specific legislation on emergency remote teaching was introduced; educators, teachers, students and parents had to adapt to a reality of social isolation, interaction mediated by digital technologies and emergency remote teaching; there was no time to train teachers for the new reality; public policies were not implemented to assist teachers and students with regard to access to digital technologies. In this scenario, in which everything was done in a hurry, in a contingency and emergency way, there were limitations but there were also significant progress in the educational area.

Continuing, Fernandes, Isidoro and Moreira (2020, p. 3) explain that emergency remote learning should not be confused with Distance Learning (or EAD), since remote learning:

> differs from Distance Learning (EAD) by the fact that in Remote Learning, the student has a synchronous follow-up by the teacher, that is, teachers and students can, through digital means, achieve the necessary interaction for the application of the class at the time of face-to-face classes . In addition, the student has instant feedback from the teacher of the discipline in real time, in most of the digital resources used, the teacher can reproduce the notebook screen and various media files, whether Powerpoint or videos.

As the name implies, emergency remote teaching was introduced in order to solve an urgent problem, which was the reestablishment of teaching and learning processes remotely for students, who until then had been without classes due to the pandemic and the high contagion of the virus. coronavirus. EAD is a form of education that serves students who choose this modality, by offering distance learning activities, tutored or self- monitored , in which the student has greater autonomy to learn through instructional material properly prepared for distance activities.

Having made these reservations, it is necessary to consider that in the context of emergency remote teaching, teachers and educators, with little or no training, had to readjust teaching, learning and assessment processes that were previously carried out in person, to be developed on online platforms. , like Google Classroom or Microsoft Teams , for example.

For Casatti (2020, sp), the pandemic accelerated the process of integrating digital technologies into the educational scenario, creating opportunities

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for the digital and cultural transformation that is so necessary in teaching, uniting innovative pedagogical practices, such as hybrid learning and active methodologies, with intelligent educational technologies, which enhance the abilities of the student to learn and the teacher to innovate.

It is in this context generated by the pandemic that teachers are challenged to use digital technological tools that until then were used rarely or sparingly, such as videoconferencing or video calling programs and applications (such as Google Meet, Zoom); digital forms (like Google Forms); use Youtube videos as an educational resource; use virtual learning environments (VLE) to provide class materials; among other possibilities and innovative solutions.

Souza and Souza (2016) indicate that Google Classroom (or Google Classroom) is an online teaching platform or a virtual learning environment (VLE) that contains several tools that can be used for online teaching and learning processes. , such as Google Meet (program for videoconferencing, video class); Google Drive (repository of documents that are saved in the cloud); Google Docs (a program that allows the creation, editing and archiving of various types of files); Google Forms (a program that allows the creation of forms, very useful for creating tests and online tests); among other programs and resources that can be used for educational purposes.

Online activities can be organized in a didactic sequence (DOLZ, NOVERRAZ and SCHNEUWLY, 2004, p. 97) linked to the pedagogy of projects (GIROTTO, 2005; CIEB, nd). In the case of teaching English, the didactic sequence can be organized around written, oral, and also multisemiotic textual genres , according to the guidelines of the National Common Curricular Base (BRASIL, 2018), which will be discussed in the next section. theoretical section.

3.3 TEACHING SEQUENCE

The Didactic Sequence "Chocolate" was elaborated from the need to work the four language skills (reading, writing, listening and speaking) in English classes in a public school, in basic education, more specifically in high school, taking into account into account what the National Curricular Common Base (2018) proposes, with regard to the teaching of

> competencies and skills that [...] enable [young people, students] to mobilize and articulate knowledge of these components simultaneously with socio-emotional dimensions, in learning situations that are significant and relevant to their integral formation (BRASIL, 2018, p. 481)

In this sense, the activities proposed in this didactic sequence were designed based on the need for the target audience, that is, public school English language learners, to work with English language skills and abilities that prepare them for meaningful language learning. English, the socialization of the English language and social interaction through language.

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In this way, the written, oral and multisemiotic texts selected to integrate this didactic sequence were proposed with educational purposes that lead to "the consolidation and expansion of the skills of use and reflection on languages" (BRASIL, 2018, p. 482) .

With regard to the preparation of the didactic sequence, the theoretical principles of Dolz , Noverraz and Schneuwly (2004, p. 97) were used, which define the didactic sequence as a "set of school activities organized, in a systematic way, around a genre". oral or written text". In this case, we extend the understanding of textual genre (MARCUSCHI, 2008), which is not limited to oral or written texts, but also encompasses multisemiotic texts , in which there is the presence of more than one semiosis or way of producing meanings. Videos, for example, can encompass several semioses and can be considered as multisemiotic texts .

3.4 PROJECT PEDAGOGY

According to Hernández (1998) , Hernández and Ventura (2000), Girotto (2005), project pedagogy emerged from the need to break with the traditional teaching vision, based on memorization, repetition and fragmentation of knowledge into stagnant disciplines, bringing a new way of pedagogical practice based on problem solving, on the integration of lived practices with classroom practices. Thus, for Hernández (1998) the work projects innovate the pedagogical posture, insofar as they bring a new way of understanding and experiencing the educational process, due to the challenges and problems faced by today's society.

The conception of project pedagogy, according to Girotto (2005) is a resignification of the school vision, essentially interdisciplinary and has as its starting point real demands of the context in which it is inserted, has in the teacher a role of mediator and encourager of learning actions. The term has a strong influence on the defenders of the so-called "Active School" whose main representative is Jhon Dewey.

The project to be developed is immersed in dialogue, exchanges and debates between students and teachers. It arises from a need, a guiding problem, which encourages searches, research and resolute actions. Students and teachers work collaboratively, the work can involve several disciplines, the pedagogy of projects intends to go beyond the delimited vision of the curriculum.

The student is given the opportunity to act in their learning process, in the pedagogy of projects, the active and conscious participation of each individual is demanded, with their previous knowledge and their individual contributions, which give rise to a transforming education and significant learning (cf. CIEB , nd).

The design of the project requires planning and a clear objective, although it has the flexibility to adapt to the needs and experiences over the period. The evaluation is a primordial part, because it will happen all the time, verifying participations and actions in a quantitative way, but above all qualitatively. At the end of the project, it is hoped that learners will reach an understanding of concepts and contents , and be aware that practical actions can transform society.

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Based on the theoretical principles of project pedagogy and the organization of the teaching and learning process, teaching activities and assessment instruments were developed to teach English language to high school students in a public school, in the context of the pandemic, thinking- if in a differentiated education, with active participation of the students, and that could contribute to significant learning. The pandemic context was challenging for teachers and students, and with regard to teaching English, the challenges seemed to be greater because teaching language involves teaching language skills (reading, writing, listening, speaking) and intercultural understanding, since the English language is used worldwide by speakers of diverse cultures.

3.5 ENGLISH LANGUAGE TEACHING IN THE PANDEMIC CONTEXT

Considering the context of the Covid-19 pandemic, English language teachers found limitations in the teaching platforms provided by city halls and state governments. English language tasks were often designed just to work on reading and writing skills, with speaking and listening comprehension skills being little worked or being left out. Some English language teaching theorists indicate that the four language skills (reading, writing, speaking and listening comprehension) must be worked on for students to develop the ability to communicate in the foreign or additional language they are learning (CELCE-MURCIA, 2012; GOWER; PHILLIPS; WALTER, 2005; HINKEL, 2010; WATKINS, 2005, among others).

Therefore, considering the pedagogical possibilities of using the Google Classroom platform and the need to work on language skills to develop the communication skills of basic education students, especially, the English language teacher can use the Google Room platform. Classroom as an educational resource, as a digital information and communication technology. In fact, the National Common Curriculum Base in the area of Languages indicates that teachers should work with digital technologies in order to develop students' communication skills and competences (BRASIL, 2018).

Therefore, the "Chocolate" Didactic Sequence project was designed to integrate various language skills, present in different textual genres, both written, oral and multisemiotic , in order to contribute to the learning of the English language, as well as for students to apprehend the intercultural dimension of the English language, which is used by different peoples and cultures around the world.

4 DATA PRESENTATION AND DISCUSSION

The "Chocolate" Didactic Sequence was designed to work with all language skills in English (reading, writing, speaking and listening), within a project pedagogy model, whose culmination was a teaching activity developed in Google Forms (Google forms) to assess the listening comprehension of high school students in a public school.

The project arose from the students' questions about how chocolate was made and why chocolate was so consumed all over the world, in view of this problem posed by the students themselves, a project was developed, based on the didactic sequences (DOLZ, NOVERRAZ and SCHNEUWLY, 2004, p. 97),

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integrating different textual genres (MARCUSCHI, 2008; BRASIL, 2018). The project integrated to the Didactic Sequence "Chocolate" was planned to be developed in six remote classes, which depend on the active participation of students, as foreseen by the pedagogy of projects (HERNÁNDEZ, 1998; HERNÁNDEZ and VENTURA, 2000; GIROTTO, 2005) and the teacher mediation.

It was explained to the students that the participation in the project and the execution of the activities would occur on a voluntary basis and that the data generated would be used in research on English language learning and assessment, guaranteeing the right to anonymity as well as the right to withdraw from participating in the research. at any time, following ethical precepts in research (PAIVA, 2019).

Initially, 58 students participated voluntarily in the research. During the classes, some students voluntarily decided to withdraw from the research and, in the last remote class, 38 participants remained (32 female students and 6 male students). As all classes contained evaluation, as we understand that the evaluation process takes place in a procedural way (LUCKESI, 1999; VALADARES and GRAÇA, 1998), in view of space restrictions, we will present in this article only the data collected in the culmination activity of the Sequence Teaching "Chocolate". In this activity developed in Google Forms (Google forms), students were asked to watch a video in English, embedded in the form itself. Students could watch the video as many times as they wanted, before answering the questions on the form. This activity did not have any kind of score or reward, avoiding the pressures of the exam and the final grade that Luckesi (1999) criticizes; that is, the students did the activity with the motivation to learn and without the pressure of achieving a grade to pass the bimester.

In the Google form, the video about the history of chocolate (https://www.youtube.com/watch?v=ibjUpk9Iagk) was embedded in the form. The video was chosen due to the theme of the proposed didactic sequence and because it is a multisemiotic text , which conveys written and oral information, moving images, which is in accordance with the BNCC proposal to use multisemiotic texts through the use of digital technologies. (BRAZIL, 2018). Students could watch the video as many times as they wanted, with or without subtitles, and could respond to the questionnaire at any time they deemed appropriate, within the time window of one week. The form was designed with 20 evaluation items, with assertions to be marked as true or false, according to the content of the video. Although the evaluation items of the true or false type allow a chance for a 50% hit rate, the solution found to decrease the random hit rate was to increase the number of questions and structure non-obvious assertions, another aspect that increased the complexity. One of the items was the writing of the items in English and the audio of the video in English, which challenges the student to learn, to try to understand what he heard to judge an item as true or false.

Figure 1: Command of the evaluative activity

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Source: prepared by the authors.

Figure 2: The History Video of Chocolate incorporated into the assessment instrument form

Source: prepared by the authors.

Figure 3: True or false evaluation items

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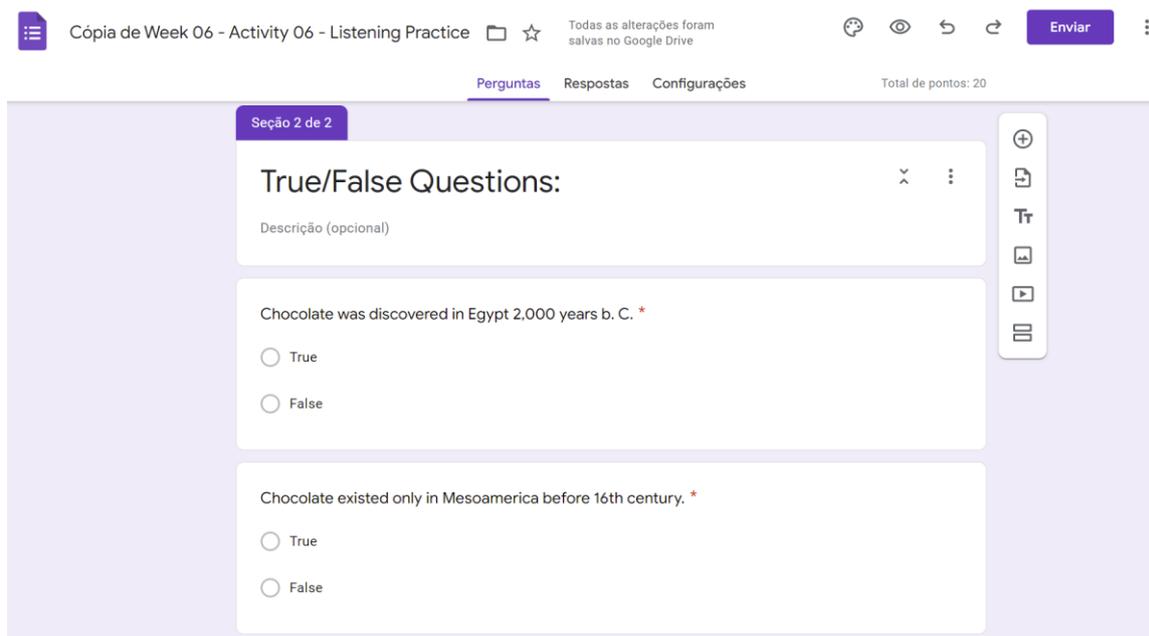
Source: prepared by the authors

After the deadline for accepting the students' answers, the data were extracted through a spreadsheet of results in Google Sheets . After extracting the worksheet, the data were de-identified by labeling the students with codes, following this pattern STU01 (student 01), STU18 (student 18), etc. With the de-identified data, two researchers counted the number of hits and calculated the hit rate of each student, this rate demonstrates the percentage of hits in the listening comprehension activity that was evaluated. From these data, the following table was created:

Table 1: Percentage of individual hits

Disidentified research participants	Total number of correct answers / Number of questions	Percentage of hits
STU-01	17 / 20	85%
STU-02	19 / 20	95%
STU-03	11 / 20	55%
STU-04	18 / 20	90%
STU-05	18 / 20	90%
STU-06	16 / 20	80%
STU-07	15 / 20	75%
STU-08	12 / 20	60%
STU-09	18 / 20	90%
STU-10	17 / 20	85%
STU-11	18 / 20	90%
STU-12	10 / 20	50%
STU-13	19 / 20	95%
STU-14	18 / 20	90%
STU-15	19 / 20	95%
STU-16	18 / 20	90%
STU-17	14 / 20	70%
STU-18	18 / 20	90%
STU-19	16 / 20	80%
STU-20	17 / 20	85%

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STU-21	16 / 20	80%
STU-22	18 / 20	90%
STU-23	18 / 20	90%
STU-24	19 / 20	95%
STU-25	15 / 20	75%
STU-26	19 / 20	95%
STU-27	12 / 20	60%
STU-28	17 / 20	85%
STU-29	19 / 20	95%
STU-30	16 / 20	80%
STU-31	20 / 20	100%
STU-32	19 / 20	95%
STU-33	20 / 20	100%
STU-34	17 / 20	85%
STU-35	18 / 20	90%
STU-36	9 / 20	45%
STU-37	15 / 20	75%
STU-38	14 / 20	70%

Source: prepared by the authors

From this table, with the individual result of each student, the students were grouped according to the percentage of correct answers in descending order, which generated the following table:

Table 2: Distribution of students by percentage of correct answers

Percentage of hits	Number of participants
100%	two
95%	7
90%	10
85%	5
80%	4
75%	3
70%	two
65%	0
60%	two
55%	1
50%	1
45%	1
Total	38

Source: prepared by the authors

As can be seen in the table , 35 students or 92.1% of the students had a performance above 60% (which means an accuracy of 12 questions or more), only 3 students or 7.9% had a score below 60%. Nineteen students, that is, 50% of the participants, had a performance higher than 90% (that is, they got between 18 and 20 questions right), which indicates that these participants hardly got the questions right at random. A possible explanation for a high rate of hits may be the lack of pressure to achieve a grade. The pressure of achieving a grade ends up negatively influencing the results of an assessment, and this fits the "exam pedagogy" criticized by Luckesi (1999). When there is no pressure to achieve a grade, students perform the assessment activity without the pressure of external pressure, and their performance tends to be better. As the activity was aimed at learning English and the students played an active role in managing

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the activity, being able to watch the video several times, with or without subtitles, and could answer the questionnaire when they felt comfortable, possibly this freedom of action in the learning process contributed to a high rate of correct answers within and above the 60% average.

Other data that reinforce the low probability of a random hit are the hit rates per question, which can be seen in this table:

Table 3: Index of hits per question

Questions	Percentage of hits	error percentage
Question 01	84.21%	15.79%
Question 02	84.21%	15.79%
Question 03	76.31%	23.79%
Question 04	94.74%	5.26%
Question 05	94.74%	5.56%
Question 06	86.85%	13.15%
Question 07	73.68%	26.32%
Question 08	94.73%	5.27%
Question 09	92.10%	7.90%
question 10	92.10%	7.90%
question 11	50%	50%
question 12	81.57%	18.43%
question 13	84.21%	15.79%
question 15	57.89%	42.11%
question 16	94.73%	5.27%
question 17	89.47%	10.53%
question 18	65.78%	34.22%
question 19	84.21%	15.79%
question 20	94.73%	5.27%

Source: prepared by the authors

As can be seen, only questions 11 and 15 were in the range of 50% correct, indicating that these questions raised doubts in the research participants. All other questions had high accuracy rates, indicating that the research participants had a greater degree of certainty regarding the correct answer.

Obviously, this study represents the reality of only 38 high school students and their performance cannot be generalized, considering the limitations of this study. Perhaps if the same experience is replicated in another context, the results may be different. We emphasize that, as there was no charge for grades or rewards regarding the performance of students throughout the educational process of application of the "Chocolate" Didactic Sequence, it may be that this factor also influenced a better performance compared to a final summative evaluation. of bimester.

As all activities were designed to be carried out in the context of remote teaching, there was no strict control of other variants that may influence the test results, such as research on other sites to solve the questions and, even considering this hypothesis, it is necessary to consider that students had to research English language questions on the internet, expanding the student's exposure to the English language and fostering skills other than linguistic ones, such as the ability to research. That is, online activities can awaken in students a more active role in solving problems posed by learning activities.

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5 FINAL CONSIDERATIONS

Resuming the observations of Fernandes, Isidoro and Moreira (2020), emergency remote teaching created a challenging context both with limitations, such as infrastructure issues and access to digital technologies, but also brought space for innovation, such as carrying out online activities using features such as online video conferencing and online forms.

This study sought to first investigate the means of evaluating learning during remote teaching, in order to try to answer this question, the principles of learning evaluation were researched, and everything indicates that continuous, procedural evaluation, during all stages of development of a project focused on didactic sequences (which can be understood as learning modules), seems to be more successful than simply applying a summative assessment at the end of a learning period, a procedural assessment that is defended by Luckesi (1999) and Valadares and Graça (1998). Student performance during the learning process seems to be more important than measuring a grade, so it is preferable to measure student performance using percentages of correct answers, such as the percentages indicated in the data discussed in the previous section. In the case of students with low percentages of correct answers, the teacher must act through specific pedagogical interventions, such as reinforcement activities, and these strategies can only be worked in the classroom if the teacher has carried out the evaluation process.

Regarding the second research question, about the advantages and disadvantages of assessment instruments used during emergency remote teaching, it can be said that Google forms can be used as digital assessment instruments. In these forms it is possible to add text, image and video, allowing the use of multisemiotic textual genres , which is recommended by the BNCC (BRASIL, 2018). Google forms require dedication from the teacher for their construction, but after being prepared and saved in Google Drive, they can be reused, edited, modified. Another advantage of using Google forms is that student participation is recorded, the number of correct answers and errors is also recorded, and a spreadsheet can be generated with this information, even facilitating the analysis of student performance in a activity, indicating to the teacher possible changes in teaching strategies. Another advantage of an online assessment instrument is the autonomy and self-management experienced by students in this type of activity, the student plays an active role, being able to carry out online research to find solutions to problems. In this way, it can be said that digital assessment instruments have the potential to expand students' learning opportunities.

As for the limitations of digital assessment instruments, the low level of control of the teacher in this assessment process must be considered, as the student can carry out the activity at his own home, in the *lan house* , in the school's computer lab, on public transport, in the public library, anywhere. Another weakness of digital assessment instruments would be the consultation of others to solve the problem, which forces the student to interact with other people to help him in solving the problem, this can both be seen on the positive side, as the learner is learning with the most capable pair (VYGOTSKY, 1991; 1998); and on

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the negative side, which would be the act of "gluing". In any case, this possibility must be considered in the application of online activities.

Another limitation of this research was the participation of few students, only 38 participated, so the results of this research cannot be generalized. And although the data analyzed are of a quantitative nature, it is necessary to consider the performance of students throughout the development of a structured project as a didactic sequence must be analyzed qualitatively. As 92.1% of the students got more than 60% of the questions right, and 50% of the students had a performance above 90%, this indicates that they somehow managed to understand the video in English to answer the questions.

Finally, after applying the English language assessment activities, proposed for high school students, sewing a didactic sequence to a pedagogy of projects, it can be said that this combination successfully culminated during the emergency remote teaching period. It may be that the elaboration of a project linked to a didactic sequence gives work to the teacher, as it is a differentiated teaching methodology and in which the teacher participates as a mediator of the teaching and learning process, however, the pandemic context allowed putting into practice this way of teaching in which the student needs to act more autonomously and independently. In fact, the online teaching platforms that were used during the pandemic served as a great laboratory, in which there were successful experiences and experiences that indicated the need for reformulation, either in the way of teaching or in the way of evaluating.

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