
Students of special education and large-scale assessment-scale assessments: reflections from a teaching network in the northern plateau of Santa Catarina

Estudantes público alvo da educação especial e avaliações em larga escala: reflexões a partir de uma rede de ensino do planalto norte catarinense

Alumnos destinatarios de educación especial y evaluaciones a gran escala: reflexiones de una red de enseñanza en la meseta norte de Santa Catarina

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Abstract: This text discusses the application of large-scale evaluations to special education students. It firstly addresses the theme of large-scale evaluations and how they have become benchmarks for the quality of education in international and national contexts. Prova Brasil is approached in a more specific way. The way in which the inclusion of these students has been carried out through the National Policy for Special Education in the Inclusive Education Perspective (Política Nacional de Educação Especial na Perspectiva da Educação Inclusiva – PNEEPI) is also investigated. Finally, the article discusses how the inclusion process of special education students has been in the daily routine of schools and how it occurs or not regarding the application of Prova

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Brasil. The data analyzed were collected using semi-structured interviews with teachers, educators, and principals of three public schools located in the northern plateau of Santa Catarina, Brazil. Thematic analysis was chosen as the data analysis method. Our conclusions pointed out that the inclusive perspective presented in the PNEEPEI goes against aspects related to large-scale evaluations, specifically Prova Brasil. Furthermore, we highlighted that the logic of the exam is perverse with both teachers and students, especially those ones of special education.

Keywords: Large-scale evaluations. Prova Brasil. Special education students.

Resumo: Este texto problematiza a realização de avaliações em larga escala para o público alvo da educação especial (PAEE). Para tanto, inicialmente, trata-se do tema das avaliações em larga escala e o modo como elas se inseriram como balizadoras da qualidade da educação no contexto internacional e nacional. Aborda-se de forma mais específica a Prova Brasil. Na sequência, apresenta-se o modo como a inclusão destes estudantes vêm sendo realizada por meio da Política Nacional da Educação Especial na Perspectiva da Educação (PNEEPEI). Por fim, aborda-se como tem sido o processo de inclusão dos estudantes PAEE no dia a dia das escolas e de que maneira eles têm sido incluídos ou não, quando se trata da realização da Prova Brasil. Os dados apresentados foram coletados por meio de entrevistas semiestruturadas com professoras, pedagogas e diretoras de três escolas de uma rede pública localizada no planalto norte catarinense. Usou-se a análise temática como método de análise dos dados. Conclui-se que a perspectiva inclusiva tratada no PNEEPEI vai ao encontro dos aspectos relacionados às avaliações em larga escala, especificamente a Prova Brasil. Ademais, destaca-se o quanto a lógica da prova é perversa com docentes e estudantes, especialmente aqueles que constituem o público alvo da educação especial.

Palavras-chave: Avaliações em larga escala. Prova Brasil. Público alvo da educação especial.

Resumen: Este texto discute la realización de evaluaciones a gran escala para el público de la educación especial (PAEE). Para ello, inicialmente, se abordan las evaluaciones a gran escala y como ella se han convertido en referentes de la calidad de la educación en el contexto internacional y nacional. De manera más específica, se aborda la Prova Brasil. A continuación, se presenta como se ha producido la inclusión de esos estudiantes a través de la Política Nacional de Educación Especial en la Perspectiva de la Educación Inclusiva (PNEEPEI). Finalmente, se discute como es el proceso de inclusión de los estudiantes PAEE en el día a día de las escuelas y como ellos son incluidos o no en el Prova Brasil. Los datos presentados fueron recolectados den entrevistas semiestruturadas con maestros, pedagogos y directores de tres escuelas públicas ubicadas en el altiplano norte de Santa Catarina, Brasil. El método de análisis de datos utilizado fue el análisis temático. Se concluye que la perspectiva inclusiva tratada en la PNEEPEI va al encuentro de los aspectos relacionados con las evaluaciones de gran escala, específicamente la Prova Brasil. Además, se destaca como la lógica de la prueba es perversa con profesores y estudiantes, especialmente con los de la educación especial.

Palabras-clave: Evaluaciones a gran escala. Prova Brasil. Público de la educación especial.

Introduction

Nowadays, it has been seen large-scale evaluations have performed an important role to indicate the quality of education. However, this model of evaluations has connected concepts commonly used in market relations, like efficiency, efficacy, result, and performance, which are not compatible with the perspective of an education to a critical, emancipated, and autonomous constitution of the subject. Moreover, in the last decades, the movement that ensures the right to education for special education students gained strength in the national territory, becoming more expressive day-by-day concurrently to the standardized model of large-scale evaluations.

This way, based on the mentioned problematization, this article aimed to analyze how the process of inclusion of special education students has been seen by professionals and schools of a city from the northern plateau of Santa Catarina, Brazil, thinking about the daily school practices and the

application of Prova Brasil⁴. For that, it deals with the theme of large-scale evaluations and how they have become benchmarks for the quality of education in the international and national contexts, bearing in mind how the market concepts and the individualization of results have influenced the school practices.

Next, there is a presentation about the way the inclusion of special education students has been carried out through the National Policy for Special Education in the Inclusive Education Perspective (Política Nacional de Educação Especial na Perspectiva da Educação Inclusiva – PNEEPEI) – Resolution no. 4/2009. For that matter, it is highlighted how the inclusive perspective goes against the aspects related to large-scale evaluations, specifically Prova Brasil, talking about accessibility and the standardization used in this model of evaluation.

Finally, through semi-structured interviews with professionals of the public school system located in the northern plateau of Santa Catarina, the article discusses how the inclusion process of special education students has been in the day-to-day life of schools and how it occurs or not when it comes to Prova Brasil.

Based on this theoretical framework and this empirical material, it is considered large-scale evaluations have been a way to score schools, emphasizing the results reached through standardized instruments. This way, the inclusive perspective adopted by PNEEPEI (Resolution no. 4/2009) is not completely comprehended in the evaluations in relation to the right guaranteed accessibility of these students.

Large-scale evaluations: adoption of concepts from the market relations by the school environment

In the last decades, large-scale evaluations have reached an important position as indicators of quality of education, in both national and global contexts. Afonso (2009) affirms that, worldwide, large-scale evaluations have been used since the 1980s, aiming to bring information for the development of a proper education. This way, Sousa (2014) highlights that these efforts of large-scale evaluations application reveal that the formulators of educational policies believe these exams are an efficient method to improve the education. Considering that, the results reached through these evaluations have achieved a central position as indicators of how education has been building up in the national territory. However, it is possible to analyze how this kind of evaluation is directed to the managerialist

⁴ This investigation was funded by Coordination of Superior Level Staff Improvement (Coordenação de Aperfeiçoamento de Pessoal de Nível Superior – CAPES), funding code 001.

model of education (LIMA; GANDIN, 2012), which has brought to the educational context concepts commonly used in market relations, as efficiency, efficacy, performance, and regulation.

According to Sousa and Lopes (2010, p. 54, free translation), “with the managerialist reform of the Brazilian State, the evaluation has the purpose to gradually generate impacts on the logic of public policies management, with repercussions for the work relations and processes.” This market concept might consider the grade (the final product obtained through the large-scale evaluation) as the one that fully represents the educational process, obscuring the other elements that comprehend the educational context, like the learning educational processes, and social and economic points that may interfere in these results (MINHOTO, 2013). The mentioned investigations demonstrate the managerialist model is largely inserted in the Brazilian educational context and how better results in large-scale evaluations have been presented as a way of measure the conditions of teaching-learning quality.

In the last years, large-scale evaluations have been seen by the World Bank as the ideal way to verify if the teaching at schools has quality or if it is unsatisfactory (BAUER et al., 2015; IVO; HYPÓLITO, 2017; SOUZA; OLIVEIRA, 2003; SOUSA; LOPES, 2010; SOUSA, 2014; BONAMINO; SOUSA, 2012). Neo-conservative and neo-liberal governments, since the 1980s, have demonstrated central importance in the insertion of market logic in the educational context, considering that, with the private management model brought to the public sector, the regulation and competition perspective was inserted in this space, emphasizing the results obtained in the educational system (AFONSO, 1999). Moreover, for Maguire (2013), these exams have started to compare the indices between countries, becoming an element that highlight the increase of the achieve indices in the context of the educational reforms of each country.

Based on the market aspects inserted in the educational context through the model of educational management, schools came to be seen as providers and students as clients, stablishing among the educational institutions the idea of obtaining a higher position in the ranking pointed out especially by the media (BONAMINO; SOUSA, 2012). For that matter, the reached position in the ranking is nowadays considered, in the managerialist perspective of education, as an indicator of a school of high or low quality.

Concepts that are in these times frequent in the educational professionals’ speeches, as efficiency, efficacy, and performance, have been largely disseminated. However, it is important to be aware of how educational investigations have comprehend these concepts, to avoid mistakes when it comes to their use. Silva (2016, p. 17, free translation) says:

The expressions efficacy and efficiency have gained strength over the past three decades and have been object of analysis and use for both governmental and supranational organizations and investigators. The latter are divided between

expertise linked to transnational organizations, that frequently defend an educational paradigm based on the market logic; and the ones who defend a quality public education as a fundamental right for all citizens.

According to this perspective, the State has acted as a regulator of what is seen as a quality education, and this education is measured through the scoring that uses the results achieved in the large-scale evaluations, such as Prova Brasil. Then, it comes to the comprehension the most assertive indicator of a quality education is the one presented by the results of this model of evaluation, and it is considered that the work developed in the educational process is satisfactory only if a good grade is reached in a standardized exam that does not embrace the social and cultural specificities in which the institutions are located and inserted.

It is worth highlighting the decline of the aspect of social policies with the implantation of the State policies management model, being the concept of efficiency linked to cost, and the efficacy related to quality, aiming to become the exclusive possibility to reach the school effectiveness (SILVA, 2016). Sousa (2014, p. 417, free translation) affirms:

Evaluation is a promising way directed to the concretization of the right to education. However, it cannot be reduced to the students' proficiency measure, neither their results be exclusively interpreted as responsibility of schools and students and their families.

This idea emphasizes the way the results of large-scale evaluations have been individualized (to students and teachers), as well as the blame imbricated in this product and the importance given to the reached grade in preference to the educative processes that constitute the teaching-learning process (SOUSA, 2014; BONAMINO; SOUSA, 2012).

When it comes to Prova Brasil, since its implementation as a large-scale evaluation, it has been adapted and modified, bearing in mind making the application easier and expanding the assisted public. To comprehend this process, the document entitled SAEB Report (ANEB and ANRESC) 2005-2015: Overview of the Decade⁵ explores the context of a decade (2005 to 2015) and points out the regulatory frameworks, the objectives, and the public of Prova Brasil. This document brings important elements to understand how the evaluation has been developed up to the current period.

It is important to say in 2007 Basic Education Development Index (Índice de Desenvolvimento da Educação Básica – IDEB)⁶ was created, through the Decree no. 6,094, of April 24, 2007. Since then,

⁵ The National Institute of Educational Studies and Research Anísio Teixeira (INEP) has published information about the historic overview of the Ministry of Education ordinances when it comes to Prova Brasil, available in SAEB Report (INEP, 2018).

⁶ It is an indicator that relates the school flow (published by School Census) with the grade point average in large-scale evaluations (Prova Brasil and High School National Exam / Exame Nacional do Ensino Médio – ENEM).

it is noticed the use of Prova Brasil results has given to this exam more visibility and centralization, becoming this index an indicator of the best and the worst schools related to the educational quality in the perspective of the results mediatization.

This strategy is used by the media, that, through rankings, introduces real and direct interferences of how schools act and how they must act, since content matrices are distributed to elaborate the evaluations, focusing on Portuguese and Mathematics issues (BONAMINO; SOUSA, 2012, p. 380).

Moreover, the ranking of schools and the mediatization of results have intrinsic the aspect of blaming the ones who have not reached the expected target, and the institution is considered after that as having poor quality, or of second class. If the school is seen as of second class, the same happens with its students and teachers. Then, there are financial divestitures and blaming. The school feels the weight of not corresponding to the established measure, but the consequences are felt by the teaching staff and the institutional relations. Therefore, the social differences of the contexts are not fully discussed by the media when the results are disseminated. Thus, large-scale evaluations cannot be the exclusive element considered when talking about quality education:

When educational results are used by the media and the official organizations as objective and natural information, not showing its partial side, as far as they express only one aspect of the reality, it makes us take a part as the whole, promoting the distortion, and not the clarification (MINHOTO, 2013, p. 167).

This way, we must comprehend quality education is related to aspects beyond the results of evaluations, since the social context has expressive impacts in reaching or reaching not the established target. Likewise, if the school reaches or overpasses the established target, it does not necessarily mean it happened because the school has developed an excellent educational process that involves the full learning, engaging the cognitive, social, and cultural aspects. This result can be due to a greater emphasis to contents that are present in the exam, i.e., Portuguese and Mathematics.

Based on this global contextualization, in which large-scale evaluations have been seen in the educational environment as indicators of quality education, through their results, we discuss ahead how Prova Brasil is characterized and how it impacts on schools.

Prova Brasil: some aspects

Since its creation, in 2005, up to the current period, Prova Brasil is a perspective of diagnostic evaluation aiming at helping decisions about the direction of (technical and financial) resources and at elaborating targets and at implementing pedagogical and administrative actions focusing mainly on the improvement of quality of education (INEP, 2018a).

This idea comprehends that “the results of the evaluation can only be diagnostically used when the action is in progress, as long as its results can be still modified” (LUCKESI, 2018, p. 60, free translation). Thus, Prova Brasil result must be considered as part of the process, and not as its end, making possible adaptations and improvements in the teaching-learning process and pursuing an education that is able to reach the cognitive, social, and cultural aspects in which the school is inserted (MAINARDES, 2013). Yet, this result can be used to check if schools can in fact assist all the complexity involved in educational (social, cultural, and cognitive) quality.

Therefore, large-scale evaluations are a strategy to achieve the perspective of an educational management, because they are based on the control of their results, associated to outcomes (scoring and selection), having a high potential to contribute to the process of exclusion of students and schools that do not reach this homogenized standard present in this model of evaluation, among them the special education students (SOUSA, 2018).

Another significant aspect clarified by Oliveira (2011) is how the Ministry of Education and INEP disseminate the results of Prova Brasil, to collaborate with the pedagogical action planning at schools. The author says:

Information produced by Prova Brasil opens new perspectives to schools, managers, and investigators to rethink about their pedagogical work based on the performance analysis of the institutions and between the teaching network [...]. However, we believe the dissemination of results is centered on the comparison and the average rankings and, mainly, on the IDEB grades. In promotional materials, mechanisms of how school must see its particularities, to know its strengths and effective actions, are not presented, neither its weaknesses that must be improved (OLIVEIRA, 2011, p. 138, free translation).

It can be inferred that the large-scale evaluations concentrate on the obtained result, the grade achieved by the institution, having the institution greater visibility. Yet, the responsible organizations (Ministry of Education and INEP) do not highlight how schools can improve their good actions and how pedagogical actions must be developed to improve educational quality. Mainardes (2013) explains schools that do not reach the predetermined index must be comprehended according to their context (localization, social and economic level, formation, and teaching staff and school management’s specific characteristics).

Thus, Luckesi (2018, p. 23, free translation) understands the act of evaluation

As any other investigative practice, whose objective is exclusively revealing something about reality. It cognitively reveals its quality. It is responsibility of the action manager, based on this revelation, taking decisions that, per se, will be able – and must – bring positive outcomes to the expected results.

It is understood that evaluations must clarify how the educational reality is, aiming to point out strategies to improve the verified reality, with the necessary adjustments during the teaching-learning process. These adjustments must be executed by the managers based on the achieved results. Therefore, they must not be used as punishment, disqualification or subordination of schools, teachers, and students, but as a way of improving teaching to reach an effective learning and of cognitive, social, and cultural quality.

Minhoto (2013) highlights evaluation is a complex scheme that relates different social and cultural aspects, not only cognitive ones, for which the conditions of objective possibilities are relevant:

Evaluation must be defined as a complex scheme of relations established between different concepts. This way, exams that measure the students' proficiency only become in fact educational evaluation when their results are linked to other elements, such as students' social and economic characteristics, school experiences; reasons for the course; the educational environment; the conditions of the teaching institution facilities, etc. (MINHOTO, 2013, p. 51).

Therefore, social, cultural, and economic conditions that overpass the results reached in large-scale evaluations must be considered, since it is impossible to disconnect these results of the social reality in which students are inserted.

In this subtopic, we discussed how large-scale evaluations impact on the results and on the schools. Moreover, we talked more specifically about Prova Brasil, characterized as a large-scale evaluation. In the next section, the aspects concerning the inclusive perspective that orients educational actions in all national territory will be brought to light, aiming to link the inclusive process of Prova Brasil application and the special education students.

National Policy on Special Education

When it comes to the development of the perspective of including special education students in Brazil, the year of 2008 is an important mark in this process, since in 2008 the PNEEPEI – Resolution no. 04/2009 – was created, a major step forward special education, being its main purpose to ensure,

Access, participation, and learning of students with disabilities, global developmental delays, and high abilities/giftedness in regular schools, guaranteeing: transversality of special education since early childhood education up to higher education; specialized educational assistance; schooling follow-up up to the highest education; teachers and other professionals' formation to specialized educational assistance; family and community participation; urban and architectonic accessibility in furniture, equipment, transportation, communication, and information; and intersectoral articulation in the public policies implantation (BRASIL, 2008).

This inclusive perspective adopted by PNEEPEI has encouraged the specialized educational assistance to promote the special education students' learning development, offering conditions and

opportunities to the proper assistance, according to the needs of each of these students. Moreover, PNEEPEI (Resolution no. 4/2009) has included this specific group in the regular education network by the definition of the special education target group. The document establishes this group as the students with disabilities, global developmental delays, and high abilities/giftedness, for whom the assistance must be specialized.

In addition, PNEEPEI emphasizes the support to teachers and other education professionals' proper formation. Consequently, the inclusion can happen. This way, it can be inferred that, with PNEEPEI, progress occurred in how disabled people obtain the right to education, which should be guaranteed by the Federal Constitution of 1988. This document has come as a guide, so education can be for all citizens, with no discrimination at all.

Then, since the definition of the special education target group, these students have reached the right to have specialized educational assistance (BRASIL, 2011), which supports, supplements (in case of high abilities/giftedness) and complements the teaching-learning process in all levels, phases, and education modalities, and resources and services are offered in regular teaching classes.

Furthermore, defining the special education target group ensures the resources for special education be, in fact, used with these students. Since 2010, the federal government has doubled the transfer from the Funding for Maintenance and Development of Basic Education and Valorization of Education Professionals (Fundo de Manutenção e Desenvolvimento da Educação Básica e de Valorização dos Profissionais da Educação – Fundeb) to the special education students. Thus, each student from this specific group started receiving an amount that corresponds to the amount of two students. Bassi (2012) highlights each student receives the resource in double, so it can be possible to keep the special education assistance aiming to promote the teaching-learning conditions.

In 2015, in Brazil, the Brazilian Law for the Inclusion (BLI), no. 13,146, was approved. In terms of education, BLI guarantees the access to all teaching levels, since basic education up to higher education. With this information, it is possible to confirm the increase in the number of disabled people in higher education⁷.

Thus, with BLI, it is seen there was a process of including affirmative actions to people who need special education assistance in higher education, likewise the Law no. 13,409/2016, that ensures vacancies to disabled people, expanding, this way, the possibility to enter in universities and federal institutes (BRASIL, 2016). Consequently, it is possible to ascend in the academic environment, which

⁷ According to data from the Educational Data Laboratory (<https://dadoseducacionais.c3sl.ufpr.br/#/>), based on the microdata from the Higher Education Census/INEP 2011-2018, in 2011 there were 22,367 people who declared some disability enrolled in higher education institutions in Brazil. In 2018, the last year with available data in this platform, there were 43,633 people. It demonstrates a very expressive increase in the total number of disabled people who have access to Brazilian universities.

was rare years ago. However, we must consider there is the necessity of permanence conditions, so this group has a quality formation and its specific learning needs assisted. Given the accessibility conditions, entering in the school environment, and ascending to higher education are viable.

Based on that, we discuss how the students who need special education assistance have been included in the schools, how the schools evaluate their day-to-day, and how the students' specific needs are respected or not in the evaluation process, mainly in the large-scale evaluations.

Special education students and evaluating processes: some thoughts

In general, considering its background, the regular school sees evaluations as an essential instrument to measure the content learning proposed in the subjects. Yet, culturally, teachers apply exams which contain questions seen as important by them for each content, and, if the student does not answer the questions correctly according to the teacher, it is implied the content was not apprehended. So, the content must be reviewed to be reached the proper learning (MARIN; BRAUN, 2018).

For that matter, this model of evaluation is seen as the end of learning, being its product a grade. Marin and Braun (2018) bring that to light when they say this perspective is considered by parents, teachers, and students as the most important one in the school, highlighting the result reached in the exam and diminishing the other processes imbricated to the learning.

In our society, this practice is culturally deep-rooted in the schools of the whole country. However, it is understood evaluations must not be seen as the end, but as a part of the teaching-learning process, considering the educational process comprehends different possibilities of teaching practices in respect to the individual students' characteristics and needs (MARIN; BRAUN, 2018).

Then, teaching-learning process must have more relevance than the result of an exam, since each student has specific learning characteristics, which are not all the time demonstrated in the exam. So, different evaluation mechanisms must be offered, so all the students can be able to apprehend the proposed content.

Therefore, the evaluation is comprehended having an emancipatory perspective. In accordance with Marin and Braun (2018, p. 1012, free translation), it must be seen "as a formative process, with the intention of reviewing the teaching procedures to promote the learning and development." Likewise, Kassar (2016, p. 1231, free translation) clarifies: "The educational proposals implemented under efficiency [...] and the school subjected to these conditions have understood the students' development in a limited way." Yet, it is seen that, besides this limitation, there is a competition between the schools, since the reached indices are compared.

Moreover, recognizing the specific needs of each student is imperative, since, as Marin and Braun (2018, p. 1013, free translation) highlight, teachers must “see the student as a subject with the right to learn.” In this perspective, the authors explain that the observation and the admission of the students’ characteristics and the evaluation as part of the learning-teaching process promote new learnings based on a large curricular proposal, that focus on the learning promotion, and not on the students’ restrictions and difficulties.

Consequently, the learning evaluation maps the teaching, giving the necessary support to students and teachers to reach an emancipatory and critical education about the school contents and the daily situations (MARIN; BRAUN, 2018; MELLO; HOSTINS, 2018). This way, we see how important the evaluations are in the school environment, to promote the learning to all students in accord with their specific needs, aiming to reach the learning objectives.

Based on that, the evaluation is considered as part of the teaching-learning process. Then, in its process, the construction of knowledge must be intermediated by the teacher and the class collective, likewise the evaluation. According to Marin and Braun (2018, p. 1016, free translation), “the external mediation is condition to structure many of the thought processes requested to the elaboration of the activity.” In addition, as Mello and Hostins (2018, p. 1027, free translation) say, “the inclusive school, solidified with educational policies that reaffirm the commitment with the human diversity, changes the student’s focus, from the learning disability to dynamic ways and strategies of schooling and learning.”

Therefore, the importance of ways and strategies to make all the students reach the learning is reiterated, considering all the ones involved in the process – managers, teachers, and school community – are fundamental, so this collective movement makes possible to include all special education students.

To overcome the educational inequalities in our country, we understand it is necessary to involve all society, so the differences can be seen as a part of it, and not as a way to exclude the different according to the ideally considered pattern. The differences belong to the society. So, we must comprehend how the subjects’ potentialities can be developed, respecting all the individuals.

Thus, in order to retake the discussion about the large-scale evaluations to special education students, all of them have the right to learn the schooling contents, so they can build foundation to think about themselves and about the world in a critical way, understanding their place in the world and how this position is also a social construction that can be changed. However, it is known our society is quite uneven and has produced perverse inclusions, as, according to Sawaia (1999, p. 8, free translation), “society includes to exclude, and this transmutation is condition to an uneven order, which implies the unrealistic character of inclusion.”

Finally, we comprehend evaluation is necessary in the school environment to indicate the ways to be followed, considering the teaching-learning improvement, but it cannot be seen neither as culturally deep-rooted in our society nor individual, ignoring it is a teaching-learning process based on a collective work built by managers, teachers, State, students, and school community.

Kassar (2012, p. 845, free translation) affirms:

With advances and mistakes, the marginality perspective directed to children and young people from the Brazilian poor layers has gradually lost strength after the achievement of rights, and the complex relation between the country and its diversity has been unfolding, in the constant battle to overcome the inequalities.

This idea about the special education students is important, as many times these students are seen because of their limitations, and their potentialities, and learning ability are ignored.

Evaluating processes and special education students: what education professionals involved in the educational process in a city from the northern plateau of Santa Catarina say

Having this perspective about Prova Brasil and how special education students are inserted in the school process, we developed our analyses based on interviews with professionals from schools of the public system of a medium-sized city⁸ of the northern plateau of Santa Catarina. In 2017, they received special education students of the 5th grade of elementary school, school year in which is applied the mentioned large-scale evaluation.

It is important to say the methodology used for that was the thematic analysis (BRAUN; CLARKE, 2006), that aims to identify, analyze, and report the investigation data according to issues. In addition, Braun and Clarke (2006) clarify that, through this methodology, the investigator plays an active role to identify the pertinent topics, considering the concern of his/her investigation, and comprehending these topics do not emerge nor are found in a passive way. The investigator must select them so s/he can deduce the analyses (LIMA, 2016).

We start the discussion highlighting Teacher 2, when she demonstrates that she tries to offer conditions to make all the students have good performance when it comes to teaching-learning. She points out how a special education student was included in her class:

It was a student I had from the 1st to the 5th grade [referring to a deaf student]. When she was in the 1st grade, the [Brazilian Sign Language] Libras teacher came. Then, we worked with the whole class, so much this student is nowadays in the 9th year, and

⁸ Here, eight professionals – three teachers, three pedagogues, and two school managers – from three schools of the public system were interviewed.

many of the students know Libras. And she [referring to the deaf student] was very good at math. So, as the students understood each other, because we worked Libras with the class, she could help. When she finished an activity, she helped the others, because they could communicate.

Based on this report, it is possible to infer the teacher indicates how much important the conditions offered to the special education student are, so the inclusion happens, as well as the benefits of this inclusion to the students that do not belong to this specific group, considering they learn a lot when they are daily in touch with the different in the school environment.

This perspective meets what Fernandes (2011, p. 92, free translation) clarifies as “communicational accessibility, involving adaptation of forms of communication and specific signaling,” and what Piccolo (2015, p. 105, free translation) says “when mentions behavioral barriers related to the attitudes people seen as regular in comparison to disabled ones have” about the comprehension of the social model of disability⁹. Noticing the possibility to enrich the learning of the whole class through Libras communication, the inclusion happened, since the behavioral and the communicational barriers were eliminated, promoting a positive impact between the students when the difference is referred.

Pedagogue 2, who works at the same school, says the place has implemented a set of measures to make the inclusion happens:

For the first time at our school, I see the inclusion happens. In just few cases I in fact saw there was inclusion. Both for students and teachers. Yet, there is a small group that leads the student to the assistant [medium-level professional that assists the special education students in the mentioned system]. It happens mainly in the final grades. In the first grades, the teachers are much more concerned.

Thus, based on this report, it is comprehended that, through the mandatory enrollment of disabled people in regular schools, after PNEEPEI, both schools and education professionals who work at the referred system have made efforts to assist these students’ demands, showing engagement, to make the school a place that assists the whole group of students’ accessibility demands, especially when it comes to learning.

However, when the interviews start to discuss issues about Prova Brasil and special education students, the inclusive perspective goes in a different direction. During the interviews, a disbelief is seen about these students’ ability to take this large-scale exam and get good grades. Since that, on the

⁹ “The first publication elaborated by disabled people comes from the sociologist Paul Hunt (1966). It aimed to discuss the social limitations felt by these people beyond autobiographical and mainly medical issues. Also, it is attributed to Hunt the pioneer political articulation of disabled people in England, about what was lately known as movement of disabled people. In this context, the Union of the Physically Impaired Against Segregation (UPIAS) was founded, an entity responsible for the idea of disability as a natural social phenomenon” (FRANÇA, 2013, p. 62, free translation).

reports, there is stigmatization about how poor will be the grade, or a good grade will not be reached, if the special education students take the exam.

About that, Teacher 1 details the special education students' participation: "These students take Prova Brasil together with the other students, but they have problems, for example, with reading. Then, probably their index would be very lower in comparison to the other students'. Depending on the student, s/he will not produce anything." Teacher 2 confirms this idea when she shows concern about reading at Prova Brasil: "I have students that I cannot teach, for example, human body. S/he will not read, because s/he cannot, s/he does not have motor coordination for that. If s/he had to take Prova Brasil, s/he would not be able to answer, because s/he cannot read. Then, IDEB would be poor."

However, in the opposite way, Raimundo (2013 apud REBELO & KASSAR, 2018, p. 910, free translation) verifies "the performance of this group of students is not responsible for the unsatisfactory grades of the educational units, an extremely widespread idea at the teaching systems." Therefore, there is a myth disseminated by the common sense that brings the inferiority stigma to the special education students, especially when they need to take Prova Brasil. In this way, Manager 1 says:

At the end, the student is evaluated like any other. I do not see it must be that way. But, if his/her need is truly assisted, if something specific is done for him/her, evaluating him/her in a different way is OK. Because, in terms of school, we work with him/her in a different way. There is a special treatment. If the exam is the same, I do not know if it is in fact a valid thing.

This report shows how Manager 1 understands the special education students' inclusion. In her opinion, the education must be adapted to the students' necessities, aiming to promote accessible conditions for them. This idea goes in a different direction from what is presented in the Prova Brasil standardization and homogenization assumptions.

Also, Pedagogue 1 says there is concern about the negative interference special education students can cause to the reached grade at IDEB, if they take Prova Brasil: "S/he will not be able to take it. It is bad for the system, since IDEB goes lower, and for the student as well, because s/he will be frustrated." This can be related to how difficult is to see the results reached by these students, as, according to Rebelo and Kassar (2018), INEP does not make the results openly available, impeding their analysis and follow-up.

Based on the interviewees' considerations, concern is seen about the grade reached at Prova Brasil by the special education students. However, this concern makes sense if we understand Prova Brasil is not organized to assist the special education students' accessibility demands. Having this in mind, Rebelo and Kassar (2018, p. 911, free translation) clarify "the evaluation is configured as a procedural and formative pedagogical action that analysis the student's performance related to his/her

individual progress.” From this premise, the qualitative aspects must predominate over the quantitative ones when the evaluation is performed.

This way, we affirm the investigated schools follow the PNEEPEI premises about the inclusion in daily school activities. However, when it comes to Prova Brasil, the inclusive perspective is not fully respected, as this evaluation model does not assist the special education students’ accessibility demands.

Another important aspect pointed out by the interviewees is that these students are invited to not be present when Prova Brasil is applied. Pedagogue 1 says:

We know there are some schools that request the students be absent on the day, or that take them out of the classroom. We know that. But we let our students in the classroom. I think it is not cool to ask the student to not be present on that day or say “you won’t take the exam.” This way, I guess you lost the objective of evaluating all of them. And where is the inclusion?

Also, Manager 3 relates the experience she had in her school in 2017 (year used as reference for our investigation):

Later, when I found they asked the students to be home, attention was drawn. You cannot request the student to not be present, you cannot. They do that so IDEB does not get poor. It is a mistake. Where is the children’s inclusion? I do not agree the exam is the same for all, but you cannot ask that student to not come. And they also emphasize: “You won’t come because of the exam.” What about this kid’s mom? The kid already has this in mind: “You won’t come because you are disabled”. They must come. Will IDEB be poor? OK. It is the reality. A special exam must be prepared for them.

This confirms that, at School 3, there was the request special education students be absent on the Prova Brasil day. Although the manager is aware about the right of these students to take the exam, Teacher 3 was resistant. Yet, Teacher 3 says uncomfortably: “I do not truly remember if one student was missing in the morning and another one in the afternoon, but it was good! Because they end up damaging the school and, for them, it does not aggregate anything.” With this report, we notice how the inclusion is perverse, mainly when it comes to the evaluation, since they think about what the exam will aggregate to the student, but there is no reflection about if it will aggregate to the other students.

Based on these reports, we see disputes and contradictions in the same school about Prova Brasil for special education students and about the inclusive perspective. Sousa (2018, free translation) affirms: “Even before these students start suffering the consequences of initiatives of classificatory and selective use of the evaluation results, their participation is previously unviable.” According to other investigations about large-scale evaluations for special education students (MONTEIRO, 2010; SILVA; MELETTI, 2012; WITEZE, 2016), there is the strong tendency to exclude, even in an implicit way,

because the schools show poorer expectations about the special education students' results in comparison to the other ones'.

Another important aspect is how poor the accessibility to take Prova Brasil is. Manager I says:

We do not say the student is less able, but we know that each one, according to their difficulties, needs, can do something. So, one is better here, the other one there. One can, the other one cannot. If they see the students diversely, if the exam comes in a diversified way, it is OK to take it.

This indicates it is necessary Prova Brasil is accessible to all, corroborating Raimundo apud Sousa (2018), who says, in Sao Paulo city, a large-scale evaluation was elaborated making available special appliers – readers, scribes, and interpreter-guides –, as well as content adaptations, meeting the difficult levels with the special education students' needs individually. These adaptations, according to the author, made possible to the special education students take the exam.

Therefore, we highlight the actions to include the special education students in the educational processes during the school year, in agreement with PNEEPEI, considering how the interviewees demonstrated to be compromised with assisting these students' specific needs when it comes to learning. However, when we talk about Prova Brasil application, there are stigmatization and lack of accessibility referred to the standardized evaluation model. This way, it is noticeable how this instrument does not assist the special education students' demands and how the schools articulate their non-participation, even having in mind that, when doing that, the special education students will not have their right to accessibility fully ensured.

Final considerations

This investigation demonstrated how much the large-scale evaluations have been seen as indicators of quality education, since there is a collective effort directed to reach the best grades and, consequently, a high position in the school ranking, based on the context this model of standardized exam represents. Moreover, it was observed the interviewed professionals highlight how important the work developed to include special education students is, according to the perspective adopted by PNEEPEI. However, when it comes to Prova Brasil, they do not have the same concern, as at this moment they worry too much about the results that will be reached, and sometimes there is the belief that, if the school does not get good grades on the exam, it will be because of the special education students who took the exam.

Therefore, it is evident how Prova Brasil's logic is perverse to special education students, as well as to the teachers who work on the classes that take the evaluation. Considering Prova Brasil is

an instrument used as an indicator of some measurements, those students that are different or have specific needs are blamed and previously excluded from the system.

Thus, we concluded that, in the investigated education network, there is a collective effort, so all the special education students are included and have their individual learning needs assisted, but, talking about Prova Brasil, they are apart from this process, as the instrument is standardized and does not assist their specific accessibility demands. In addition, we see that, when a ranking is established, there are no questions about how the teachers' formation happens, neither about their work conditions, school conditions, how the students' learning process is, among many other issues that reverberate in the reached indices defined as targets. Finally, we pointed out how the special education students in a managerialist educational system, based on efficiency, efficacy, and performance, are excluded from the system, or included on it in a perverse way.

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