**TITLE:** Relations with the knowledge and learning in physics by means of formative assessment in an introductory course in classical mechanics.

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**ABSTRACT:**

This work, analyzes the involvement of five students in an introductory course in classical mechanics, with the theoretical basis for this purpose, the works of Bernard Charlot that deal with the issue of relations with the know, those of Thomas Kuhn on learning in physics and references about formative evaluation. As a result, we believe that formation of a network of relationships built by students over the course highlighting the importance of a systematic exposition of the apprentice exemplary situations that branch of science, as well, mixing with peers already fluent in that language, so that there is a significant contribution in the acquisition of new vocabulary acquisition that it can be even more pronounced if there is in the process of teaching and learning, an evaluative system that contributes to the autoregulation of student learning.

**Key words:** Learning Physics. Relationships With The Knowledge. Formative Evaluation.