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EVALUATIVE SCALES OF THE STUDENT'S FUNCTIONING TWO SUPPORTING INSTRUMENTS OF TEACHING

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Resumo

This work is about two evaluative scales meant to gather the students' perspectives on some dimensions of their functioning, between 8 and 13/14 years old. The main goal of the scales is to help teachers to deal with different aspects of learning, in order to facilitate teaching as a diversified task. One of the scales is focused on the Academic domain. In other words, it is conceptually close to areas or disciplines of the official education programs. The other one is focused on the Pro-Academic domain. It is linked with non intellectual variables that can interfere with the school achievement. Both instruments are supported by a multidimensional approach and its subject is about students' potentialities, interests, concerns and difficulties. In this article, we point out procedures that held the definition of the dimensions in each scale and results of validation studies, mainly of internal consistency.

keywords: evaluation scales, student performance, pedagogical context.