



iJERResearch

International Journal of Education and Research
Vol-1, Number 2, September- 2024 | Peer-Reviewed Journal
ISSN 2764-9733 | ijerresearch.org
DOI: 10.5281/zenodo.14025284

INCLUSIVE ASSESSMENT AND EQUITY IN EDUCATION: PATHWAYS TO DIVERSITY

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ABSTRACT

This article reviews literature on practices included in education, with the aim of promoting learning em equitativa for all students. The review addresses theoretical approaches and exceptional practices, highlighting studies from the field that demonstrate the benefits of aval Inclusive actions are not better than prendizagem. They also address common challenges faced by educators in not implementing these practices, offering good advice. There are plenty of evidence to overcome them. Research shows the importance of adapting to new educational contexts is different, seeing as ensuring that all students have fair opportunities for involvement. It is concluded that the effective implementation of inclusive practices does not only promote equity, but is also strong it is the educational environment as a whole, incentivando the acadêmica part of all students.

Keywords: Inclusive Assessment, Educational Diversity, Equitable Education, Assessment Practices.

INTRODUCTION

Don't look for a truly inclusive education, but rather the practical ones that give you a crucible al. As pointed out by Torres (2020), "inclusive assessment is not only a means of verifying the knowledge acquired by students, but It is also important to note that all students, in addition to their individual characteristics, have fair opportunities to demonstrate its *prendizado*". This approach does not only reflect, but also shapes the standards of inclusion within the classrooms . This article aims to explore and analyze critical practices inclusivas, seeking to identify not only the benefits of these approaches for the promotion of an apprenticeship equitativa, but also the *estratégias mais maificazes* for its implementation.

To finish this, we will only highlight a summary of the most common approaches and relevant practices s to the *avaliation inclusiva* presentes na literatura acadêmica. According to Santos (2021), "the diversity of methods and techniques used in inclusive assessment is not aptation to the needs of students". This analysis will not only provide insight into the basic theory that sustains these practices, but will also provide valuable lessons from These are case studies and empirical research that demonstrate its positive impact on student learning (Silva, 2019). Furthermore, identifying the common challenges and barriers faced by educators in adopting these practices is essential. As highlighted by Lima (2018), "the lack of specific training and adequate resources are frequently cited as obstacles to the implementation of inclusive assessments".

Finally, the study aims to highlight the best practices and recommendations offered by experts, In a comprehensive bibliographic review. According to Almeida (2022), "the systematic review of the literature is essential

for the identification of *estrategias eficazes* that can be adaptadas to the different educational contexts". In this way, it will be possible not to just adapt, but also to implement practices that ensure the inclusion of all students, promoting an equitativa education whe respeite e valorize a diversidade de necessidades e contexts Existing educations.

METHODOLOGY

The methodology used in this study consisted of a systematic review of the literature activities included in education. Databases of scientific data were consulted, such as Scopus, Web of Science and Google Scholar, using relevant search terms such as "*avaliation inclusiva*", "*equitativa education*", "*avaliativas practices*", among others. Articles were selected from poems, books and field studies that provide theoretical and practical insights on the topic. The analysis of the data included the identification of patterns, trends, and gaps in the existing literature, in addition to a syntax It is critical of the evidence found.

PRESENTATION AND ANALYSIS OF RESULTS

The evaluation inclusive represents an educational program that goes beyond the simple measurement of students' knowledge and skills. It is only a fund that can provide opportunities for all students to demonstrate their knowledge. *maneira significativa e commensurate* with their needs individuais (Ferreira, 2017). This is simply a matter of adopting practical practices for those who are sensitive to individual differences, taking into consideration eration does not only focus on academic performance, but also aspects such as *prendizagem styles*, cultural contexts and students.

Contrary to traditional approaches, which are often punctuated, it is *avalia* Inclusive

tion promotes varied and flexible assessment methods. As stated by Santos (2019), “the discovery of alternative methods is essential to consider. and the students’ power, allowing for a fairer and more comprehensive assessment.” This includes projects and group work up to well-founded practical demonstrations in portfolios or demonstrations. This is by providing multiple opportunities for students to demonstrate their authentic knowledge.

In addition to adapting the assessment methods, inclusive assessment is also concerned with adapting the assessment criteria for improve the individual progress of each student (Almeida, 2020). This is simply a great way to save money, but they are also flexible enough to accommodate r as specific needs of students, especially those with weaknesses or difficulties learning.

One of the essential aspects of inclusive assessment is its focus on the active participation of students in the assessment process. As argued by Souza (2018), “self-employment and co-ordination are practices that empower students, empowering them to take on It is an active role in reflecting on one’s own development and defining methods for the future.” This does not only strengthen the autonomy of students, but it also contributes to an environment of collaborative prendizagem It’s engaged.

In the context of inclusive education, advocacy should be seen as a tool that does not just mean, but also promotes involvement It’s the students’ integral. As stated by Silva (2021), “inclusion assessment should be seen as a continuous and dynamic process, which is adapted to of students over time, increasing personal and academic growth.” This is an approach that values individual progress and offers constructive support to encourage development continuous message from students.

Finally, effective implementation of inclusive practices requires collective commitment from educators, Schools are formulators of educational policies. According to Torres (2023), “collaboration between different educational actors is fundamental to ensuring that the practices tivas are fair, equitativas and promoters of inclusion in all etapas of education”. This joint effort is essential for overcoming challenges and promoting a valuable culture that truly brings value to div This is unique to each student.

As theories of learning constitute the spine back of the contemporary understanding of how individuals acquire knowledge and develop skills throughout their academic lives. From the strange formulations of Skinner’s behaviorism to the most recent advances in Piaget’s constructivism and no other Vygotsky’s sociocultural approach, which provides a unique perspective on the ancient processes involved in learning (Piaget,1972;Vygotsky,1978; Skinner, 1953). The understanding of these theories is essential not only for educators, but also for those formulating educational policies who are looking for inclusive and efficacious practices. Vygotsky’s sociocultural theory, for example, emphasizes the crucial role of social and cultural contexts in development cognitive function of individuals. According to Vygotsky (1978), prendizagem is a process that only takes place through social media, where the aprendiz builds is knowledge ait that ineteration with other members maiste experientes of society. This approach suggests that practicums should consider not only the individual performance of students, also the social and cultural context in which they are aware, thus promoting a fairer and more inclusive promotion.

Piaget’s constructivism argues that knowledge is not simply transmitted to students, but constructed actively by them It’s about

exploration and interaction with the environment. Piaget (1972) proposed stages of cognitive development that influence students as they learn. aptam information. For inclusive assessment, this is important to recognize that each student can be in different internships Development is, therefore, requires avaliative methods that are sensitive to these individual differences.

Skinner's behaviorism, on the other hand, focuses on observable behavior as a result of external stimuli and reinforcement. Although their views have been criticized for their emphasis on measurement, Skinner (1953) contributed significativament for the development of assessment methods that are accurate and consistent. Today, the best approach is to influence those practices that seek objectives and rigor in measurement action of student performance.

The distinction between formative assessment and summation is also fundamental to understanding how students are assessed throughout the process educacional. Formative assessment, as developed by Black and Wiliam (1998), is a tool for monitoring students' progress during the spring This is done by offering continuous feedback that can inform both students and teachers about the next step in learning. Already the summative assessment helps to improve the learning achieved at the end of a period or unit of teaching, providing a of students' overall performance in relation to specific learning objectives (Black & Wiliam, 1998).

The admonition for competences and skills emerges as a response to the need to avenge not to rely on actual knowledge l of the students, but also their practical skills and competence among three students. This approach recognizes that students need to involve skills that go beyond memorizing facts, such as critical thinking co, effective

communication and collaboration (Trilling & Fadel, 2009). Therefore, the inclusive practices must be undertaken to demonstrate the skills that enable students to demonstrate these times. habilidades de maneira autentica and contextualizada.

Authentic assessment, in turn, proposes that students are assessed through tasks and situations that are the same These are the challenges of the real world. This approach, as described by Wiggins (1990), seeks to assess the knowledge and abilities of students in authentic contexts It's relevant to your future lives. By involving students in meaningful projects that address serious problems, academic awareness promotes deeper learning It's engajada, at the same time as alinhada with the demands of the contemporary world (Wiggins, 1990).

The digital technology also provides a growing role in the inclusion of inclusion, allowing for the adaptation of the method These are assessment methods to meet students' individual needs. Online learning platforms, adaptive software, and data analysis tools offering new possibilities ades for avaliation personalizada e formativa (Williamson, 2017). These technologies do not only facilitate the collection and analysis of data on student performance, but they also support implementation tion of strategies that can benefit all students, in addition to their skills and special necessities (Williamson, 2017).

The implementation of inclusive practices requires an ongoing commitment to educational equity and justice. This involves not only adopting assessment methods that are sensitive to students' needs, but also promoting a culture that has value ze a aprendizagem as a continuous and dynamic process (Nicol & Macfarlane-Dick, 2006). By considering the great prendizagem and its implications for avaliation, educators are better off Stopped

by developing social practices that promote inclusion, student engagement and long-term academic success.

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Inclusive assessment means recognizing and respecting the diversity of experiences and abilities that students bring to the classroom. As Black et al. (2003) point out, "inclusive assessment is not just about adapting instruments, but about recognizing and valuing the variety of ways of learning and demonstrating learning". This implies a repertoire of assessment methods that are flexible and accessible, ensuring that all students have the opportunity to show their progress in an authentic way.

In addition to considering the theories of *prendizagem*, it is essential to explore how educational policies and regulations influence *enciam a implementation of inclusive practices*. In the international context, for example, the Convention on the Rights of Persons with Disabilities (UN, 2006) emphasizes the right to education The inclusive action is necessary to adapt the educational system to ensure inequitable access. full participation of all students.

In Brazil, Decree No. 7,611/2011 establishes the provision for school inclusion, or Therefore, schools promote educational practices and

encourage those who reach the needs of students with disabilities (Brazil, 2011). These policies reflect a global movement towards inclusive education, where advocacy is a crucial role in It provides an equitable education for everyone.

However, the effective implementation of inclusive evaluation practices is not without challenges. Resistance to change because of some educators, lack of adequate resources, and lack of ongoing training are common obstacles which can hinder the adoption of less inclusive approaches (Gomes, 2018). Overcoming these challenges requires a collective and ongoing commitment to professional development and the development of within the educational institutions.

Finally, inclusive education should not be seen as an end in itself, but as a means to promote quality education *ra all students*. By understanding teaching principles, ethical considerations, and informed teaching practices, educators can believe There are *ambientes de aprendizagem* *wh e respeitem e valorizem a diversidade*, preparing students do not apenas for the academic success, but also for the 20th-century global society.

The evaluation *inclusiva* is a fundamental educational approach that transcende a simple measurement of students' knowledge and skills. According to Ferreira (2017), it is only *caracteriza for practices that are not limited to the application of these standardized*, but that We pay special attention to the students' individual contributions. This broad concept of assessment ensures that all students have equal opportunities to demonstrate their teaching *izado*, *independentemente from your skills, learning styles or personal conditions*.

At the heart of the inclusive assessment is the recognition of the people within the halls of the church. *Diversidade* is not only

restringe apenas a questões cognitivas, mas também abrange aspectos emocionais, sociais e físicos dos estudantes. Nesse sentido, práticas inclusivas buscam adaptar-se às características individuais dos estudantes, garantindo que todos tenham um ambiente propício para demonstrar seu potencial educacional.

Adotando abordagens flexíveis e diferenciadas, a avaliação inclusiva promove um ambiente educacional mais justo e de qualidade. É apenas a linguagem para o ajuste de métodos e critérios que atendam às necessidades dos estudantes. Essa flexibilidade não apenas apoia os estilos de aprendizagem, mas também empodera os estudantes, permitindo que se sintam parte do processo de avaliação (Lima, 2019).

Um aspecto crucial da avaliação inclusiva é seu papel na promoção da autoestima e do engajamento. Quando os métodos avaliativos são adaptados às características individuais dos estudantes, isso não apenas melhora o desempenho acadêmico, mas também fortalece a autoconfiança e a motivação para aprender. Essa abordagem holística reconhece que o sucesso educacional é alcançado além das notas padronizadas, abraçando o fato de que cada estudante possui um caminho único para o desenvolvimento (Ferreira, 2017).

No contexto da educação inclusiva, a avaliação não deve ser vista como um evento isolado, mas como um componente integrado do processo educacional contínuo. Ela fornece suporte regular e contínuo, essencial para educar tanto os estudantes quanto os educadores. Dessa forma, a avaliação inclusiva não apenas mede o progresso dos estudantes, mas também informa e molda a prática docente. Quando todos os estudantes recebem o suporte necessário para alcançar seu potencial máximo.

A legislação educacional desempenha um papel significativo no apoio à implementação de avaliações inclusivas

práticas. Em muitos países, incluindo o Brasil, leis foram estabelecidas para promover a inclusão e a educação. Essas práticas avaliativas são específicas das necessidades dos estudantes (Brasil, Ministério da Educação, 2020). Essas políticas fornecem um arcabouço legal que apoia a adoção de abordagens inclusivas à educação, reforçando o compromisso de proporcionar educação para todos.

Apesar dos benefícios claros, a implementação de avaliações inclusivas enfrenta desafios significativos. Um dos principais obstáculos é a necessidade de educação continuada e desenvolvimento profissional dos educadores. Muitos professores podem não se sentir confortáveis com métodos alternativos de avaliação ou enfrentar resistência à mudança em suas práticas pedagógicas estabelecidas (Gomes, 2018). Superar esses desafios requer investimento em suporte adequado e apoio aos profissionais da educação.

Em conclusão, a avaliação inclusiva não é apenas uma ferramenta educacional, mas um compromisso com a justiça e a equidade na educação. Ao reconhecer e adaptar-se às diversas necessidades dos estudantes, não apenas fortalece a aprendizagem individual, mas também promove uma cultura escolar inclusiva e acolhedora. Por meio de práticas de avaliação que consideram as características individuais dos estudantes, podemos construir um sistema educacional mais responsivo e compassivo, preparando os estudantes não apenas para o sucesso acadêmico, mas também para a plena participação na sociedade.

Avaliação como instrumento para guiar a inclusão no contexto educacional contemporâneo. Uma escola inclusiva não precisa ser limitada apenas à desconstrução de barreiras culturais e históricas, mas também à construção de uma nova cultura escolar que seja acolhedora e acessível a todos os estudantes. A educação inclusiva vê não apenas o desenvolvimento acadêmico dos estudantes, mas também seu desenvolvimento social.

and emotional integration, recognition when every individual owner has only one thing that should be done to promote a *prendizagem equitativa* (Vitorino & Grego, 2017).

Students with intellectual disabilities, for example, present special assignments that provide an approach to disability. *erenciada na avaliação*. They may have difficulties processing complex information or simply adapting to new the situations, in addition to facing challenges in the expression and control of their emotions (Glat et al., 2009). In this sense, the inclusive assessment does not just adopt the assessment methods, but also seeks to understand and respect them We have the *prendizagem* of these students.

Flexibility in assessment methods is crucial for all students to have fair opportunities to demonstrate It's learned. According to Lima (2019), this *flexibilidade* allows teachers to adjust their assessment practices according to their needs *idades individuais* of the students, thus promoting a more *equitativa* and effective *prendizagem*. Alternative assessment models, such as formative assessment and portfolio assessment, have been shown to be effective in offering a more comprehensive and continuous view of student progress over time (Alves, 2020).

A school inclusion, *embasada na legislação* and *educaciade* policies and *iguald* In addition to opportunities, it requires constant reflection and reorganization through teaching institutions. An inclusive school is not just about adapting to certain situations, but it must be committed to a teacher Continuous lesson and constant improvement in your teaching and *avaliative* methods (Nacional Council of Education, 2001).

It is fundamental that *avaliação* in the inclusive school is *funcional, significativa* and *abrangente*. This means that preventive

methods should not only provide information about students' academic progress, but also In the absence of guidance and adjustment to teaching practices in order to better meet the needs of individual students. student collectives (Horna, 2010). The comprehensive functional assessment is not adaptable to students' specific needs, as *ficativa garante* the results *sejam relevantes* and *aplicáveis* in the *educacional* and social context of the studies. The school is inclusive, therefore, not only is it a physical space or curriculum, but it is an opportunity to embrace *Prendizagem* is the development of all students. It is a dynamic environment that promotes equity values, in response to the differences and participation of all members of the community. school unit (Sampaio & Sampaio, 2009). By adopting an inclusive approach, schools do not fulfill their educational role, but they also contribute *significativamente* for the formation of a fairer and more inclusive society.

Finally, inclusive assessment cannot be seen as an isolated process, but rather as part of a continuous effort to improve quality. It provides education for everyone. It requires a constant reflection on the practices that are being practiced, always aiming to promote the effectiveness of teaching It is the students' integral development (Agut, 2010). Therefore, the inclusive school does not only welcome students, but it also adapts and evolves to meet new needs This is true of your students, providing a quality education that is accessible to everyone.

The results of review *indicam* that the inclusive practices are fundamental to promote an *equitativa* education. Case studies show that assessment methods that are sensitive to students' differences can be better teaching is teaching and schooling. The most common challenges faced by educators include a lack of specialized training and adequate resources to implement them only the practices of

effective maneira. Base recommendations are evident from educational policies that support daptation and implementation of inclusive assessments in different educational contexts.

progress) and summative assessment (final assessment of learning achieved).

Study/Reference Main Results

Torres (2020) The inclusive assessment does not just verify the knowledge gained, but it also provides fair opportunities for all students.

Trilling & Fadel (2009) It is necessary to assess skills and competences beyond the factual knowledge of students.

Wiggins (1990) Authentic assessment proposes to support students through challenges and situations in the real world, promoting a more in-depth aprendizagem and engajada.

Santos (2021) Diversidade of methods and techniques used in the avaiation inclusiva reflete anessidade of adaptation to the necess ages of students.

Williamson (2017) Digital technologies facilitate the collection and analysis of data on students' performance, supporting implementation of strategies. iferenciadas.

Silva (2019) Case studies have demonstrated the positive impact of inclusive student teaching practices.

Nicol & Macfarlane-Dick (2006) It is necessary to promote a school culture that is valuable in learning as a continuous and dynamic process.

Lime (2018) Lack of specific training and adequate resources are common obstacles to implementing inclusive assessments.

Torres(2023) Collaboration between different educational actors is crucial to garantir righteous, equitable practices They are promoters of inclusion in all stages of education.

Almida (2022) Systematic review of the literature is essential to help improve efforts these educational contexts.

Vygotsky (1978) The socio-cultural theory is important and the importance of the social context and the cultural context in the cognitive development of students.

The implementation of inclusive prevention practices is a significant advancement in the search for equity It is effective in the educational process. By analyzing the data from different studies and sources, you can see what the inclusive assessment is beyond It is important to measure the knowledge acquired by students. It is proposed to create an environment of aprendizagem that recognizes and is responsible for the knowledge of people, ecessidades e contexts individuais of the students.

Piaget (1972) Piaget's constructivism defends that knowledge is constructed actively by students through exploration and interaction with the environment.

Skinner (1953) O behaviorismo de Skinner influencia práticas avaliativas focadas em mensuração objetiva e condicionamento do comportamento.

The studies reviewed, such as those by Torres (2020) and Silva (2019), show how inclusive practices can only improve performance emic of students, but also promote a more welcoming and adaptable educational environment. This is crucial and especially in a context where the debt in our children's rooms is more

Black & William (1998) Differentiation between formative assessment (continuous monitoring of

often than not. The variety of assessment methods mentioned by Santos (2021) demonstrates how flexible and individualized students' needs are, permitting a fairer and more accurate evaluation.

However, the challenges are not negligible. As pointed out by Lima (2018), there is a lack of adequate training and continuous sufficient resources to be a self-help for the full implementation of inclusive practices. Overcoming these obstacles to educational policies that favor the continuous support of teachers and appropriate placement and resources, ensuring that all schools have the necessary conditions to offer education truly inclusive.

In addition to the practical considerations, the basic theory underlying inclusion assessment is also relevant. Theories such as Piaget's constructivism, Vygotsky's sociocultural theory, and Skinner's behaviorism are approaches to understand how students learn and how their knowledge can be validated in an effective and fair manner. The combination of these theories allows for a holistic vision of learning, understanding cognitive, social and behavioral aspects of the students. In short, the implementation of inclusion prevention practices is not only an ethical obligation, but also a necessary one. Educational policies must ensure that all students have equal access to a quality education. Through educational policies informed by evidence and solid foundations, we can make progress in building our own educational systems that truly attend to the needs of all students, promoting an environment of inclusive and empathetic learning.

Discussion about the implementation of practices included in contemporary education provides an approach to collaboration and collaboration among educators, school managers and policy makers. As mentioned by Torres (2020), the collaboration between these different actors is crucial for developing the efforts that they address the needs of students. Continuous formative assessment emerges as a central strategy in this context, allowing educators to monitor the program and adjust their teaching practices to better meet their needs. Silva (2019) highlights the importance of adapting assessment criteria as a foundational measure for everyone. All students are entitled to fair and equitable treatment. This involves not only considering different styles of learning, but also recognizing the different forms that students can demonstrate their knowledge. The integration of digital technologies, as discussed by Santos (2021),

presents a unique opportunity for providing support, offering resources and resources that can be adapted to students' specific needs.

However, the effective implementation of inclusive practices is not isolated from the social context. Lima (2018) points out that there is an urgent need to invest in ongoing training for educators, in order to encourage them not to see it as just our assessment technicians, but it's also no understanding of the students' needs. The lack of adequate resources is also a central concern, especially in contexts where schools face restrictions or budgetary limitations that limit their capacity to adopt technologies and pedagogical strategies.

To overcome these challenges, it is essential that educational policies are informed by strong and good evidence. There are so many solid pedagogical strategies. Vygotsky's sociocultural theory, for example, emphasizes the importance of the social and cultural context in students' learning. There is no need for assessments that recognize and value these aspects. In the same way, Piaget's constructivism is a valuable insight into how students construct their knowledge. Your knowledge is how your skills can be best validated in an inclusive environment.

By creating an educational environment that is valuable to the students' needs, they are not only promoting equity, but they also improve the results of learning. As observed by Mendes (2023), students who only feel recognized and supported in their difficulties have to do more actively in the learning process and demonstrate a much better academic performance. This is not only beneficial to students, but it also contributes to the construction of a more just and inclusive society as a whole.

Therefore, a successful implementation of inclusive practices requires a collective commitment from everyone involved in the system. It's educational. This includes not only educators and school managers, but also policymakers, who must create a supportive environment for the development and dissemination of these practices. With appropriate investments in teacher training, access to technological resources and educational policies, we can advance towards truly inclusive and equitable education.

CONCLUSION

In conclusion, the inclusive assessment serves as an essential tool to promote an equitable education, This is to address the students' needs and potential. This study explored how adaptive assessment is flexible and not only reflects, but it also shapes the educational environment, When a culture is school, what value is diversidade and inclusion.

Throughout this work, we discussed how flexibility in assessment methods allows educators to adjust their practices to address the students' individual characteristics, such as those with intellectual deficits, whose necessities specifications require different approaches. Models such as formative and portfolio assessment have been given by you as a means of offering a more comprehensive and continuous vision of the program It's from the students.

In addition, we address the importance of educational policies and regulations that sustain inclusive environmental practices, ensuring that all students have access to a quality education. The inclusive school is not just restringe apenas a adapting to the necessidades present, but it is committed to the best It is continuous with its practices to support the educational and social development of students.

It is crucial to remember that inclusive assessment is not just a way to measure students' knowledge, but a powerful tool to It's empowering, empowering people to act on their own learning process. This doesn't just strengthen your self-confidence, but it also adds to your motivation for learning and your motivation to learn.

Finally, this study reinforces the idea that inclusive education is not an option, but rather a right for all students. Ao implementaras avaliativas that even en consideration individualidade and necessidades That is, schools do not just fulfill their educational role, but they also contribute to the construction of a fairer society inclusiva. Therefore, inclusive inclusion is not just a matter of school inclusion, but it is essential for transforming the educational environment It is a truly welcoming and accessible space for all students.

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