Abstract

Knowledge evaluation, as prominent activity of educational processes for its decisive pedagogical action, forces constantly to reflect about and debate on its practice. This leads to worrying questionings: how is it supposed to evaluate? Are the techniques and tools used appropriate? Does the way we evaluate make sense? Potentially, the teacher finds the answers investigating his or her own action in the classrooms. The following article is part of the results obtained by the authors in their research on alternatives to evaluate knowledge, among several options the figure-analogy evaluation is posed, since it offers important ideas and favorable alignments to be applied in the first stages of Primary Education.

Keywords

knowledge evaluation, analogy, education, analogical, figure-analogy evaluation.