Abstract
This article examines both the Brazilian National Educational Direction and Basis of Law (Law9394/96) and the foundational premises of the Continuous Progression Policy and Program for Public Elementary Education established by Sao Paulo State Administration in 1998. The Continuous Progression Policy and Program re-organize Public Elementary Education in two levels with no passing standard requirements. We argue that this nonpassing standard requirements policy does not empower children for their own development as data collected from 187 children showed that self-esteem levels vary according to children's personal learning constructs.

Keywords
Public Elementary Education, self-esteem, learning constructs.