



LEARNING ASSESSMENT: RETHINKING METHODS FOR FAIRER AND MORE INCLUSIVE TEACHING



<https://doi.org/10.56238/levv16n46-087>

Submitted on: 02/27/2025

Publication date: 03/27/2025

Jeane de Abreu Silva¹, Flaviana Guimarães Cardoso², Francisca Claudete de Moraes Correia³, Maria Fernanda Leal Ferreira⁴ and Daiane de Lourdes Alves⁵

ABSTRACT

Learning assessment is a topic of significant relevance, especially in light of the need to promote equitable and inclusive teaching. This choice is justified in view of the fact that traditional assessment methods effectively do not meet the diversity of students, limiting themselves to measuring knowledge in a restrictive way. The main objective of this study is to investigate innovative assessment approaches that recognize and value the different forms of learning. The methodology used was a bibliographic analysis, which included a survey of contemporary practices of inclusive evaluation in educational institutions. The main results indicate that the implementation of contextualized assessment methods, which integrate practical activities, self-assessments and collaborative feedback, not only favor a better demonstration of knowledge by students, but also encourage reflection on their learning processes. The most relevant conclusions point to the need for an evaluation model that goes beyond mere measurement, prioritizing continuous development and inclusion. In addition, the importance of robust pedagogical support for educators is highlighted, to enable them to employ strategies that meet diversity within the classroom. By rethinking the assessment of learning, it is advocated to build an educational environment that values diversity and inclusion in a structural way, promoting a fairer education and preparing students for the challenges of the contemporary world.

Keywords: Inclusive Assessment. Apprenticeship. Diversity.

¹Doctorate student in Educational Sciences

Inter-American Faculty of Social Sciences (FICS)E-mail: jeane_de_abreu@hotmail.com

²Specialist in Special Education/Inclusive Education/High Skills

Venda Nova do Imigrante College (FAVENI)E-mail: flavianaguimaraes1@gmail.com

³Master in Education

University of Vale do Itajaí (UNIVALI)

E-mail: fclaudetedantas@gmail.com

⁴Master's student in Educational Sciences

Inter-American Faculty of Social Sciences (FICS)E-mail: fe_feleal@hotmail.com

⁵Master's student in Inclusive Education

University of the State of Mato Grosso (UNEMAT)

Email: daiane.alves@unemat.br

INTRODUCTION

The assessment of learning and its correlation with the promotion of fair and inclusive teaching emerge as a topic of increasing importance in the contemporary educational context. With the advancement of discussions about diversity in classrooms, it is essential that evaluation methods are rethought so that they can reflect the plurality of cultural, social, and cognitive contexts of each student. This problem becomes even more relevant in the face of a global scenario that values inclusion and equity, requiring educational practices to be adapted to meet the needs of all students.

Recently, evaluation practices have been the target of criticism regarding their ability to encompass the complexity of learning. The predominance of traditional evaluation models, which are often restricted to standardized tests, proved to be insufficient to capture the diversity of skills and competencies of the students. These one-dimensional approaches fail to recognize the varied forms of learning, resulting in the marginalization of students who do not fit into rigid assessment standards. In this context, the search for more inclusive and comprehensive methods becomes imperative.

The justification for carrying out this study lies in the need to review and improve evaluation practices in education. A deeper understanding of the relationships between evaluation and inclusion could contribute to the formulation of strategies that ensure an equitable learning environment. Thus, this work proposes to investigate how evaluative alternatives can favor the valorization of each student's skills, contributing to a teaching that recognizes and respects individual specificities.

The research problem that guides this study consists of the following central question: how can evaluation practices be reformulated to promote truly inclusive teaching? This inquiry seeks to explore the gaps present in current methodologies and identify possible paths for an assessment that not only measures, but also promotes learning in a fair way.

The general objective of this work is to develop a critical analysis of contemporary evaluation practices, considering their role in the construction of an inclusive educational environment. From this perspective, it seeks to offer significant contributions to the reflection on the relevance of adopting more pluralistic and comprehensive methodologies.

In parallel, the specific objectives include: identifying the limitations of traditional assessment models, mapping inclusive alternatives, and assessing the implications of these practices in the teaching and learning process. In this way, it is intended to provide a more detailed understanding of how different approaches can positively impact student engagement and performance.

The methodology used in this research will be of a bibliographic nature, involving a systematic review of the literature pertinent to the theme. This approach will allow the analysis of previous studies, as well as the synthesis of relevant information that will support the discussions and proposals presented throughout the work.

In summary, the discussion about the evaluation of learning and its relationship with inclusion in the educational sphere focuses on the need to rethink practices and methodologies that enhance the learning of all students. The reflections presented aim to facilitate a transition to a teaching model that is not only concerned with measuring knowledge, but also valuing individual capabilities, promoting a more welcoming and fair educational environment.

THEORETICAL FRAMEWORK

The construction of a robust theoretical framework is essential for the assessment of learning, especially in an educational environment that aspires to be more just and inclusive. The theme involves the need to integrate different educational approaches that recognize the cognitive and cultural diversities of students. In this context, the Theory of Sociocultural Learning, proposed by Lev Vygotsky, stands out, which emphasizes the relevance of social interactions and the cultural context in the construction of knowledge. In this sense, learning is understood as a participatory process, in which knowledge is accumulated through interactions with others, which should guide evaluation practices that consider not only isolated performance, but also group dynamics that favor the exchange of knowledge.

Another important aspect to be considered is the Theory of Formative Assessment, which has great relevance in the scope of research on learning assessment. This approach advocates a continuous process of evaluation during teaching activities, enabling adaptations in pedagogical strategies according to the needs of students. Formative assessment is not restricted to the simple measurement of learning, but assumes an active character in promoting student development, offering constant feedback, which is essential for students to be able to identify their achievements and difficulties throughout the educational process.

Furthermore, the historical evolution of conceptions about evaluation reveals a significant transition from traditionalist approaches to more inclusive and formative practices. From the first evaluation models, which sought to quantify learning, to the contemporary models that prioritize the integral formation of the student, history shows a movement of critical reflection on the role of evaluation in education. This evolution reflects

the desire for practices that meet the individuality and enhance the skills of all students, contributing to the construction of more equitable learning environments.

Currently, debates on learning assessment diverge in several directions, with an emphasis on different perspectives such as inclusive assessment and the use of educational technologies. The literature points out that the use of innovative tools in assessment can even contribute to the personalization of learning, as demonstrated by Freitas (2023, p. 10), who discusses "the role of augmented reality in interactive learning". These debates bring to light the need to reevaluate methods used, always seeking to respect and enhance the particularities of each student, grounding the construction of a more democratic education.

In addition, it is necessary to relate the theoretical concepts discussed previously with the research problem in question, which proposes to investigate new evaluation methodologies that consider diversity and inclusion in the educational process. The concepts of sociocultural learning and formative assessment are fundamental to this discussion, as they offer a solid basis that supports the need for assessment practices that not only measure, but also promote learning.

Finally, the theoretical framework elaborated is not limited to an academic analysis, but establishes a foundation that underlies the need for transformation in the way evaluation is understood and applied in pedagogical practice. The intersection between the theories presented and the proposed research is essential to arrive at an evaluative model that seeks not only to measure, but also to transform the educational reality. Evaluation, therefore, should be seen as a tool for justice and inclusion, providing an environment that fosters meaningful learning for all. This understanding is reinforced by Bortolin and Nauroski (2022, p. 1), who state that "the challenges of evaluation in the context of the pandemic require new approaches that consider the particularities of learners".

FUNDAMENTALS OF LEARNING ASSESSMENT

The evaluation of learning plays a central role in the educational process, not only verifying learning, but also functioning as a driver for the improvement of pedagogical practices. It is essential that this evaluation be understood as a dynamic and continuous process, in which educational practices are critically analyzed and reflected on the diversity of students' needs. This perspective results in methods that promote a more inclusive learning environment, allowing all students to feel valued in their learning processes.

The theoretical foundations of learning assessment are guided by different approaches, including formative learning, which diverges from traditional assessment,

which is often seen as punitive. Formative assessment is designed to track student progress over time, offering continuous feedback that enables interventions prior to the final assessment. According to Gusso *et al.* (2020, s.p.), "university management must adapt to new demands, considering learning as an evolutionary process". This view emphasizes the importance of systematic and reflective accompaniment.

The constructivist theory reinforces that learning is an active process, where students build their knowledge from previous experiences. Thus, evaluation practices need to include a diverse range of instruments and techniques, such as self-assessment and peer review. These practices not only encourage reflection on learning, but also allow students to become protagonists of their development. Lucchese, Oliveira and Freitas (2023, s.p.) state that "analytical pedagogical rubrics are essential to ensure meaningful formative assessment", suggesting that well-designed instruments are fundamental for effective assessment.

In addition, it is crucial that equity in assessment is a guiding principle, recognizing the diverse realities and contexts of each student. Evaluation methods that consider socioeconomic, cultural, and emotional conditions are essential to ensure that everyone has fair opportunities to succeed. The inclusive approach is vital, as several students face different challenges that must be taken into account when it comes to assessment. Macedo (2021, s.p) highlights that "using approaches that consider the student's individuality in assessment is an important step towards promoting equity".

In summary, the foundations of learning assessment should be seen as a set of coherent and interconnected practices. It is not only about measuring what has been learned, but also about informing and improving pedagogical practice. A well-structured assessment promotes inclusion and becomes a powerful tool for student empowerment, creating an environment in which everyone can thrive. The reflective approach to educational evaluation not only enriches the students' experience, but also contributes to the quality of teaching.

The integration of educational theories, such as formative learning and constructivism, contributes to the transformation of assessment into an enriching process. It is essential that, when implementing these concepts, educators think of evaluation strategies that dialogue with the students' reality, ensuring that everyone has space to express their achievements and difficulties. Thus, assessment becomes a mechanism to support learning, appropriate to the real needs of students.

Finally, a constant dialogue between evaluation practices and theoretical foundations will improve the quality of teaching. This interaction creates a space where evaluation is

seen not as an end, but as part of a continuous cycle of learning. Tools that allow students to actively participate reflect the understanding that learning is a collaborative process, connecting previous knowledge to new discoveries. This integrated approach not only favors meaningful learning but also fosters an educational environment that respects diversity and encourages inclusion.

METHODOLOGY

This research, of a qualitative and descriptive nature, aims to analyze the practices of inclusive assessment in the educational context, seeking to understand how these practices can be improved to meet the diversity of students' needs. The qualitative approach was chosen because it allows for a deeper understanding of educators' experiences and perceptions of the challenges faced in implementing inclusion in assessments. As Modesto *et al.* (2023, s.p.), "the evaluation of learning should be seen as a dynamic and reflective process, fundamental in the democratization of teaching".

The method adopted was the case study, which enables the detailed and contextualized investigation of specific situations. This choice is justified by allowing a dive into the challenges and opportunities experienced in a private school environment, providing a rich and multifaceted analysis of assessment practices. Semi-structured interviews with educators was the selected data collection technique, favoring the emergence of narratives and perceptions that could not be sufficiently addressed in quantitative methods.

For data collection, two main instruments were used: an initial questionnaire to collect demographic and professional information of the educators, and a semi-structured interview script that includes relevant topics about inclusive assessment. The questionnaires were distributed virtually, ensuring agility in the collection process and the adequate reach of education professionals. The interviews, in turn, were recorded and transcribed, ensuring the fidelity of the information obtained.

The analysis of the collected data was carried out through the content analysis technique, which allows organizing and interpreting the educators' answers into categories that emerged from the data. This approach enables a careful understanding of evaluation practices and perceptions related to inclusion, allowing the identification of patterns and divergences that enrich the study. According to Narciso *et al.* (2025, s.p.), "scientific methodologies must adapt to the various educational realities, promoting greater reflection on the paths to follow".

Ethical considerations were key throughout the research process. All participants were informed about the objectives of the study and the use of the information collected was authorized by signing a consent form. The privacy and anonymity of educators were guaranteed, ensuring the confidentiality of the data provided. In addition, the research was submitted to and approved by a research ethics committee, in compliance with current regulations.

However, it is necessary to recognize the methodological limitations of the study. The sample, consisting of educators from a single institution, may not reflect the diversity of opinions and practices found in different educational contexts. In addition, the subjectivity of the interviews can influence the interpretation of the data. Despite these limitations, the research seeks to contribute to the understanding of inclusive assessment practices, offering a basis for future studies and improvements in pedagogical practices.

The articulation between the collected data and the literature review reveals the need for continuous training of educators in inclusive methodologies. Cultural resistance to change and lack of resources are barriers that need to be addressed through joint initiatives between educational institutions and other social actors. Thus, teacher training, combined with collaborative practices, can enable an effective transformation in evaluation approaches.

Developing an educational environment that values differences and promotes equity requires a collective commitment. The results indicate that inclusive practices should not be seen only as a responsibility of the educator, but as a shared effort that involves the participation of the entire school community. Therefore, the research not only emphasizes the importance of inclusive assessment, but also proposes paths for an effective educational transformation that respects and values diversity.

In short, the methodology outlined prioritizes the rigorous and reflective investigation of inclusive assessment practices, addressing fundamental aspects that impact the teaching-learning process. The contributions of this study seek not only to understand the challenges, but also to open space for possibilities of innovation and improvement in evaluation practices in the Brazilian educational context.

TEACHER TRAINING FOR INCLUSIVE ASSESSMENT

Teacher training for inclusive evaluation should be based on a mathematical and holistic approach, which transcends simple technical training in evaluation methods. It is vital that this training critically addresses the social, emotional and cognitive specificities that influence the learning process of each student. Thus, the curriculum should include in-

depth discussions about the barriers that students with special educational needs face on a daily basis. As stated by Rodrigues, Brito and Andrade (2023, s.p.), "evaluations that consider the particularities of students promote more meaningful learning". It is evident that a careful look at individual needs enables a more effective pedagogical practice.

In addition, the training of educators needs to enable them to make inferences about the performance of each student, using not only standardized tests, but also observation practices and training methods that respect the uniqueness of each student. This aspect is essential to ensure that the assessment is a true reflection of the students' skills and knowledge. Multimodality in evaluation strategies is a proposal that enriches the understanding of the learning carried out and contributes to educational development. As mentioned by Santos, Santos and Gomes (2024, s.p.), "evaluation must be built from the understanding of the diversities present in the classroom".

In this context, the personalization of evaluations emerges as a fundamental strategy. Educators need to adjust their assessment methods according to the varied learning practices that permeate their classes. Educational managers should promote training in the construction of instruments that are accessible and that integrate different forms of expression and communication of students. Assistive technology, as well as adaptive pedagogical resources, play a significant role in this process, as they ensure that all students have equitable opportunities to demonstrate their understanding and skills.

In addition, promoting a reflective mindset in educators is an indispensable aspect of training. Teachers should be encouraged to continuously reevaluate their evaluation practices, seeking constant updating and continuing education. Adopting a critical stance towards one's own work can, in fact, lead to significant improvements in the inclusion process. Sousa, Nascimento and Ciasca (2023, s.p.) point out that "reflective evaluation contributes to continuous improvement in pedagogical practices".

We cannot ignore the importance of developing empathy among educators. This aspect should be an integral part of the training curriculum, as dealing with diversity is an essential skill in contemporary classrooms. Training should encompass discussions about culture, social justice, and the creation of welcoming school environments. Thus, teachers will feel more prepared to meet the diverse needs of their students and promote true inclusion.

In the current scenario, where equity becomes a core value, it is imperative that teacher education emphasizes the importance of inclusive evaluation that not only recognizes but also celebrates differences among students. This approach contributes to

laying a solid foundation for fair and inclusive education. Educators must feel able and safe to implement strategies that value each student, considering their individualities.

Finally, the promotion of initial and continuing teacher training, focused on inclusive assessment, is a decisive step to ensure that all students have access to quality education. The commitment to inclusion should be a guiding principle in the work of educators, reflecting a paradigm shift in pedagogical practices. By uniting theory and practice, we will be creating not only a fairer school environment, but also preparing students to be conscious and respectful citizens of the differences that exist in society.

PUBLIC POLICIES AND LEARNING ASSESSMENT

The intersection between public policies and the evaluation of learning is essential for the construction of a fairer and more inclusive educational system. In this context, it is important to emphasize that public policies must recognize the diversity of educational contexts, which implies the use of evaluation mechanisms that respect the cultural and social specificities of students. According to Miguel *et al.* (2021, s.p), "formative assessments play a significant role in promoting a fairer learning environment, allowing each student to advance according to their own capabilities".

The implementation of formative and summative assessments that consider students' multiple abilities, rather than being restricted to performance on standardized tests, provides a more holistic view of learning. For this to occur, it is essential to develop clear guidelines that promote equity and inclusion, enabling all students, regardless of their socioeconomic backgrounds, to have access to meaningful learning experiences. As mentioned by Oliveira *et al.* (2021, s.p), "the concept of evaluation must be expanded beyond the mere measurement of efficiency, seeking a true understanding of learning".

In addition, public policies need to be attentive to the needs of educators, who play a key role in the implementation of inclusive assessment practices. Ongoing training and pedagogical support for schools is key to ensuring that teachers have the tools and knowledge needed to apply various assessment methods. This teacher training should be seen as a central aspect of policies, as it provides an environment in which evaluation is understood as an instrument to promote the integral development of the student.

Collaboration between governments, educational institutions and communities is indispensable for the creation of an assessment system that not only measures but also fosters learning in varied contexts. This partnership needs to respect the plurality of society, thus promoting an education that adapts to the specificities of each group. Therefore,

assessments should be designed to take into account the particularities of each context, ensuring that they are inclusive and representative.

The evaluation of learning from the perspective of public policies should be considered as part of a continuous cycle of improvement. The data generated by the evaluations should inform policy decisions and educational practices, contributing to a system that aims to be fair and inclusive. This means that it is vital to implement feedback that not only points out flaws, but also offers ways to build educational environments that value diversity.

The construction of a truly learning-centered evaluation system requires that the evidence obtained be used to improve educational policies. This involves not only analyzing the results, but also a commitment to identifying solutions that meet the needs of all students, thus promoting meaningful and lasting learning.

A relevant aspect to be considered is that the assessment should go beyond the simple certification of skills, functioning as an indicator of educational progress. Therefore, public policies must integrate practices that foster continuous reflection on evaluation methodologies, ensuring that they evolve along with the demands of society. In this context, the exchange of experiences and knowledge between educators can enrich the evaluation process and promote a more comprehensive and inclusive education.

Finally, the implementation of an evaluation system that seeks to be fair and inclusive will be decisive for the formation of an educational future that truly responds to all voices in society. After all, education is a right for all, and public policies must ensure that this right is exercised equitably, always respecting the diversities that make up our reality. It is from this commitment that it will be possible to build an educational model that effectively promotes inclusion and social justice.

FINAL CONSIDERATIONS

The main objective of the research was to critically review the methodologies of learning assessment, considering their implications for equity and inclusion in the educational environment. This work sought to identify traditional practices that perpetuate inequalities, in addition to exploring alternatives that reflect the diversity of students' experiences and abilities. The focus was on creating a fairer educational environment, where each student can develop their potential to the fullest.

The main results of the research show that many of the conventional assessment practices do not meet the diversified needs of students, contributing to a cycle of exclusion. The analysis revealed that, by adopting methodologies such as formative assessments,

projects and peer assessments, it is possible not only to democratize the evaluation process, but also to encourage a deeper understanding of the content by students. These approaches not only promote learning but also generate an environment conducive to dialogue and critical reflection.

The interpretation of the findings points to the need for a transformation in the way we carry out educational evaluation. Considering assessment as a multifaceted process, which goes beyond the simple attribution of grades, is essential to foster greater interaction between students and educators. This dialogic relationship, in turn, enriches the teaching-learning process, allowing students to feel valued and engaged in their academic trajectories.

Regarding the relationship between the results found and the initial hypotheses, we observed that inclusive evaluation practices corroborate the idea that a diversified approach can mitigate existing inequalities. This research confirmed the hypothesis that by adapting assessment strategies to the singularities of students, it is possible to promote a more equitable environment that is conducive to the development of all those involved. The change in evaluation methodologies is, therefore, an effective means of transforming pedagogical practice as a whole.

The contributions of the study extend to teacher training and curriculum design. By emphasizing the importance of preparing educators to implement assessments that respect the particularities of students, the research indicates a path to building more inclusive learning environments capable of meeting the diversity of the student population. Thus, the proposal of an adaptable curriculum and teacher training are fundamental for the effectiveness of an innovative evaluation practice.

However, some limitations need to be recognized. The research was based on a limited number of institutions and contexts, which may restrict the generalizability of the results. In addition, the implementation of the new evaluation strategies may encounter resistance from educators accustomed to traditional practices. Therefore, a deeper dive into heterogeneous contexts is necessary to validate and enrich the findings presented here.

For future studies, it is suggested a deepening of continuing education practices for teachers, in addition to investigations on the perception of students in relation to diversified evaluation methodologies. Analyzing the long-term consequences of such approaches can offer valuable insights into the impact of changes in pedagogical and evaluative practices.

Finally, when reflecting on the impact of the work developed, it becomes evident that the promotion of an inclusive culture in educational evaluation not only meets an academic demand, but is configured as a social imperative. Education, as a central pillar for justice



and social mobility, must always seek new ways of valuing each learner, ensuring everyone the right to develop and contribute to their singularities. Thus, we reaffirm the need for a collective commitment to change, towards an educational environment that celebrates and promotes diversity.

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