

DOSSIER

Quality, learning and systemic assessment: discourses from international organizations for Latin American countries

Large-scale assessments in the teachers' pre-service education in Brazil: what space do they occupy?***As avaliações externas e em larga escala na formação inicial de professores no Brasil: que espaço elas ocupam?*****Paulo Sérgio Garcia^a**

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ABSTRACT

Large-scale assessments are highly present in Brazilian education and, for various reasons, have sparked a significant debate between those who idolize and those who “demonize” them, leading to a fierce dispute for narrative control. In our understanding, these elements, therefore, should not be omitted from teacher education programs where initial teacher education takes place. In this scenario, this study investigated the role played by large-scale assessments, both national, such as the Basic Education Assessment System (SAEB), and international, like the Programme for International Student Assessment (PISA), in teacher education programs located in different regions of Brazil. We analyzed the contents addressed, from the assessment discipline, and discussed in these programs, as well as the possible discourses produced. Methodologically, we chose a qualitative research approach, with interpretations focusing on the syllabi and teaching plans of the investigated programs, based on content analysis. The results indicate that the contents of these assessments, especially those of international origin, are scarce in the education of future teachers. This scarcity tends to deprive future educators of the understanding of essential technical and ideological elements that are part of the daily landscape of basic education schools. Moreover, such scarcity may result in depoliticized teachers, unable to comprehend the dynamics of assessments and susceptible to circulating mystifying discourses.

Keywords: External and Large-Scale Assessment. Teacher Education. SAEB. PISA.

RESUMO

As avaliações externas e em larga escala estão muito presentes na educação brasileira e, por razões diversas, têm gerado um grande debate entre aqueles que a idolatram e os que a “demonizam”, havendo uma disputa acirrada pelo controle de narrativas. Esses elementos, portanto, não deveriam ser subtraídos dos cursos de licenciatura onde ocorre a formação inicial de professores. Nesse cenário, este estudo investigou o espaço ocupado pelas avaliações externas e em larga escala, nacionais, como o Sistema de Avaliação da Educação Básica (SAEB), e internacionais, como o Programa Internacional de Avaliação de aluno (PISA), em cursos de licenciatura localizados em diferentes regiões brasileiras. Analisamos os conteúdos trabalhados, na disciplina

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de avaliação, e discutidos nesses cursos, assim como os possíveis discursos produzidos. Metodologicamente, optamos pela abordagem qualitativa de pesquisa cujas interpretações incidiram sobre ementas e planos de ensino dos cursos investigados, com base na análise de conteúdo. Os resultados mostram que são escassos, na formação do futuro professor, os conteúdos das avaliações externas, especialmente, elementos daquelas de origem internacional. Tal escassez tende a subtrair dos futuros docentes a compreensão de aspectos técnicos e ideológicos essenciais que fazem parte do panorama cotidiano das escolas de educação básica. Ademais, tal carência pode resultar em professores despolitizados, incapazes de compreender as dinâmicas das avaliações, e suscetíveis a discursos mistificadores circulantes.

Palavras-chave: Avaliação Externa e em Larga Escala. Formação de Professores. SAEB. PISA.

Introduction

From the 1990s onwards, with the creation of the Basic Education Assessment System [Sistema de Avaliação da Educação Básica – SAEB], teachers and managers were gradually involved in the process of interacting with external and large-scale learning assessments [Avaliações da Aprendizagem Externa e em Larga Escala – AELE], with a strong focus on national assessments. Since then, although there have been changes in the political parties in the government, the AELEs remain in the context of educational policies as State policies, not government policies (Chappaz; Alavarse, 2018). These authors believe the growth of assessments in the national, state, and municipal context influenced the government agenda and the implementation of several policies, “[...] including their link with international initiatives, such as in the Program for International Student Assessment (Pisa), Comparative Regional Studies [Estudos Regionais Comparativos – Erce] and Progress in International Reading Literacy Study (Pirls)” (Chappaz; Alavarse, 2018, p. 251-252).

Several authors highlight the solidity of the AELEs in the states (Horta Neto; Junqueira; Oliveira, 2016; Perboni, 2016) and municipalities (Bauer *et al.*, 2015), where the results are used for –among other issues– decision-making by managers of systems and school units to improve the quality of education, even though the direct relationship between the AELEs and quality of education is controversial (Machado; Alavarse, 2014) because of the multiple concepts about this last element.

Indeed, the adherence to the AELEs can be confirmed by their presence in 20 states and the Federal District (Perboni, 2016). For Bauer, Alavarse, and Oliveira (2015), the assessments were implemented in 1,573 municipalities already with their assessment systems. At the time, more than 1,000 were creating their systems.

Therefore, the AELEs are well consolidated in Brazilian states and municipalities. However, there is an intense debate among those who “get excited about them, for example, enchanted by the supposed precision that their numbers – the results – could reveal the “truth” about their networks and schools” and others who reject them “as if they were the synonym of an “evil,” as if intrinsically devoid of any meaning, importance, validity, or consistency” (Alavarse, 2013, p. 140). Such mistaken divergences occur because “some want to make educational policy as if they were completely authorized by such evaluative procedures; others completely confuse educational policy with such procedures” (Alavarse, 2013, p. 140). That polemic of oppositions can be better understood as the author above indicates:

The unconditional advocates of external assessments –too enthusiastically assuming that they are instruments for the absolute guarantee of quality education– draw conclusions as if they allowed revealing the ‘best’ and ‘worst’ professionals, resulting in, for example, bonus payments. This position not only divides education workers and weakens them in their historical demands but also has no statistical basis because the external assessment results do not provide analysts with statistical security to discriminate between ‘better’ and ‘worse,’ given the margin of error that accompanies their results. At the other extreme, we find considerations that those assessments are the worst thing in the world, that their instruments do not measure anything, or that teachers are the only ones who can assess their students’ learning; therefore, it is necessary to refuse them (Alavarse, 2013, p. 140).

Beyond this debate between those who support or “demonize” the AELEs, involved in contradictions, there are also major disputes between narratives about national and international assessments, elements that teacher education cannot do without. The PISA assessment, for example, brings interesting, sometimes striking results, but they must be seen as references and not as decisive manifestations of quality. Indeed, specific tests do not give definitive indications for judging countries’ educational policies, as, in general, the results are only reading, problem solving, and some science elements, which are relevant aspects included in the quality. However, they do not express this entire phenomenon in the educational process.

The PISA, therefore, does not offer a comprehensive, decisive, and definitive answer about the entire educational process, the structure of school institutions, or the professional policies adopted by countries.

On another point, it is necessary to consider that structuring the PISA elements, among other issues, is the responsibility of the Organization for Economic Co-operation and Development (OECD), an economic organization formed by wealthy nations, created in response to divergences between the Soviet Union, Eastern Europe, and China. Thus, PISA is usually defended especially by right-wing economists, those with an ideological – also right-wing – bias. This situation affects the legitimacy of the policy regarding the elements of educational authority (Alavarse, 2016).

According to the author, the fact that many experts and professionals seek to make teachers accountable for students’ performance in assessments in general and PISA in specific and propose rewards or penalties based on meritocracy premises poses an additional challenge. This process can increase the dissension between teachers who supposedly deserve awards and those who do not, significantly impacting the already depoliticized professional category.

Beyond those disputes in the narratives, elements of external assessments are present in the current teacher education legislation. CNE/CP Resolution n. 2/2019 (Brasil, 2019) indicate that teachers must “know, examine, and analyze the results of large-scale assessments” (skill 2.3.6). This legislation indicated that the contents of AELE should be included in teacher education courses, as well as the interpretation of their results, thus emphasizing the importance of understanding the elements of these evaluations. However, this indication was revoked by Resolution CNE/CP No. 4, of May 29, 2024 (Brasil, 2024), which, like CNE/CP No. 2/2015 (Brasil, 2015), does not include elements of AELE, which, it is important to emphasize, remain present in the daily lives of schools and teachers, and will possibly continue, leaving the understanding at the mercy of disputes and political maneuvers.

It is also worth noting that the technical elements of AELE—generally based on standardized tests in reading and problem-solving, incorporated into guidelines of reference frameworks, descriptors, skills, and grounded in performance scales, proficiency levels, pedagogical interpretation of scores, among other aspects—are also present in the daily school life of teachers, in some cases, at least at the level of discourse. They are part of a set of principles and foundations rooted in psychometric theories, among others. The SAEB, for example, deals with a set of technical assumptions regarding, among other aspects, the cognitive elements embedded in the tests, including premises of “Bloom’s taxonomy” (cognitive and knowledge axes).

Furthermore, the AELE allowed the creation of indicators, allowing us, at least partially, to monitor the fulfillment of the right to education. At the national level, despite controversies, debates, and criticisms, the Basic Education Development Index (IDEB) was created by Decree No. 6,094, dated April 24, 2007 (Brasil, 2007), which combines proficiency and school flow (approval rates).

The visibility of assessments is notably perceived, based on the elements already exposed in this text, of its massive presence in recent decades in Brazilian education, in general, and in schools, in particular; of its fierce debate among those who idolize it and those who “demonize” it; of a fierce dispute for control of narratives; of its constitution based on technical elements. We understand that these elements should not be removed from teacher education in teaching degrees, as they can produce gaps, leaving professionals susceptible to “misleading” discourses in the educational field. Furthermore, the lack of knowledge about the AELEs deprives these professionals of understanding the technical aspects of the assessments.

These reflections on these elements led us to the study at hand, in which we investigated, in teacher education courses, teaching degrees spread throughout the national territory, the space occupied by national (SAEB) and international (PISA) large-scale assessments, the content addressed and discussed, and the discourses produced.

Teacher education in assessment

Studies on teacher education in assessment in Brazil depict, as is already well known, a poor and precarious education (Hoffmann, 1993; Cardoso, 1996; Romão, 1996; Ludke; Salles, 1997; Chaves, 2003; Gatti, 2009; Alvarce, 2013; 2014; Silva *et al.*, 2016; Villas Boas; Soares, 2016; Freitas, 2019; Garcia; Mielo; Wandercil, 2023). Also evidenced in international research (Stiggins, 1995; La Marca, 2006; Taras, 2007; Volante; Fazio, 2007; Xu; Brown, 2016; Masse; Deluca; Lapointe-Mcewan, 2020; Cysek, 2019, among others).

Specifically regarding the AELEs, Arcas *et al.* (2019) analyzed objectives and justifications for creating assessments in 21 states and pointed out the lack of qualification in that aspect and the pedagogical interpretation of results. Indeed, the implementation of those assessments in Brazil was devoid of solid formation on the matter for teachers and managers. As Gatti (2009) pointed out, teachers and managers, including pedagogical coordinators within the scope of school management, lack assessment training.

For Souza and Oliveira (2010), these assessments are still poorly understood in the school context. Indeed, in many situations, the AELEs do not make sense for school actors. This situation is partly because AELE-related content is not approached as much in teacher education courses at public and private universities (Silva *et al.*, 2016).

As for managers, several authors have already shown that these professionals have little or no education in dealing with assessments (Gatti, 2009; Marconi, 2018). Gatti (2009, p. 15) says there are many “problems with the use of data by school principals, pedagogical coordinators, and teachers” regarding state and national AELEs. Souza and Oliveira (2010, p. 813) indicated that it is not “part of the culture of school work to base its planning on assessment results.” Bauer (2010, p. 337), in turn, indicated that information about assessments seems “to make no sense to those who, ultimately, make reforms happen, that is, teachers and school technicians.”

The studies presented here highlight the unavoidable need for managers to be educated to deal with external assessments of learning. We can reflect on whether the emphasis would be the same in pedagogy and other teaching degree courses since pedagogy qualifies teachers for the initial years of primary education, and the other teaching degrees qualify teachers for teaching in the final years of primary and secondary education.

We believe this theme should be present in pedagogy courses and other teaching degrees, as they qualify teachers who will work at levels of education (final years of primary school and secondary education) where AELE is prominent.

Methodological Procedures

Thus, drawing from teacher education courses, we investigated teaching degrees spread throughout the national territory, the space occupied by both national and international assessments, such as the National Basic Education Assessment System [Sistema Nacional de Avaliação da Educação Básica – SAEB] and the International Program of Student Assessment (PISA), respectively, the content worked and discussed and the possible discourses produced.

Our sample comprises 18 documents, including syllabuses or teaching plans, from higher education institutions (HEIs) that offer distance learning courses and have centers nationwide. Among the initial teacher education courses, we investigated the teaching degrees of pedagogy, literature, mathematics, biology, physics, art, physical education, geography, history, and chemistry.

For this study, we adopted qualitative research methodology, with document analysis, due to its open and flexible approach. With a focus on documentary analysis, based on Gil (2002, p. 45), we analyzed “materials that have not yet received analytical treatment, or that can still be reworked according to the research objects.”

The documents analyzed are syllabuses and teaching plans for degree courses in force in 2023. They belong to 18 private higher education institutions with in-person support centers in several Brazilian states at the time. It is worth remembering that several teacher education courses used the same syllabus for the assessment subject. In general, these courses –in compliance with Article 11 of Resolution CNE/CP n. 2/2019 (Brasil, 2019) (currently revoked) – organize a group of subjects that

add up to “800 (eight hundred) hours, for the common base that comprises scientific, educational, and pedagogical knowledge, and underlie education and its articulations with educational systems, schools, and practices” (Brasil, 2019, p. 6). All teaching degrees share this set of subjects, including those in the assessment field.

We analyzed documents found on the HEIs' websites or requested from those institutions. In some cases, despite contact with course coordinators, on more than one occasion by email or telephone, the plans were not sent for analysis.

In many cases, the collected documents were called syllabi and, in others, teaching plans. In general, they were composed of a summary (in some cases called syllabi), objectives, contents, teaching methodology, assessment forms, and bibliography.

In the documents, we analyzed: 1) the type of course; the name of the subject present in the curriculum matrix; the workload for the subject; the location of the course/pole; 2) the presence of content from external, national and international, assessments; 3) types of content; 4) the bibliography used.

In the case of references (basic and complementary bibliography), to refine the analyses, we investigated the possible discourses could be created based on the texts indicated for reading and discussion. From a reading of the documents, they were categorized into technical and political-ideological elements.

In the first category, we included the texts that provided knowledge, procedures, and practical methods necessary for implementing an action or project. They also included specific knowledge to deal with complex issues. The second refers to the beliefs, values, and principles that guide political decisions, including the perspective on the role of the State and the interests of influential groups (coalitions, interest groups, and other entities that exert influence on political decision-making).

These interests can be diverse, from civil rights groups to other business interests. They create forms of communication and narratives to shape public perception and influence political support to facilitate policy acceptance.

The data from the documents were analyzed based on content analysis for a critical understanding of the symbols, signs, and meaning of communications (Bardin, 2015; Flick, 2004).

As indicated by Bardin (2015), we carried out three phases to analyze the documentation: pre-analysis, exploration of the material, and treatment of results, seeking to identify not only significant aspects but also to understand intrinsically similar and different elements. This process was crucial for understanding the objectives outlined in the scope of the study.

The aim was to explore the information, not only to validate or refute data from the relevant literature but also bring together aspects that could help us understand the topic in question in greater depth.

Results and discussion: external assessments in teacher education in Brazil

The documents analyzed had various designations, such as syllabi, teaching plans, and subject plans. They were different in terms of formative references; however, the vast majority brought a

summary, which, in some cases, were called syllabi. They were composed of general and specific objectives, content to be worked on, methodologies used by the teacher-educator, assessment processes adopted, and bibliographical references. Chart 1 shows the characteristics of the courses:

Chart 1: Course characteristics

HEIs	Curriculum component	Credit hours	Type	Brazil site	Courses
1	School Planning and Learning Assessment	50	Distance/Pole	Multiple states	Pedagogy, Mathematics, Language & Literature, Physics, Chemistry, Geography, History, Biological Sciences, Arts, Philosophy, Sociology
2	Curriculum and Assessment	80	Face-to-face/ Online/Pole	Greater ABC Paulista	Pedagogy and Language & Literature
3	Assessment: Concepts and Practices and Assessment for Early Childhood Education	80	Face-to-face/ Online/Pole	Multiple states	Pedagogy, Language & Literature, History, Physical Education
4	Curriculum and Assessment of Educational Processes	40	Face-to-face/ Online/Pole	Greater ABC Paulista	Pedagogy
5	Assessment in Education	40	Face-to-face/ Online	SBC only	Pedagogy, Mathematics, Language & Literature, Physics, Chemistry, Geography, History, Biological Sciences, Arts, Physical Education
6	Educational Assessment	60	Distance/Pole	Multiple states	Pedagogy, Mathematics, Language & Literature, Physics, Chemistry, Geography, History, Biological Sciences, Arts, Physical Education
7	Curriculum and Education Assessment	80	Distance/Pole	Multiple states	Pedagogy, Biology, Mathematics, Arts, Physics
8	Educational Management and Assessment	40	Distance/Pole	Multiple states	Pedagogy, Mathematics, Language & Literature, Physics, Chemistry, Geography, History, Philosophy
9	Educational Assessment	40	Distance/Pole	Multiple states	Pedagogy, Mathematics, Language & Literature, Physics, Chemistry, Geography, History, Biological Sciences, Philosophy
10	Assessment in Education	40	Distance/Pole	Multiple states	Pedagogy, Mathematics, Language & Literature, Geography, History, Biological Sciences, Physical Education, Sociology
11	Educational and School Learning Assessment	40	Distance/Pole	Multiple states	Pedagogy, Mathematics, Language & Literature, Physics, Chemistry, Geography, History, Philosophy
12	Educational Assessment	80	Distance/Pole	Multiple states	Pedagogy, Mathematics, Language & Literature, History, Biological Sciences, Physical Education
13	Assessment in the Teaching and Learning Process	40	Distance/Pole	Multiple states	Pedagogy, Language & Literature, History, Social Sciences
14	Grading System	60	Distance/Pole	Multiple states	Pedagogy, Mathematics, Language & Literature, Geography, History, Philosophy, Visual Arts, Biological Sciences
15	Management of Planning and Educational Assessment	60	Distance/Pole	Multiple states	Pedagogy, Mathematics, Language & Literature, Geography, History, Biological Sciences, Physical Education, Sociology
16	Assessment of Learning	80	Distance/Pole	Multiple states	Pedagogy, Mathematics, Language & Literature, Physics, Chemistry, Geography, History, Biological Sciences, Arts, Physical Education
17	Didactics and Assessment	80	Distance/Pole	Multiple states	Pedagogy, Mathematics, Language & Literature, Geography, History, Philosophy
18	Educational Assessment	60	Distance/Pole	Multiple states	Pedagogy, Physical Education

Source: Curriculum Matrices and Pedagogical Course Projects (PPC) analyzed (2024).

We observed that the courses, with a small workload for the development of assessment competence, as we have already discussed elsewhere (Garcia; Mielo; Wandercil, 2023), bring a wide

range of names of subjects addressing assessment, which are often accompanied by other major themes (management, curriculum).

The subject is present in several teaching degrees (pedagogy, mathematics, language & literature, geography, history, and philosophy, among others) and courses in several Brazilian states and regions. Thus, the same syllabus and/or teaching plan “serves,” in the formative project, a large group of prospective teachers in multiple locations across the country.

These documents outline the subject offered to the prospective teacher. They play an essential role in organizing knowledge, as they propose the delimitation of a professional and social commitment, the meaning of which must be shared responsibly. The indications prescribed for teacher education construct meanings and are “part of a set of discursive practices that validate and feed each other, composing a map of the social practices responsible for the articulation between discourses and institutional organization.” (Sant’Anna, 2014, p. 318). Chart 2 shows the presence of national and international AELEs:

Chart 2: Presence of national and international AELEs

HEIs	Curriculum component	Presence of the content of the AELEs	Presence of international content
1	School Planning and Learning Assessment	Yes	No
2	Curriculum and Assessment	Yes	Yes
3	Assessment: Concepts and Practices and Assessment of Early Childhood Education	No	No
4	Curriculum and Assessment of Educational Processes	Yes	Yes
5	Assessment in Education	No	No
6	Educational Assessment	Yes	No
7	Curriculum and Education Assessment	No	No
8	Educational Management and Assessment	No	No
9	Educational Assessment	No	No
10	Assessment in Education	No	No
11	Educational and School Learning Assessment	No	No
12	Educational Assessment	No	No
13	Assessment in the Teaching and Learning Process	No	No
14	Grading System	Yes	No
15	Management of Planning and Educational Assessment	No	No
16	Assessment of Learning	No	No
17	Didactics and Assessment	No	No
18	Educational Assessment	No	No

Source: Curriculum Matrices and Pedagogical Course Projects (PPC) analyzed (2024).

In this scenario, we identified the contents of external and large-scale assessments in around a quarter of the institutions analyzed, data that aligns with Silva *et al.* (2016). This research showed that few public or private institutions effectively incorporate AELE content into their curricula of courses, such as pedagogy, that qualify teachers for the initial years of elementary school.

Chart 2 shows that only one institution of the 18 investigated presents around 5% of content associated with international external assessments. Chart 3 discloses information about the type of content:

Chart 3: Types of content

HEIs	Contents present in documents
2	<ul style="list-style-type: none"> National Basic Education Assessment System [Sistema Nacional de Avaliação da Educação Básica – SAEB]: elements of Bloom's taxonomy (cognitive and knowledge axes), Assessment Reference Matrix, SAEB Proficiency Scale, pedagogical interpretation of the proficiency scale, introductory aspects of the item response theory; necessary contributions to understanding the Basic Education Development Index [Índice de Desenvolvimento da Educação Básica – IDEB], state systems and/or municipal systems, the uses of AELE results, International Student Assessment Program (PISA): matrix of references, scales and their interpretations, questionnaires, results, Regional Comparative and Explanatory Study [Estudo Reginal Comparativo e Explicativo – Erce]: matrix of references, scales, and their interpretations, questionnaires, results, Political and critical analysis of national and international AELEs.
4	<ul style="list-style-type: none"> National Basic Education Assessment System [Sistema Nacional de Avaliação da Educação Básica – SAEB]: discussion about the history and its critical elements. Basic Education Development Index [Índice de Desenvolvimento da Educação Básica – IDEB]: creation and debates
6	<ul style="list-style-type: none"> National Higher Education Assessment System [Sistema Nacional de Avaliação do Ensino Superior – SINAES], National Basic Education Assessment System [Sistema Nacional de Avaliação da Educação Básica – SAEB], Assessment Reference Matrix, SAEB proficiency scale, pedagogical interpretation of the proficiency scale, uses of external assessment results, Basic Education Development Index [Índice de Desenvolvimento da Educação Básica – IDEB], State and/or municipal assessment systems, Preparation of an action plan based on the results of external assessments.
14	<ul style="list-style-type: none"> National Basic Education Assessment System [Sistema Nacional de Avaliação da Educação Básica – SAEB]

Source: Curriculum Matrices and Pedagogical Course Projects (PPC) analyzed (2024).

The contents of external and large-scale assessments, as can be seen, are present in very different ways in the syllabi/teaching plans of four of the 18 HEIs analyzed. Such knowledge is more evident in some cases, such as institutions 2 and 6. In other institutions, however, this appearance is more limited.

HEI 14 gives vague indications of AELE content. The document only states: “National Basic Education Assessment System [Sistema Nacional de Avaliação da Educação Básica]” (DOC_2), with a lack of references for understanding what, in fact, would be disclosed to prospective teachers and discussed throughout the course. HEI 4, in general, goes in the same direction, just indicating some details of a discussion on historical and critical elements. Its contents include: “National Basic Education Assessment System [Sistema Nacional de Avaliação da Educação Básica: discussion on its history and its elements” (DOC_4).

This framework, identified in these two universities, does not clearly present the contents to be worked on, preventing the prospective teacher from understanding what will be covered and discussed during the course. This does not only compromise the quality of the educational program but also makes it difficult to prepare students for the specific challenges of external assessments.

In the case of the HEI 6, there is a larger set of content related to external assessments. As can be seen, the contents of the SAEB are presented in more detail: "Assessment reference matrix, SAEB proficiency scale, pedagogical interpretation of the proficiency scale, pedagogical interpretation and uses of external assessment results" (DOC_6). Elements for preparing action plans are also covered: "Preparation of an action plan based on the results of external evaluations" (DOC_6). However, it is important to highlight that we found no formative guidelines on international external assessments.

The content set of HEI 2 is broader and more diverse, focusing on elements of Bloom's taxonomy (cognitive and knowledge axes), assessment reference matrix, SAEB proficiency scale, pedagogical interpretation of the proficiency scale, introductory aspects item response theory, and basic education development index" (DOC_2).

In this HEI, we found elements of the international AELEs. In this case, the contents of PISA and Erce. In both contexts, elements of reference matrix, scales, and their interpretations, questionnaires, and results were included in the documents to be presented and discussed with prospective teachers.

In this framework, it is evident that in the 18 teacher education institutions, the contents of external assessments, especially those linked to international ones, were not properly incorporated into the teaching and assessment of courses. This gap, among other issues, reveals a lack of emphasis on essential aspects that are part of the daily panorama of elementary and secondary schools.

Negligence in addressing these topics deprives prospective teachers of fundamental knowledge to understand and prepare for the challenges in the educational environment. By not adequately including these contents in assessment teaching programs, institutions limit the vision and competence of future educators, managers, and teachers, compromising their ability to adapt to an educational scenario present in schools. This situation indicates a disconnect between academic education and the demands of educational practice. At the same time, it points to the need for a curriculum review that comprehensively integrates the dimensions of external assessments in teacher education.

Chart 4 presents information on the analysis of bibliographic references found in institutions that had AELE content in their teaching plans:

Chart 4: Information about the analysis of bibliographic references

HEIs	References	
HEIs	Technical elements	Political-ideological elements
2	<ol style="list-style-type: none"> BRASIL. Instituto Nacional de Estudos e Pesquisas (INEP). Documento Sistema Nacional de Avaliação da Educação Básica (SAEB), 2018. ALAVARSE, Ocimar Munhoz. Desafios da avaliação educacional: ensino e aprendizagem como objetos de avaliação para a igualdade de resultados. <i>Cadernos Cenpec</i>, v. 3, n. 1, p. 135-153, 2013. ALAVARSE, Ocimar Munhoz; CHAPPAZ, Raissa de Oliveira; FREITAS, Pâmela Felix. Avaliações da Aprendizagem Externas Em Larga Escala e Gestores Escolares: características, controvérsias e alternativas. <i>Cadernos de Pesquisa</i>, v. 28, n. 1, p. 250, 2021. BAUER, Adriana; ALAVARSE, Ocimar Munhoz; OLIVEIRA, Romualdo Portela. Avaliações em larga escala: uma sistematização do debate. <i>Educação e Pesquisa</i>, v. 41, n. especial, p. 1367-1382, 2015. FERRAZ, Ana Paula do Carmo Marchet; BELHOT, Renato Vairo. Taxonomia de Bloom: revisão teórica e apresentação das adequações do instrumento para definição de objetivos instrucionais. <i>Gestão & Produção</i>, v. 17, n. 2, 2010. 	<ol style="list-style-type: none"> FREITAS, Luiz Carlos; SORDI, Mara Regina Lemes de; MALAVASI, Maria Marcia Sigríst; FREITAS, Helena Costa Lopes. <i>Avaliação educacional: caminhando na contramão</i>. 2. ed. Petrópolis: Vozes, 2009. CARVALHO, Luís Miguel. Intensificação e sofisticação dos processos da regulação transnacional em educação: o caso do programa internacional de avaliação de estudantes. <i>Educação e Sociedade</i>, v. 37, n. 136, p. 669-683, 2016. CARVALHO, Luís Miguel. Governando a educação pelo espelho do perito: uma análise do PISA como instrumento de regulação. <i>Educação e Sociedade</i>, v. 30, n. 109, 2009.
4	<ol style="list-style-type: none"> BRASIL. Instituto Nacional de Estudos e Pesquisas (INEP). Documento Sistema Nacional de Avaliação da Educação Básica (SAEB), 2018. 	<ol style="list-style-type: none"> FREITAS, Luiz Carlos; SORDI, Mara Regina Lemes de; MALAVASI, Maria Marcia Sigríst; FREITAS, Helena Costa Lopes. <i>Avaliação educacional: caminhando na contramão</i>. 2. ed. Petrópolis: Vozes, 2009.
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14	<ol style="list-style-type: none"> BRASIL. Instituto Nacional de Estudos e Pesquisas (INEP). Documento Sistema Nacional de Avaliação da Educação Básica (SAEB), 2018. 	

Source: Pedagogical Course Projects (PPC) analyzed (2024).

All institutions (HEIs 2, 4, 6, 14) refer to the “Document National Basic Education Assessment System (SAEB), 2018”, from the INEP, a technical text that sets out legal and normative assumptions, a brief history of the constitution of the matrix, the SAEB axes, and the matrix model for cognitive tests, among other issues.

In this context of technical elements, the HEI 2 presents some texts (items 2, 3, 4, and 5), which deal, among other issues, with the challenges of educational assessment, external assessments, and those of school managers, and the systematization of the debate on the topic and a theoretical review of Bloom's taxonomy. Only in this educational institution did we observe a certain depth in the technical elements, relevant for prospective teachers to understand the AELEs.

Regarding political-ideological elements, as can be seen in Chart 3, the book *Avaliação educacional: caminhando na contramão* [Educational assessment: walking against the grain], by Luiz Carlos de Freitas and his collaborators is cited by almost all institutions researched (HEIs 2, 4, and 6) as an integral part of mandatory readings. Chapter 3 of this book presents a critical assessment of education networks and some of their particularities, such as student performance and school ranking, denouncing certain discourses about improving the quality of education.

This discussion may indicate that the AELEs in these courses are examined more critically and reflectively, suggesting a more in-depth and contextualized understanding that goes beyond the limits of mere superficial acceptance of external assessments and their discourses. We consider that this critical attitude towards the AELEs in teacher education courses not only strengthens the quality of educators' preparation but also contributes to the development of more qualified and aware professionals capable of facing the challenges of the contemporary educational environment.

HEI 2, in turn, is the only one to bring two texts by Luiz Miguel Carvalho, based on political-ideological elements, dealing with "Intensificação e sofisticação dos processos da regulação transnacional em educação: o caso do programa internacional de avaliação de estudantes" [Intensification and sophistication of processes of transnational regulation in education: the case of the international student assessment program], and the other "Governando a educação pelo espelho do perito: uma análise do PISA como instrumento de regulação" [Governing education through the mirror of an expert: analyzing PISA as a regulatory instrument].

In the first case, the author analyzes the assessment program PISA of the Organization for Economic Co-operation and Development (OECD), taking stock of the processes and effects of the dynamics of transnational regulation, especially the mechanisms for legitimizing a discourse, through modes of production, exchange, and dissemination of expert knowledge. In the second case, PISA is analyzed as an instrument that generates knowledge that influences the educational sector. It is about a complex process of building a space for transnational political regulation.

These texts present aspects that, in a way, reflect and denounce elements that seek to legitimize a strategic policy discourse that transcends borders and contributes to collective regulation in the educational field. An ideological discourse that "subdues" Latin American countries and others. Indeed, teacher education cannot do without this debate, indicating that the PISA provides interesting results that must be interpreted as a reference, not a decisive manifestation of quality to judge educational policies or teachers.

Certainly, teacher education cannot dispense with the debate about PISA narratives and their legitimacy, which is strongly supported by right-wing economists, who often seek to associate AELE results with the teacher's work based on meritocracy. PISA alone does not have a statute to define a country's education quality. Its tests are not even designed for that (Alavarse, 2016).

In this context, teacher education on educational assessment must occur based on technical, political-ideological, and ethical elements (Garcia; Mielo; Wandercil, 2023). This is because assessment teaching in initial education has been much more associated with theoretical elements (Lavelle; Lovato; Stephenson, 2020). However, data showed that knowledge related to external and large-scale assessments is not explored in most of the institutions analyzed. Indeed, only one institution presented such elements in its teaching plans.

Final considerations

The analyses carried out on the space occupied by national and international large-scale learning assessments revealed that the AELEs are “out of” the scope of teaching degree courses in teacher education offered in several states and regions of Brazil.

The contents of national assessments were present in only four of the 18 syllabi analyzed. In only two HEIs, their knowledge of technical and political-ideological elements was more present and understandable. In the case of international assessments, the contents of PISA and Erce were only on the syllabus of one institution.

In this analyzed framework, it is evident that the contents of external assessments, especially those linked to international ones, have not been adequately incorporated into assessment teaching in teacher education courses. This gap, among other issues, reveals a lack of emphasis on essential aspects that are part of the daily panorama of elementary and secondary schools.

Negligence in addressing these topics deprives prospective teachers of fundamental knowledge to understand and prepare for the challenges in the educational environment. By not adequately including AELE content in assessment teaching programs and teacher education, institutions limit the vision and competence of future educators, compromising their ability to adapt to an increasingly globalized educational scenario.

This gap not only reflects a disconnect between academic education and the demands of educational practice but also highlights the urgent need for a curriculum review to integrate the dimensions of the AELEs more comprehensively in the education of prospective teachers. Furthermore, the lack of familiarity with the contents of the AELEs induces teachers to reject assessments due to a lack of knowledge about their technical elements and can make them susceptible and vulnerable to the discourses surrounding these assessments.

The absence of a solid knowledge base about the functioning and objectives of assessments can result in the passive acceptance of superficial narratives or interpretations, which can compromise teachers' ability to participate in informed discussions and contribute to constructive debates about the role and impact of external educational assessments.

In conclusion, flawed education without specific AELE content can result in education professionals who not only lack a substantial understanding of the topic but are less prepared to critically engage in the complexities inherent to external assessment practices.

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