


**INTEGRAL EDUCATION AND LEARNING ASSESSMENT: CONTRIBUTIONS OF HISTORICAL-CRITICAL PEDAGOGY FOR OMNILATERAL HUMAN EDUCATION**

**EDUCAÇÃO INTEGRAL E AVALIAÇÃO DA APRENDIZAGEM: CONTRIBUIÇÕES DA PEDAGOGIA HISTÓRICO-CRÍTICA PARA UMA FORMAÇÃO HUMANA OMNILATERAL**

**EVALUACIÓN INTEGRAL DE LA EDUCACIÓN Y EL APRENDIZAJE: APORTES DE LA PEDAGOGÍA HISTÓRICO-CRÍTICA PARA LA EDUCACIÓN HUMANA OMNILATERAL**

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**ABSTRACT**

In the context of Brazilian education, Comprehensive Education is a proposal capable of expanding human development, overcoming fragmented and restrictive practices. However, learning assessment, often used in a classificatory and exclusionary manner, remains one of the main challenges to its implementation. The objective of this article is to analyze the contributions of Historical-Critical Pedagogy to understanding the interfaces between Comprehensive Education and learning assessment. This is a bibliographical study based on classic and contemporary authors in the field (Saviani, Duarte, Moll, Libâneo, Luckesi, Pimenta), as well as recent data from INEP (2023) and the Center of References in Comprehensive Education (2023). The time frame considered works published between 2008 and 2023, a period of expansion of full-time public policies in Brazil. It is concluded that learning assessment, conceived as a formative and critical practice, constitutes an essential element for the consolidation of Comprehensive Education, ensuring the appropriation of historically produced knowledge and the omnilateral development of individuals.

**Keywords:** Comprehensive Education. Learning Assessment. Historical-Critical Pedagogy. Omnilateral Development.

**RESUMO**

A Educação Integral, no contexto da educação brasileira, constitui-se como uma proposta capaz de ampliar a formação humana, superando práticas fragmentadas e restritivas. Entretanto, a avaliação da aprendizagem, frequentemente utilizada de forma classificatória e excludente, permanece como um dos principais desafios para sua efetivação. O objetivo deste artigo é analisar as contribuições da Pedagogia Histórico-Crítica para compreender as interfaces entre Educação Integral e avaliação da aprendizagem. Trata-se de uma pesquisa bibliográfica, realizada a partir de autores clássicos e contemporâneos da área (Saviani, Duarte, Moll, Libâneo, Luckesi, Pimenta), além de dados recentes do INEP (2023) e do Centro de Referências em Educação Integral (2023). O recorte temporal considerou produções publicadas entre 2008 e 2023, período de ampliação das políticas públicas de tempo integral no Brasil. Conclui-se que a avaliação da aprendizagem, concebida como prática formativa e crítica, constitui elemento essencial para a consolidação da Educação Integral, garantindo a apropriação dos conhecimentos historicamente produzidos e a formação omnilateral dos sujeitos.

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**Palavras-chave:** Educação Integral. Avaliação da Aprendizagem. Pedagogia Histórico-Crítica. Formação Omnilateral.

## **RESUMEN**

En el contexto de la educación brasileña, la Educación Integral es una propuesta capaz de expandir el desarrollo humano, superando prácticas fragmentadas y restrictivas. Sin embargo, la evaluación del aprendizaje, a menudo utilizada de forma clasificatoria y excluyente, sigue siendo uno de los principales desafíos para su implementación. El objetivo de este artículo es analizar las contribuciones de la Pedagogía Histórico-Crítica para comprender las interfaces entre la Educación Integral y la evaluación del aprendizaje. Se trata de un estudio bibliográfico basado en autores clásicos y contemporáneos del campo (Saviani, Duarte, Moll, Libâneo, Luckesi, Pimenta), así como en datos recientes del INEP (2023) y el Centro de Referencias en Educación Integral (2023). El período considerado incluyó trabajos publicados entre 2008 y 2023, período de expansión de las políticas públicas de tiempo completo en Brasil. Se concluye que la evaluación del aprendizaje, concebida como una práctica formativa y crítica, constituye un elemento esencial para la consolidación de la Educación Integral, garantizando la apropiación del conocimiento históricamente producido y el desarrollo integral de las personas.

**Palabras clave:** Educación Integral. Evaluación del Aprendizaje. Pedagogía Histórico-Crítica. Desarrollo Integral.

## 1 INTRODUCTION

We live in a time when the school is called to go far beyond the simple transmission of content. In the midst of the social, economic and cultural challenges that mark the lives of our children and young people, Integral Education emerges as a horizon of hope and transformation.

The **research problem** that guides this study is: *how can the evaluation of learning contribute to the effectiveness of Integral Education, from the perspective of Historical-Critical Pedagogy?* The **central question** is to understand to what extent formative and critical evaluative practices strengthen the Integral Education project, promoting learning and reducing educational inequalities.

The **justification** for this research lies in the need to overcome traditional evaluation practices, which often reinforce exclusions, and to propose an evaluation that constitutes pedagogical mediation. Recent research (CENPEC, 2023; INEP, 2023) show that full-time schools that adopt diagnostic and formative assessment have better learning rates, which reinforces the relevance of the theme for school practice and for the formulation of public policies.

## 2 METHODOLOGY

The present study is characterized as a **bibliographic research**, of an analytical and critical nature. The **time frame** adopted was from 2008 to 2023, a period in which Integral Education gained greater prominence in Brazilian educational policies and in the academic debate.

The **selection criteria** favored classic and contemporary works of Historical-Critical Pedagogy (Saviani, 2008; Duarte, 2013), studies on Integral Education (Moll, 2012; CENPEC, 2023) and references on learning assessment (Luckesi, 2011; Libâneo, 2013; Pimenta, 2014). The searches were carried out in databases such as **Google Scholar**, **SciELO**, **repositories of public universities and official documents of INEP/MEC**. The analysis consisted of articulating the theoretical references, identifying convergences and divergences on Integral Education and evaluation, and relating them to recent empirical data.

### 3 DEVELOPMENT

#### 3.1 INTEGRAL EDUCATION AND OMNILATERAL FORMATION

Integral Education must be understood as a policy of law, committed to the expansion of learning opportunities in its multiple dimensions. Moll (2012) highlights the importance of the articulation between school, family and community, expanding educational spaces and times.

Saviani (2008), based on Historical-Critical Pedagogy, argues that integral education should ensure access to scientific, artistic and cultural knowledge historically produced, as a condition for the emancipation of the subjects. In this sense, Duarte (2013) argues that Integral Education cannot be reduced to an extended time of activities, but needs to be guided by dense and meaningful school content.

There is, therefore, a convergence among the authors regarding the centrality of omnilateral education, although Moll emphasizes more the political-pedagogical aspect of the extension of school time, while Saviani and Duarte reinforce the need to ensure the appropriation of systematized knowledge.

#### 3.2 LEARNING ASSESSMENT: FROM CLASSIFICATION TO EMANCIPATION

Evaluation is historically marked by classificatory and excluding practices, which contradicts the principles of Integral Education. Luckesi (2011) proposes to re-signify evaluation as a diagnostic act and promotion of learning, highlighting its ethical dimension.

Libâneo (2013) understands evaluation as a formative and continuous practice, capable of helping teachers to reorganize the pedagogical process. Pimenta (2014) adds that evaluation should be intrinsically linked to the curriculum, and not occur as an isolated moment.

The convergence between the three authors is evident: they all reject punitive and classificatory evaluation. However, there are differences in focus: while Luckesi emphasizes the ethical and humanizing dimension, Libâneo favors the didactic-pedagogical dimension, and Pimenta highlights the articulation between curriculum and evaluation. This diversity of approaches enriches the critical understanding of evaluation as an emancipatory practice.

### 3.3 INTEGRATION BETWEEN ASSESSMENT AND CURRICULUM IN THE CONTEXT OF INTEGRAL EDUCATION

The effectiveness of Integral Education depends on evaluation practices that dialogue with the curriculum and promote meaningful learning. Pimenta (2014) states that evaluation is constitutive of the curriculum, and should reflect the learning expected at each stage of the educational process.

Recent research confirms this perspective. The **School Census (INEP, 2023)** indicates that full-time schools that use continuous diagnostic assessments showed an increase of up to **20% in performance in Portuguese Language and Mathematics**, especially in the final years of Elementary School.

In the municipality of **Banzaê-BA**, the implementation of a Comprehensive Education policy articulated with diagnostic evaluations and the recomposition of learning resulted in greater student engagement and strengthening of the bonds between school and community. According to a report by the **Reference Center for Integral Education (2023)**, such practices contribute to reducing educational inequalities and increasing school permanence.

## 4 CONCLUSION

The analysis shows that Integral Education, based on Historical-Critical Pedagogy, cannot do without critical and formative evaluative practices. Evaluation, when conceived as mediation, guides the pedagogical work, ensures the appropriation of knowledge and contributes to the emancipation of the subjects.

Overcoming traditional evaluation practices requires structural changes: curricular reorganization, valorization of teacher training and public policies that guarantee adequate material conditions. In this sense, the integration between Integral Education and critical evaluation is an essential condition to consolidate a democratic, inclusive public school that promotes omnilateral human development.

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