

**BASIC EDUCATIONAL ASSESSMENT SYSTEM: AN ANALYSIS OF THE PERIOD  
BETWEEN 2016 AND 2022**

**SISTEMA DE AVALIAÇÃO DA EDUCAÇÃO BÁSICA: UMA ANÁLISE DO PERÍODO  
ENTRE 2016 E 2022**

**SISTEMA DE EVALUACIÓN DE EDUCACIÓN BÁSICA: UN ANÁLISIS DEL  
PERÍODO ENTRE 2016 Y 2022**



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**ABSTRACT:** The present study aims to analyze the main changes that occurred in the Basic Educational Assessment (SAEB) between 2016 and 2022. To this end, qualitative research was used through document analysis, with the use of technical reports, historical documents, and relevant legislation. The study highlights a period of major changes, followed by a pandemic and stagnation. In the analyzed period, a common national curriculum base was implemented, which brought significant changes to the SAEB. Among the main changes over this period are the inclusion of new curriculum components in the evaluation, unification of assessments, and evaluation of literacy in the 2nd year of elementary school. It is concluded that changes were planned between 2017 and 2018 in the analyzed period, and in the later period, these changes were simply implemented.

**KEYWORDS:** SAEB. Basic Educational Assessment. IDEB.

**RESUMO:** *O presente estudo tem como objetivo analisar as principais mudanças ocorridas no Sistema de Avaliação da Educação Básica (SAEB) entre os anos de 2016 e 2022. Para tanto, foi utilizada a pesquisa qualitativa, por meio da análise documental, com o uso de relatórios técnicos, documentos históricos e legislação pertinente. A análise efetuada evidencia um período de grandes mudanças, seguido por pandemia e estagnação. No período analisado, uma base nacional comum curricular foi implementada e trouxe mudanças significativas sobre o SAEB. Entre as principais alterações ocorridas ao longo desse período estão: inclusão de novos componentes curriculares na avaliação; unificação das avaliações; e avaliação da alfabetização no 2º ano do ensino fundamental. Conclui-se que no período analisado foram planejadas mudanças entre 2017 e 2018, e no período posterior essas foram simplesmente implementadas.*

**PALAVRAS-CHAVE:** SAEB. Avaliação da Educação Básica. IDEB.

**RESUMEN:** *El presente estudio tiene como objetivo analizar los principales cambios que ocurrieron en el Sistema de Evaluación de la Educación Básica (SAEB) entre 2016 y 2022. Con este fin, la investigación cualitativa se utilizó mediante el análisis de documentos, con el uso de informes técnicos, documentos históricos y legislación relevante. El análisis hizo destacar un período de cambios importantes, seguido de pandemia y estancamiento. En el período analizado, se implementó una base del plan de estudios nacional común y trajo cambios significativos al SAEB. Entre los principales cambios durante este período se encuentran: inclusión de nuevos componentes curriculares en la evaluación; unificación de evaluaciones; y evaluación de la alfabetización en el segundo año de la escuela primaria. Se concluye que en el período analizado se planificaron cambios entre 2017 y 2018, y en el período posterior estos cambios simplemente se implementaron.*

**PALABRAS CLAVE:** SAEB. Evaluación de la educación básica. IDEB.

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## Introduction

Between 2016 and 2022, Brazil experienced significant political changes that brought different and diverse impacts on the lives of its population. Since 2016, the country has undergone periods of drastic changes on one hand and stagnation on the other, across various sectors, from the economy to education. In the field of education, this scenario was particularly intense. Between 2016 and 2022, during the administrations of Michel Temer (August 31, 2016, to December 31, 2018) and Jair Messias Bolsonaro (January 1, 2019, to December 31, 2022), education underwent significant changes. Under the government of Michel Temer, intense transformations occurred, while during Jair Messias Bolsonaro's administration, there were periods of stagnation and, at times, setbacks.

Arguably, the main change in education during Michel Temer's government was the approval in December 2017 of the Common National Curricular Base, known as the BNCC (Brasil, 2018a). The approval of the BNCC brought along some "guidelines" for the education systems and the federal government itself, as indicated by the Resolution of the National Council of Education, CNE/CP No. 2, of December 22, 2017 (Brasil, 2017a), which establishes and guides the implementation of the BNCC, making such guidelines mandatory. Among them, the following can be highlighted: (a) by 2020, revise the curricula of basic education, both in public and private networks, in order to align them with the BNCC, and (b) by 2018, align the reference matrices of national assessments and exams in primary education with the BNCC.

In this context, in 2018, aiming to comply with what is advocated by Resolution CNE/CP No. 2, of December 22, 2017 (Brasil, 2017a), regarding the alignment of the reference matrices of national assessments and exams in basic education with the BNCC, as well as considering the revisions for the alignment of state curricula with the base, the National Institute for Educational Studies and Research Anísio Teixeira (INEP), an autarchy linked to the Ministry of Education (MEC), began a process of reviewing the Basic Education Assessment System (SAEB). Following the revision conducted in 2018, several changes were planned and announced for the subsequent edition of the SAEB, which took place in 2019.

Until the year 2017, the SAEB administered tests in the Portuguese language, focusing on reading and comprehension, and in mathematics, aimed at problem-solving. Additionally, contextual questionnaires were administered to students, teachers, and principals. The assessed grades included the 5th and 9th grades of elementary school, as well as the 3rd grade of high school. The SAEB consisted of the National School Performance Assessment (ANRESC), known as Prova Brasil, and the National Assessment of Basic Education (ANEBC). While *Prova*

*Brasil* focused on the census evaluation of public schools in the 5th and 9th grades of elementary school, the purpose of ANEB was to sample evaluate the private network and the 3rd grade of high school.

Still, in October 2017, when the results of the 2016 ANA were released, it was announced that from 2019 onwards, a New SAEB would be implemented. Thus, the acronyms ANEB, ANRESC, and ANA would all disappear. All assessments aimed at basic education would be identified as SAEB, with the respective assessed grade indicated. The literacy assessment, aiming to fulfill what was foreseen in the BNCC, shifted to the 2nd grade of elementary school from 2019 onwards. Therefore, the 2nd grade of elementary school became the reference year for literacy, and the age reference changed from 8 to 7 years old.

In 2018, Decree No. 9,432 of June 29, 2018, regulated the National Policy for Evaluation and Exams of Basic Education (Brasil, 2018b). Article 2 of this decree outlines the objectives of said Policy.

- I – Diagnose the conditions of offering basic education;
- II – Verify the quality of basic education;
- III – Provide subsidies for monitoring and improving educational policies;
- IV – Assess the competencies and skills of students;
- V – Promote the educational inclusion of youth and adults; and
- VI – Promote the progression of the education system (Brasil, 2018b, our translation).

The National Policy for Evaluation and Exams of Basic Education, according to Decree No. 9,432 of June 29, 2018 (Brazil, 2018b), consists of the SAEB, the National Examination for Certification of Youth and Adult Competencies (ENCCEJA), and the National High School Examination (ENEM). The SAEB is characterized as a set of instruments that enables both the production and provision of empirical evidence about the quality of the stages that make up basic education in Brazil, namely: Early Childhood Education, Elementary Education, and High School.

The SAEB is necessary to verify compliance with a constitutional precept, which is present in art. 206, item VII of the Federal Constitution (Brasil, 1988), which refers to the guarantee of a standard of quality in education. In other words, the State must ensure not only access to education as a right but also ensure the quality of the education provided. In this manuscript, quality is understood as a multifactorial concept, comprising both intra-school factors, such as the teaching and managerial staff, and extra-school factors, such as the

socioeconomic and cultural conditions of families. In this sense, the SAEB contributes to assessing a part of what this concept of education quality would be.

To better understand the SAEB, which is the subject of this article's study, it is necessary to provide a historical overview of this evaluation system, starting in 1995, when comparable results of Brazilian students are available. The following sections will present: the study methodology, the history of the SAEB from 1995 to 2022; analysis of the SAEB from 2016 to 2022; and the conclusion.

## **Methodology**

This study employed a qualitative method through documentary analysis. The following criteria were observed for document selection: authenticity, credibility, representativeness, and significance (Flick, 2009). Concerning representativeness and significance, typical documents on the topic and comprehensible ones were selected, respectively.

The corpus of analysis comprised documents that underwent some analytical scrutiny, such as reports, as well as documents that had not necessarily undergone further analyses related to the topic treated here, such as legislation (Gil, 2014). Thus, the corpus was formed by relevant legislation, including the Federal Constitution, the Law of Guidelines and Bases of National Education, the law approving the National Education Plan, and the Common National Curricular Base, as well as the decree regulating the National Policy of Evaluation and Exams of Basic Education, among others. Technical reports produced by official bodies also formed part of the analytical corpus.

All obtained documents were analyzed regarding their content, contrasting the information with the history of the SAEB and literature on the subject, aiming to achieve the objective of this study.

## **SAEB History: From 1995 to 2022**

The historical series of comparable SAEB results began in 1995, being conducted every two years, with tests in Portuguese language and mathematics administered to a sample of students in the 4th and 8th grades of elementary school (currently 5th and 9th grades of elementary school) and for the 3rd grade of high school (currently 3rd grade of high school). At that time, as it was a sample evaluation, there were no results from the municipality or



school. The results were disclosed by region and federation unit, as well as by educational network.

In 1997, the most significant change in the SAEB occurred with the construction of Reference Matrices, which were used as the basis for the development of the applied items (Brazil, 2023). The reference matrix is the document used in large-scale assessments as a guide for the development of test items. Experts in the field construct it, and it consists of a representative sample of the set of knowledge that is part of the curriculum in a specific area. The reference matrix does not assess every topic in the curriculum but should represent the content and cognitive processes outlined in this document. When developing the reference matrix, experts consider essentially two aspects, namely: the framework of knowledge in the area to be assessed, or the curriculum; and the format of the test to be developed, whether objective and/or discursive.

From the 2005 edition onwards, the SAEB experienced the most significant change up to that point, shifting from an assessment aimed at monitoring quality to a model based on accountability. It transitioned from a sample evaluation of the public school system to a census evaluation in elementary school, enabling the establishment of goals for each public school in the 5th and 9th grades of elementary school. To monitor the compliance with the goals set for each school, the Basic Education Development Index (IDEB) was created in 2007, with results available since the 2005 edition (Fernandes; Gremaud, 2020). Table 1 below summarizes the main characteristics of SAEB applications from 1995 to 2017.

**Table 1** – Characteristics of the application of SAEB, from 1995 to 2017

<b>Year of application</b>	<b>Series assessed</b>	<b>Target audience</b>	<b>Curricular components assessed</b>
1995	4th and 8th grade of 1st grade and 3rd grade of 2nd grade	Sampling of the public and private networks of the series was evaluated. Multigrade classes were also included.	Mathematics and Portuguese language
1997	4th and 8th grade of elementary school and 3rd grade of high school. Note: This year, the result was calculated using Item Response Theory (IRT).	A sampling of the public and private networks of the series was evaluated.	4th and 8th grade: Mathematics, Portuguese language and Science; 3rd year of high school: Portuguese language, Mathematics, Physics, Chemistry and Biology
1999	4th and 8th grade of elementary school and 3rd grade of high school.	A sampling of the public and private networks of the series was evaluated.	4th and 8th grade: Mathematics, Portuguese language and Science; 3rd year of high school: Portuguese language, Mathematics, Physics, Chemistry, Biology, History and Geography
2001	4th and 8th grade of elementary school and 3rd grade of high school.	Sampling of the public and private network of the series evaluated.	Mathematics, Portuguese language.
2003	4th and 8th grade of elementary school and 3rd grade of high school.	Sampling of the public and private network of the series evaluated.	Mathematics, Portuguese language.
2005	4th and 8th grade of elementary school and 3rd grade of high school.	Census for the public network of the 5th and 9th years of elementary school; sample for the 3rd year of high school and for the private network.	Mathematics, Portuguese language.
2007	4th and 8th grade of elementary school and 3rd grade of high school.	Census for the public network of the 5th and 9th years of elementary school; sample for the 3rd year of high school and for the private network.	Mathematics, Portuguese language.
2009	4th and 8th grade of elementary school and 3rd grade of high school.	Census for the public network of the 5th and 9th years of elementary school; sample for the 3rd year of high school and for the private network.	Mathematics, Portuguese language.
2011	5th and 9th year of elementary school and 3rd year of high school	Census for the public network of the 5th and 9th years of elementary school; sample for the 3rd year of high school and for the private network.	Mathematics, Portuguese language.
2013	5th and 9th year of elementary school and 3rd year of high school	Census for the public network of the 5th and 9th years of elementary	Mathematics, Portuguese language.

		school; sample for the 3rd year of high school and for the private network.	
2015	5th and 9th year of elementary school and 3rd year of high school	Census for the public network of the 5th and 9th years of elementary school; sample for the 3rd year of high school and for the private network	Mathematics, Portuguese language.
2017	5th and 9th year of elementary school and 3rd year of high school	Census for the public network of the 5th and 9th years of elementary school; sample for the 3rd year of high school and for the private network.	Mathematics, Portuguese language.

Source: Brazil (2023).

It is essential to highlight that in its early editions, between 1995 and 2003, SAEB was only intended for monitoring the quality of education, assessed through tests and questionnaires applied on a large scale, in a sampling manner, in all federative units of the country, in both public and private networks. The results were used for the implementation, monitoring, and evaluation of public policies. Before 2005, there was no concern about the individual results of schools.

As can be seen in Table 1, the main focus of the assessment has always been the end of essential stages of basic schooling, such as the 5th and 9th grades of elementary school and the 3rd grade of high school. Regarding the evaluated curriculum components, the emphasis on the Portuguese language and mathematics is clear, with only the 1997 and 1999 editions attempting an expansion, but it did not continue in subsequent editions. Regarding the target audience of the assessment, between 1995 and 2003, there was no concern with monitoring individual schools, which changed with the 2005 edition.

Between the editions of 2005 and 2017, the only relevant change was the expansion of census application, which already occurred in the 5th and 9th grades of elementary school, to the 3rd grade of high school. Table 2 below summarizes the main characteristics of the New SAEB application between the years 2019 and 2021, there was no change between these two applications, everything occurred as foreseen in Decree No. 9,432, of June 29, 2018.



**Table 2** - Characteristics of SAEB application, from 2019 to 2021

Assessed Grades/Levels	Target Audience	Basis for formulating tests	Curricular components evaluated
Daycare and preschool	Public schools (sample)	BNCC	Application of Questionnaires
2nd year of elementary school	Public schools (sample) Private schools (sample)	BNCC	Portuguese language and Mathematics
5th and 9th year of elementary school	Public schools (census) Private schools (sample)	2001 Reference Matrix	Portuguese language and Mathematics
9th year of elementary school	Public schools (census) Private schools (sample)	BNCC	Natural Sciences and Human Sciences
3rd year of high school	Public schools (census) Private schools (sample)	2001 Reference Matrix	Portuguese language and Mathematics

Note: The new SAEB matrices, aligned with the BNCC, were developed and published in a preliminary version in December 2018.

Source: Authors' elaboration.

From 2019 to 2021, as prescribed in 2018, in the National Policy for the Evaluation and Exams of Basic Education, the following changes were implemented:

- ✓ Literacy assessment started to be conducted in the 2nd grade of elementary school;
- ✓ The assessment of early childhood education began, with the administration of electronic questionnaires exclusively for teachers and principals. Municipal and state education secretaries also started to respond to electronic questionnaires;
- ✓ The BNCC became a reference for formulating items for the 2nd grade of elementary school (Portuguese language and mathematics) and the 9th grade of elementary school (for tests in natural sciences and humanities);
- ✓ The acronyms ANA, ANEB, and ANRESC ceased to exist, and all assessments in primary education were identified by the name SAEB, accompanied by the stages and areas of knowledge.

Considering this context of major changes in SAEB, starting with Michel Temer's government, as well as the period of implementation of the proposed changes, in Jair Messias Bolsonaro's government, the objective of this article is to analyze the main changes that occurred in SAEB between the years 2016 and 2022. To this end, qualitative research was used through document analysis, technical reports, historical documents, and relevant legislation.

## **SAEB analysis: from 2016 to 2022**

In the previous section, it is possible to follow the main characteristics of the application of SAEB throughout its historical series. In this section, we intend to analyze this trajectory in light of the relevant legislation, as well as the governments that were in power in each period analyzed. The choice of 2016 as a starting point is due to the fact that this is the point from which, to date, there is no similar analysis available in the literature.

Goals 1, 2, and 3 of the PNE 2014-2024 (Brasil, 2014) bring the universalization of access to compulsory education from 4 to 17 years of age as an important target to be achieved in order to guarantee a fundamental right, which is the right to education.

Article 205 of the Federal Constitution declares education as a right for everyone and a duty of the State and the family. This is one of the legal frameworks for the obligation to universalize access to education to increasingly challenge governments. The National Education Guidelines and Bases Law (LDB 9,394/1996), in its Article 4, establishes that “the State’s duty with public school education will be carried out by guaranteeing: I – free and compulsory basic education of the 4 (four) at 17 (seventeen) years of age” (Brasil, 1996, our translation). This determination comes from the Major Law, the Federal Constitution itself, which, in Article 208, establishes that:

The State’s duty with education will be carried out by guaranteeing – compulsory and free basic education from 4 (four) to 17 (seventeen) years of age, including its free provision for all those who did not have access to it at their own age (Brasil, 1988, our translation).

Such regulations strengthen the initiatives for expanding the public education system, aiming to serve the entire population entitled to it. According to the Report of the 4th Cycle of Monitoring the Goals of the National Education Plan 2022 (Brasil, 2022), the evolution of access to basic education observed during the validity of the current PNE 2014-2024 had been increasing until the COVID-19 pandemic, when the coverage of the population aged 6 to 14 decreased from 98% in 2020 to 95.9% in 2021. Regarding access to school for the population aged 15 to 17, in 2021, the coverage was 95.3%. As for access to high school, in 2021, 74.5% of the population aged 15 to 17 either attended this stage or had already completed basic education.

Alongside the issue of access, another aspect gaining increasing prominence in the scope of educational policies is that of quality. According to the Federal Constitution, Art. 206, education shall be provided based on the following principles: "I - equality of conditions for

access and permanence in school; VII - a guarantee of a quality standard; IX - a guarantee of the right to education and lifelong learning" (Brasil, 1988, our translation).

The guarantee of a quality standard and the right to learning need to be monitored. To this end, the SAEB has been used as a tool to monitor these rights, which was created precisely to assess the quality of Brazilian basic education. As it is applied biennially, in odd years, considering the temporal scope considered here, the SAEB was applied in 2017, 2019, and 2021.

The 2017 edition had its guidelines established by Ordinance No. 447, of May 24, 2017 (Brasil, 2017b). At the time, the possibility for the participation of private schools offering the 3rd year of high school by adhesion was opened, in addition to those already included in the sample. In the public network, the main change was the census evaluation of the 3rd year of high school. According to INEP (Brasil, 2019), more than 73 thousand schools and approximately 5.4 million students from public and private schools were evaluated in the 2017 edition, corresponding to about 68% of those enrolled in elementary and secondary education according to the Basic Education Census of 2017.

The alignment of assessments with the National Common Curricular Base, endorsed in 2017, marks the edition of the 2019 SAEB, called the New SAEB. However, this alignment movement with the BNCC has been gradual, as it is observed that INEP prioritized the implementation of new matrices for areas that were not previously part of the evaluation, namely: Humanities and Natural Sciences. INEP also prioritized the implementation of matrices for the 2nd year of elementary school, which had not yet been evaluated through SAEB. The reason for not implementing the Portuguese Language and Mathematics matrices of SAEB for the 5th and 9th grades of elementary school and the 3rd year of high school was the IDEB, which would have its goal cycle completed in 2021.

Thus, in both the 2019 and 2021 editions, for the 5th and 9th grades of elementary school (only Portuguese and Mathematics), as well as for the 3rd and 4th grades of high school, the formulation of items based on the Reference Matrices that had been adopted since 2001 was maintained. A major innovation in the 2019 edition was the implementation of a pilot study involving early childhood education, aimed at obtaining contextual information about this segment. The evaluation involved the application of only electronic questionnaires for teachers and principals, as had already been done with other stages, but on this occasion, municipal and state education secretaries were also invited to provide information.

The COVID-19 pandemic, which interrupted face-to-face teaching in March 2020 throughout the national territory, raised concerns about the resumption of activities in 2021. Immersed in divergent opinions about whether or not to administer tests due to health issues and the social situation at the time, INEP confirmed, with the publication of Ordinance No. 250 of 2021, the holding of the 2021 SAEB edition (Brasil, 2021). Following the same standards as in 2019, among the arguments for continuing the assessment, even in the face of events, was that the moment was more than ever conducive to diagnosing student learning. It would be from this diagnosis that actions at various levels could be devised to restore what was lost.

The administration of SAEB 2021 was a replica of what occurred in 2019, without any changes; not even the base document for SAEB left by the previous government was modified or improved. Everything remained as previously planned in 2018. Likely, the constant changes in the management of the Ministry of Education and INEP between the years 2019 and 2022 influenced the maintenance of all the planning carried out in the previous government for SAEB. In 2019, the first minister to assume education in the Bolsonaro government was Ricardo Vélez Rodríguez (until April 8, 2019), followed by Abraham Weintraub (until June 19, 2020). The position remained vacant until July 16, 2020, when the last ministers of that government assumed office, Milton Ribeiro (until March 28, 2022), and Victor Godoy Veiga (until December 31, 2022).

Just as in the management of the Ministry of Education (MEC), that of the National Institute for Educational Studies and Research Anísio Teixeira (INEP) also underwent constant changes between 2019 and 2022, at all hierarchical levels of the agency. In January 2019, INEP began the year under the presidency of Maria Inês Fini (until January 14, 2019), followed by Marcus Vinicius Rodrigues, who assumed the Institute (until March 26, 2019), followed by Elmer Coelho Vicenzi (until May 16, 2019), Alexandre Lopes (until February 26, 2021), Danilo Dupas Ribeiro (until July 31, 2022), and Carlos Eduardo Moreno (until December 31, 2022). Amidst the constant changes, there were questions from both society and the press about the technical and operational feasibility of the Institute's assessments, which undoubtedly impacted any planning or changes to the System for the Evaluation of Basic Education (SAEB), the tool used to monitor the quality of Brazilian education.

Regarding the quality of education, in the National Education Plan 2014-2024 (Brasil, 2014), goal 7 specifies the promotion of quality in basic education at all stages and modalities, aiming to achieve the following national averages for the Education Development Index:

**Table 3 – Projected Averages for IDEB in the National Education Plan 2014-2024**

IDEB	2015	2017	2019	2021
Early years of elementary school	5,2	5,5	5,7	6,0
Later years of elementary school	4,7	5,0	5,2	5,5
High school	4,3	4,7	5,0	5,2

Source: National Education Plan 2014-2024 (Brasil, 2014).

With the exception of the early years of elementary school, none of the goals for the other stages, later years of elementary school and high school, were achieved between 2015 and 2021. In fact, in 2021, not even the early years of elementary school met the goal, as shown in Table 4. Considering that IDEB is an indicator of the quality of basic education, the right to quality education has not been guaranteed throughout the historical series monitored by the National Education Plan 2014-2024.

**Table 4 - IDEB Results from 2015 to 2021 - Brazil**

IDEB	2015	2017	2019	2021
Early years of elementary school	5,5	5,8	5,9	5,8
Later years of elementary school	4,5	4,7	4,9	5,1
High school	3,7	3,8	4,2	4,2

Source: IDEB Spreadsheets <https://www.gov.br/inep/pt-br/areas-de-atuacao/pesquisas-estatisticas-e-indicadores/ideb/resultados>.

Not only governments have been monitoring the quality of basic education through SAEB, but many researchers have made SAEB the focus of their studies. For example, Horta Neto, Junqueira, and Oliveira (2016) analyzed the evolution of this assessment system over the years, pointed out challenges such as the assessment of students with disabilities, and highlighted the influence of SAEB on other large-scale assessments developed in Brazil. Bonamino (2016), in turn, evaluated the discontinuity and inequality of contextual instruments within SAEB. The author draws attention to the relevance of contextual assessment to better understand the results obtained through cognitive instruments.

Castro (2016) conducted a study with a temporal cut between 1995 and 2002, bringing the discussion about SAEB within the context of educational reforms during this period. A similar study was conducted by Horta Neto (2018), but based on the bibliography, bringing the main changes that occurred in SAEB over the years, as well as the challenges and improvements that could be included in the System in order to broaden the focus beyond cognitive tests.

As can be seen, there are many studies about SAEB and its relevance in the context of educational policy. SAEB is fundamental to guaranteeing the right to quality public education, which encompasses the fundamental competencies and skills for the full exercise of citizenship.

The changes that occurred with the implementation of the BNCC, gradually, brought challenges to the System, especially in the last government, which was responsible for implementing the innovations.

### **Final considerations**

It is interesting to note that while there were many significant changes in the System for the Evaluation of Basic Education (SAEB) during the Michel Temer administration, especially those stemming from the National Curricular Common Base (BNCC), during the Bolsonaro administration, the System remained as it was planned in the previous government. No significant revisions were made, nor was there an analysis of the newly implemented changes. In terms of its planning, there was a period of stagnation that lasted four years.

In addition to the stagnation, throughout the last administration, there were no advancements in the study of reference matrices, pedagogical proficiency scales, and strategies for using the results. Furthermore, state and municipal governments continued to participate in the administration of a centralized evaluation at the national level, without more effective participation in its planning or implementation.

A system like SAEB requires constant study and updating, as it is an important driver of public policies. Basso, Ferreira, and Oliveira (2022) conducted a survey of the use of SAEB results by state governments and found their use in formulating state policies in areas such as management, teacher training, transparency, pedagogical materials, financial and material resources, and salary policies. A system with so many possibilities for use ends up being a key element in educational public policy.

It can be concluded that, over the period analyzed here, from 2016 to 2022, the evaluation of primary education in Brazil underwent significant changes with the implementation of the BNCC and the new SAEB, but also went through a long period of stagnation, punctuated by a pandemic, which had repercussions in all areas of society.



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