

# Evaluation of teaching and learning for people with intellectual disabilities in regular schools in times of pandemic\*

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## Abstract

This article aims to identify the evaluation of teaching-learning in regular education during the Covid-19 pandemic (2020-2021), focusing on people with intellectual disabilities. In this sense, we find elements for reflection about evaluating people with intellectual disabilities, contextualizing an approach for its re-signification. To this end, pertinent questions are related to the appreciation of students' individual differences, discussing the evaluation of teaching-learning in the inclusive context. The study is qualitative, using a semi-structured interview script with family members and/or guardians of people with intellectual disabilities to highlight the relationship between legislation, teaching-learning assessment, and inclusive education in the context of the Covid-19 pandemic (2020-2021). The data analyzed are part of Mendonça's thesis (2022). The literature review provides theoretical references to contribute to the discussion. The evaluation of teaching-learning in regular education during the Covid-19 pandemic (2020-2021) was problematized concerning people with intellectual disabilities. It was verified, by a portion of the sample, that the evaluation of people with intellectual disabilities was neglected in this period, and, among the other research participants, it is characterized by the limited use of quantitative and measurement instruments. We conclude the need to rethink the evaluation of the teaching-learning of the person with intellectual disabilities, in an inclusive context, under the Brazilian legislation in force.

## Keywords

Evaluation of school performance – Intellectual developmental disorder – Inclusive education – Covid-19.

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## Introduction

Inclusion focuses on everyone without distinction since it enables those discriminated against due to disability, social class, race, gender, or other conditions to rightfully occupy their place in society. The inclusion process has been filled with controversies and distortions, both by social actors and by the school community, requiring decades of constant struggles for the realization of a constitutional right ensured by a robust legal framework that guarantees access and permanence in school for all, with the enjoyment of quality education, a unique challenge in this current conjuncture. The inclusive process needs to be dimensioned concerning the adversities arising from its innovative condition, the actions to make it effective, and the perspectives revealed in education through its implementation (MANTOAN, 2017; OMOTE, 2018).

Despite the democratization of access to school for students with disabilities, indicators show that exclusion has manifested itself in other and diverse ways in the education system, as well as traditionally developed assessment practices based mostly on quantitative measures disregarding the process and value of the product of school learning. These aspects have been constituted in practices little favorable to inclusion (OLIVEIRA; VALENTIM; SILVA, 2013). The evaluation contributes to creating the social hierarchies that consolidate the current society. The school, for example, reveals two different directions when calling evaluation what is characterized, in fact, as the practice of examination. Pedagogically, the actions are directed to exams, which, dissociated from learning, psychologically develop submissive personalities and, sociologically, lead to the reproach policy, useful to social selectivity. In this way, the exams contribute to perpetuating the model of society we live in authoritarian, selective, and exclusionary. Transitioning from the school exams model to the learning evaluation model means democratizing knowledge and, consequently, society (PERRENOUD, 1999; LUCKESI, 2018; BORTOLIN; NAUROSKI, 2022).

Besides this problem, a historical calamity solidified extreme conditions of social inequality, enhancing human frailty, leveling feelings of pain, mourning, death, exclusion, and impotence concerning the unknown and imminent danger, revealing abysses in several social contexts and accentuating fragilities in what refers to education, especially the person with intellectual disabilities (FIALHO; NEVES, 2022). At the end of 2019, the world observed, perplexed, the exponential danger of a virus that spread before the eyes of a globalized and incredulous audience, with the sudden changes caused in the way of seeing life, living and dying, due to the pandemic, triggered by the Coronavirus Disease (Covid-19).

The first cases of a new Coronavirus (Sars-CoV-2) were identified in the Chinese city of Wuhan in late 2019. On January 30, 2020, the World Health Organization (WHO) declared human Coronavirus infection a Public Health Emergency of International Importance (BIRMAN, 2021; NEVES; FIALHO; MACHADO, 2021). Four days later, on February 3, 2020, the Ministry of Health (MS) published Ordinance No. 188, declaring a Public Health Emergency of National Importance. Two years later, on February 3, 2022, the number of cases and deaths in the world and Brazil offered a dimension of this tragedy. The cases totaled 388 million worldwide and 26 million in Brazil, corresponding to 6.7%.

Of the deaths, 5.71 million were registered worldwide and more than 630 thousand in Brazil, corresponding to 11% of the total. While in the world, the mortality per million inhabitants was 720, in Brazil, it reached 2,932, which is four times higher, resulting in a calamity that directly affected the health, education, and living conditions of millions of Brazilians (FIOCRUZ, 2022).

In addition to the hygienic measures, such as washing hands, using masks and alcohol gel, social distancing was adopted in Brazil, as well as in several other countries, as an essential way to face the Covid-19 pandemic, causing, in the years 2020 and 2021, the suspension of classroom activities in schools and universities around the world. The arrival of Covid-19 in the country caused the rapid decision to close schools (LEHER, 2020; NEVES *et al.*, 2021; CARVALHO; GUERREIRO; VIANA, 2022).

On April 1, 2020, the Federal Government issued *Provisional Measure (MP) 934*, which established exceptional rules for the school year at the Basic and Higher Education levels as a result of the measures to deal with the public health emergency situation referred to in *Law 13,979* of February 6, 2020 (BRASIL, 2020).

In Ceará, face-to-face educational activities were suspended in all public education system schools, universities, and colleges, mandatory as of March 19, 2020. The return to face-to-face teaching began in September 2021, staggered, with students divided into groups that rotated weekly between school and remote teaching. At the beginning of the 2022 school year, 100% of the students returned to the classroom face-to-face (CEARÁ, 2020, 2022). Between the years 2020 and 2021, we present the temporal cut of the research, through the data from Mendonça's thesis (2022), as a primary element to identify the evaluation of teaching-learning in regular education during the Covid-19 pandemic (2020-2021), with a focus on people with intellectual disabilities.

In this sense, the Educational Evaluation is an essential component in the inclusive process that, in the conception of Vianna (2014), is a term that covers the evaluation of various phenomena, processes, and activities in the field of education, but this does not imply that they always have the same focus. Moreover, considering the object of this study, an investigation in times of pandemic, in which teaching and evaluation methods had to be modified, it was relevant to research how the evaluation process of the teaching-learning of people with intellectual disabilities happened in regular education, looking for essential elements of this process, thus being fundamental for the global development of these students. Regarding research in the evaluation of the teaching-learning of people with intellectual disabilities in the Covid-19 pandemic period between 2020 and 2021, the results ratify the expression of this study to give visibility to this theme of great magnitude for Inclusive Education<sup>3</sup>. As an example, on the *website* of the Coordination for the Improvement of Higher Level Personnel (CAPES), in a survey in the catalog of theses and dissertations, 1,528 results were detected for "evaluation of learning," 44 with the title "evaluation of teaching-learning" and one for "evaluation of learning person with intellectual disability," which refers to the dissertation of this author (MENDONÇA, 2014).

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**3-** Inclusive education can be defined as the practice of including everyone, regardless of their talents, disabilities, socioeconomic or cultural background, in schools and supply classrooms in which the needs of these students are met (STAINBACK; STAINBACK, 1999).

Adding the terms “pandemic” and “Covid-19” to the searches performed, no results were found on the CAPES Periodicals *website*.

As a contribution of this theme to the scientific community and highlighting its importance, this study aimed to identify the evaluation of teaching-learning in regular education during the Covid-19 pandemic (2020-2021), focusing on people with intellectual disabilities. It is relevant because it generates knowledge about the daily practice of school performance evaluation for people with intellectual development disorders, promoting fundamental reflections for understanding the inclusion process in the learning aspect. Moreover, it reveals an element of quality sought in the formal education of all students through the analysis of the unusual moment caused by the pandemic of Covid-19 (2020-2021).

## Methodology

The methodological option is consistent with qualitative research, in the form of a case study, to achieve the objective of this investigative proposal. It is worth emphasizing that the scientific procedure is used for the acquisition of knowledge, for the improvement of a methodology, and for the elaboration of a standard. Considering that social reality transcends in richness any theory, it is necessary to use instruments and theories that can “make an approximation of the sumptuousness that is the life of human beings in society” (MINAYO, 2015, p. 15).

Gil (1999) defines research as a rational and systematic procedure that aims to answer the proposed problems. Thus, it is the way to reach science and knowledge, which, in this research in question, means contributing to advancing the process of Inclusive Education, through research on the evaluation of teaching-learning in regular education, concerning the learning of people with intellectual disabilities.

For this purpose of identifying the evaluation of teaching-learning in regular education during the Covid-19 pandemic (2020-2021), with a focus on people with intellectual disabilities, we collected information about the evaluation process during the Covid-19 pandemic (2020-2021) concerning people with intellectual disabilities, through the research of family members and/or guardians of people with intellectual disabilities.

The research was not submitted to the Research Ethics Committee due to operational difficulty caused by the Covid-19 pandemic (2020-2021). Despite this, all the precepts of *Resolution No. 466* of December 12, 2012, which provides guidelines and regulatory standards for research involving human beings, were observed, respected, and guided by the ethical commitment of the research in question (BRASIL, 2012). Participants were warned about the research process and informed that their names would be kept confidential and that they could, at any time, ask questions or refuse to participate, or withdraw their consent at any stage of the research without any penalty or prejudice. The present study did not offer any risk to the participant's physical, social, cultural, or mental health, and nothing in its context could cause moral damage.

To collect the information related to the research objective, a semi-structured interview was used with family members/guardians of people with intellectual disabilities enrolled in five regular schools during the Covid-19 pandemic (2020-2021).

Accentuating the objectives of the interview, this data collection instrument was used, and its elaboration had as its centrality the appropriation of questions inherent to the theme of the study to capture the objective of the investigation, with a sample of 5 family members/guardians of people with intellectual disabilities enrolled in five different regular schools in the city of Fortaleza-CE.

The research participants were contacted through the management of the institution in which their children were enrolled, with the help of Specialized Educational Assistance (AEE). Parents and/or guardians of students enrolled in regular schools who maintained attendance throughout the Covid-19 pandemic (2020-2021) and who have intellectual disabilities were selected.

The interviews were carried out in the institution where they performed the AEE during the years 2021 and 2022, recorded on digital audio equipment to capture all the oral information, and later transcribed to translate the interviewees' speech in a reliable way.

Data collection took place on the days scheduled for the students' appointments, previously scheduled for this purpose. All parents and/or guardians contacted participated in the interview without absences or dropouts. The data obtained were fully used in the research.

The data analysis and treatment were permeated by content analysis through the categorization of the results and the survey of the research units. The categories used in the research include concepts inherent to the evaluative process (BARDIN, 2011). In the analysis of the categories, we found the data that allowed delimiting the profiles of the interviewees, the evaluation of teaching-learning from the perspective of the investigated, as well as the evaluative procedures and instruments used in the period of the Covid-19 pandemic.

In characterizing the sample of respondents, we randomly named the family members and/or guardians F1, F2... F5. To proceed, the Informed Consent Form (ICF) was prepared and applied. This document informs and clarifies the subjects of the investigation so that they can authorize their participation in the research, providing legal and moral protection to the researcher and to those being researched.

## **Results and discussion**

According to data present in the 2020 *Census of Basic Education*, the number of Special Education enrollments reached 1.3 million in 2020, an increase of 34.7% compared to 2016. The largest number of these is in Elementary Education, which concentrates 69.6% of Special Education enrollments (BRASIL, 2021). With a high demand in regular schools enrollment of people with disabilities and high enrollment of people with intellectual disabilities, the expansion of research on this topic is justified.

### **a) Participant Profile**

For the referred study, characterizing the total sample of five family members/caregivers of students with intellectual disabilities, a variation of 45 to 60 years of age was observed among the investigated. As for the degree of kinship of the family members/

guardians interviewed, it became evident that four sample members correspond to the mothers of the people with intellectual disabilities, and only one refers to a grandmother.

The interviewees' education level revealed the highest number (three) among those who had studied up to incomplete elementary school. This was followed by one complete high school graduate and one incomplete college graduate.

The students, the public of the sample corresponding to family members/guardians of people with intellectual disabilities, are aged between 9 and 17. Among those surveyed, all revealed that the student's disability is congenital. Regarding the year in which the person with an intellectual disability is enrolled in regular school, it was verified that the students in the sample are between the 4th and 9th grades. Regarding the age of entry into regular schools, it was noticed a variation between 2 and 4 years, all in early childhood, demonstrating the clarification of families about the importance of education as a right for all.

#### b) Evaluation of teaching-learning from the perspective of the investigated

When asked about the repetition of students, it was revealed that no student in the sample repeated the year in regular education, a fact that portrays the current educational policy anchored in the possibility of specific termination for those who cannot reach the level required for the completion of elementary school, due to their disabilities (BRAZIL, 1996, 2001).

To investigate the assessment during the Covid-19 pandemic period (2020-2021), it was necessary to identify how the assessment was before this period in regular schools. We obtained a strong testimony regarding the discrepancy between the evaluation instrument and the learning stage of the person with intellectual disabilities:

He takes tests, and they give 6,7, but the boy does not know how to do anything. He does not know how to read. He does it his way: he sees, he does, but do not tell him to read, he does not know, he does not know (F1).

About the other statements on this issue, the respondents highlight the situation experienced by the students:

It was the test and the report card (F2).

Report. She even took the exam, but the final evaluation was through a report, "ne" (F3).

He did not have a report card. I know it was a report: they just put ten, ten, ten, but the boy did nothing (F4).

The evaluation only made him cross out, he made some letters that he did not know what "it" was, but he did it "right," his way, the tests. There were grades, congratulations, and good or excellent grades (F5).



Assessment of learning is intended to support learning. In this aspect, it is conceived as a procedural, formative, dialogical action with an inclusive emphasis for all students. Thus, the act of evaluating goes through the verification of reality through diagnostic evaluation, which allows the delineation of the limitations and initial possibilities of the students. The initial survey needs to be analyzed qualitatively and contextually so that it is possible to qualify the data revealed, relating them to the teacher's expectations for a specific reality. Only before these facts and with the purpose of using the assessment as a learning component can the teacher then make decisions in the face of the reality evidenced, outlining methodologies, objectives and building pedagogical practices consistent with the universe presented (PEREIRA; MELO; NASCIMENTO, 2021; HOFFMANN, 2019; LUCKESI, 2018).

In the case of the participants' answers, it is crucial to understand that the diagnostic assessment plays a similar role in the didactic functioning, not constituting an end in itself but serving to control the students' work and manage the flows, being useless if it does not promote appropriate pedagogical action. Assessment, in the formative logic, understood as a source of regulation of learning processes, contributes to this because it allows the deliberate intervention of the teacher, inducing a regulation in the course of this process; and, in the summative or certifying logic, acquires the function of taking stock of student acquisitions and decide for their approval or not for subsequent stages of the teaching program (PERRENOUD, 1999, 2015).

Regarding diagnostic observation, with a view to formative assessment, the author reiterates:

[...] means that it considers everything that can help students learn better: their acquisitions, which condition the tasks that can be proposed to them, as well as their way of learning and reasoning, their relationship with knowledge, their anguishes and possible blockages in the face of certain types of tasks, what makes sense to them and mobilizes them, their interests, their projects, their self-image as a subject more or less able to learn their school and family environment. (PERRENOUD, 2015, p. 49).

Perrenoud (2015) also emphasizes the importance of no longer separating assessment and teaching, considering each learning situation as a source of information or valuable hypotheses to delimit teaching-learning and student performance more successfully. In formative assessment, the teacher meticulously observes the students, seeking to understand their way of functioning in order to adjust, in a more systematic and individualized way, his or her pedagogical interventions, providing a minimum of class regulation, inferring on the learning processes.

From the perspective of formative assessment, the teacher requires a posture that does not end in instrumentality but an active positioning and planning of an intentional teaching methodology for learning. Perrenoud (2015) emphasizes that what is important in the democratization of teaching is not to make it as if everyone has learned but to allow everyone to learn.

Therefore, it is paramount to center the teaching process on the student, developing diversified activities at each learner's level, with a permanent focus on achieving learning. In Hoffmann's (2019) view, learning acquires a mediating conception by referring to the

discovery of the reason of things and presuming the organization of the experiences lived by the subjects in a progressive understanding of notions.

According to Depresbiteris (2007), criteria are principles that will serve as a basis for judging the quality of performances, understood here not only as the execution of a task but as the mobilization of a series of attributes that converge towards it.

### c) Evaluation procedures and instruments used in the Covid-19 period

The relatives/guardians described how the evaluation took place in the regular school for people with intellectual disabilities during the pandemic. Some students made the evaluations because the relatives/guardians bought the printed activities at school and gave them to their children and grandchildren to do at home and then returned them:

I went to school to pick up his “assignments,” and he would do them at home (F1).

He received those tests, right, I received them and took them home, we tried to do it at home, and I helped him because he could not read or write, then I gave him the tips, and there were also tips for the group, but he is very “difficult” to interact in this part.

They sent activities to cover, dot the letters, and repeat and paint (F4).

Concerning the evaluative practice carried out in the online mode, the interviewees reported that:

[...] The activities were online for her. The teacher sent activities; we did them (F3).

It was by... what do you call it, video, it was just working, it was the math teacher who sent work, math worksheets, what do you call them, ...is to paint, paint and look for the “drawing,” the “numbers,” these things. He would send it to me via Zap, and I would send him a copy. The other teachers did not “team” sending them, so I even asked why, then they said they thought he was normal because they did not know him, I do not know what, then they even kept sending him some “works.” (F5).

The exposed data suggest that the practice of home-printed activities was a means of carrying out the assessments in regular schools and the online format. However, except for the math teacher who provided an intentional and differentiated service, as stated by F5, it can be inferred that, for people with intellectual disabilities, there is no confluence between assessments and the teaching-learning process. This is evident when students excel in these activities with slight variation in evaluative instruments, such as paintings and drawings, dissociated from a pedagogical practice consistent with the dialectical movement between doing and thinking about doing (TEIXEIRA; NUNES, 2010, 2014).

When inquiring with the research sample about how the regular school dealt with the family regarding the results of the student’s evaluation during the Covid-19 pandemic



(2020-2021), it was reported that two family members/guardians had no feedback, with identical responses echoed: “They did not say anything” (F1 and F4).

These data denote more than a mere silence of the regular school; they infer the “neutrality” that curtails the rights to the educational process guaranteed by the Brazilian legislation, detonating the family/guardians’ helplessness regarding the evaluation process.

The survey revealed that two family members/guardians went to the regular schools to inquire with management about the feedback from the evaluations:

I went there to find out how he was doing his situation. “Then they told me that everything is in his own time and that he was evolving, but not much, right, that he could not fail, that he should be patient, that everything would be in his own time (F2).

I went to the school and talked to the principal, and he told me to do whatever I could, and after the pandemic, they would go after the damage (F3).

Only one person revealed having received feedback from the regular school during the Covid-19 pandemic period (2020-2021) through the recording of a grade, a model still valued by family members to the detriment of the qualitative aspect: “They gave a report card: “it is here,” I got it, “it is great,” good grade” (F5).

Family members/guardians were asked about the participation of people with intellectual disabilities in external assessments<sup>4</sup>. Respondents F3 and F4 said that no external assessment was carried out; they just answered positively:

He took a test at school, which he said the teacher told him to do. He came home and said: “Grandma, there was a test we had to take on Thursday, but I took it there. I asked him how he did it: ‘I do not know, but I did it there. He does not know; he does not know. He told me that I had to go because it was a test, and nobody could miss it (F1).

Yes, he evaluated that; he did Prova Brasil (F2).

[...] he did the SPAECE. (F5).

Hoffmann (2019) asserts that it is impossible to say that an assessment was made only by observing the student or correcting his tasks, tests, or even the record of these results. Only these elements do not constitute an evaluation because the essential element is missing, the mediating action, the pedagogical intervention essential for the student’s evolution, favoring his or her progress and learning. In order to systematize the evaluation process, the forms of returning the results to the students must be programmed, as well as the subsequent mediating strategies.

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**4-** Several evaluations are carried out within the educational system: those in the classroom, others in the school itself, or even those that permeate the entire educational system. Regarding external evaluations, some have essential direct consequences on individuals and institutions that present numerical results (summative) and those that have the purpose of learning more about the educational process to seek improvements and that do not have the interest in giving immediate consequence to their result (formative) (HORTA NETO, 2018).

In this aspect, Hoffmann (2019) makes considerations about the ineffectiveness of assessing the student during watertight moments that do not allow for capturing the dynamics of the student's learning process, considering that all students always learn and learn more with better opportunities for this purpose. Thus, the subjects investigated to show that the regular school teacher has not yet taken the leading role in the evaluation of teaching-learning focusing on the person with intellectual disabilities, their natural limitations, and, above all, possibilities, through the implementation of diagnostic assessment practices, able to identify learning difficulties and make use of this information to support the student's learning.

It is worth mentioning that, to probe the difficulties related to the teaching-learning assessment of students with intellectual disabilities through their families/guardians of the researched sample, questions were related, evidencing the daily life of this public concerning the assessment in regular school during the investigated period.

When asked about the difficulties encountered in assessing student learning in regular school during the Covid-19 pandemic (2020-2021), the following accounts were given:

It did no good (F1).

Despite the difficulty, I went there to get some assignments "for me" (F2).

It made no difference (F4).

I went to the school and talked to the principal and the coordinator because they were not sending him individual work, and they said they did not know him. It seems that they kept changing teachers. He has "been" there since the fourth grade, he has everything in his folder, and he has already fought about the caregiver, he says he does not need a caregiver there, but he needs a person to look at his handwriting and so on. After that, it got much worse; he could not write like before (F5).

During the Covid-19 pandemic period (2020-2021), the legal guidance was that the learning assessment would be carried out through written or *online* activities according to the content worked during the special regime of non-contact classes. However, F1 points out that the evaluation process carried out in this period in regular school was null for the student with intellectual disabilities, indicating that the family was not welcomed by the regular school, as suggested by F5, which reveals the student's ignorance of the school, which should be inclusive, stressing that the fact of being enrolled is not indicative of inclusion; that is, the practices need to be readjusted for the effectiveness of the inclusive process (BRASIL, 2020).

The speeches of the students' relatives or guardians denote that the evaluation practice was not connected to the content explored by regular education, as the legal dictates recommend (FORTALEZA, 2020):

Inclusion is a very flawed inclusion; you do what you can. At the beginning of 2020, her teacher never prepared a specific activity for her, and I questioned her, and she also has a special child, and she told me that she did not know her grade. So, I told her how she would know if she was not interested. Then she would come to tell me that I was not sending her activities, and she would get no grades and no attendance. I told her: so, give her a grade, and then I will come here to talk to you because how can she do an activity that is not being prepared for her? Then she arrives at the end, and there is no way to make an evaluation; there was no learning; it was two years there that the learning was what the mother taught her (F3).

The statement of F3 is very strong when analyzing the inclusive process in regular school during the pandemic, emphasizing the importance of knowing the student to evaluate the teaching-learning process, besides dissociating the evaluation process from examining the production of grades.

Regarding the perspective of quality in education, it is worth noting:

Quality is a broader attribute; it is the value of the condition of things or people that are seen beyond simple perception, which occurs in greater or lesser intensity, perfection, and depth. Regarding school performance, quality represents coherence, the precision of ideas, depth of argumentation, creativity, originality, students' ways of feeling and acting, and complex aspects that cannot be reported through numbers or grades.(HOFFMANN, 2019, p. 46).

According to Vianna (2014), evaluation cannot ignore the various dimensions of the school context because of its influence and the particular emphasis on the definition of different evaluation proposals, whose major objective, in the end, without any uncertainty, focuses on improving the educational procedure.

Beyer (2010) expresses pertinent considerations about the core of inclusion within education:

The first condition for inclusive education does not cost money: it requires a new way of thinking. We need to understand that children are different from each other. They are unique in the way they think and learn. All children, not only those with some limitation or disability, are unique. Therefore, it is also wrong to demand the same performance from different children and treat them uniformly. Education must be organized to consider children's different abilities (BEYER, 2010, p. 28).

In this context of Inclusive Education, it is worth reflecting on the concept of disability. Diniz (2007) analyzes disability as a complex concept that recognizes the body with injury and denounces the social structure that oppresses the disabled person. Thus, research unveils one of the most devastating ideologies in our social life: the one that humiliates and segregates the disabled body. In this sense:

Injury for the Social Model of Disability is equivalent in gender studies of sex. Furthermore, just as the gender role of each sex is a result of socialization, the signification of injury as a disability is a strictly social process. Along this line of reasoning, the explanation for a disabled person's

low educational level or unemployment should not be sought in the restrictions caused by the injury but in the social barriers that limit the expression of their abilities. (DINIZ, 2007, p. 2).

From Diniz's (2007) perspective, disability is recognized as a political concept: the expression of the social disadvantage suffered by people with disabilities. It is pertinent to emphasize that there is no way to consider that a child with disabilities can have the proper pedagogical care without a sufficient distinction between their cognitive and learning characteristics.

In this conception, the school, in the context of diversity, immediately requires changes in pedagogical actions in the classroom, arising from an educator contextualized with the inclusive proposal, in which teacher training assumes contours of resizing pedagogical practices, to ensure a conception and implementation of education in line with the legislative proposal of Inclusive Education (SILVA et al., 2020). It is up to the training programs to present qualitative changes that can provide new possibilities for educators to interact qualitatively with multiplicity in regular classrooms. It is necessary to break with the precepts that establish a linear sequence of contents that culminates in the valorization of the accumulation of contents and the valorization of the classificatory and excluding evaluative activities (BEYER, 2010; LUCKESI, 2018; TEIXEIRA; NUNES, 2010, 2014).

The evaluation of teaching-learning in school and the use of its results can be an essential resource for social democratization in the understanding of a satisfactory Education for all students. It is important to reflect on the path of the person with intellectual disabilities within the scope of regular education and develop public policies from this perspective, which are efficient and meaningful for the overall development of the subjects involved (VALENTIM; OLIVEIRA, 2013).

## **Final considerations**

In the context of this research, which investigated the time frame related to the Covid-19 pandemic period (2020-2021) in relation to the school performance assessment of students with intellectual disabilities, it is worth noting that the population's routine was widely affected. Life was dismantled and rebuilt in unusual ways, bringing up uncertainties and tribulations unheard of for most people. No one has been unscathed by the Coronavirus (Sars-CoV-2); somehow, it has touched everyone, forcing us to experience new ways of coexisting, silencing joys and pains, celebrating, rejoicing, working, studying, loving, uniting when apart, and of expiring melancholy in solitude.

In this panorama, the regular school joined the remote teaching. It restructured itself to give continuity to the educational process in all segments in this country of continental dimensions and stratospheric differences, as well as in many other places on the planet affected by the pandemic. An epic challenge that reached teachers, families, and students, heading for unexplored paths, portrayed in this study focused on the evaluation of the teaching-learning of the person with intellectual disabilities in regular education during the social isolation caused by Covid-19 (2020-2021).

In the universe of the sample of family members/guardians and students with intellectual disabilities, it emerged throughout the research that the form of teaching-

learning evaluation in regular school during the pandemic ranged from the exacerbated invisibility of the student to a format inconsistent with his or her real possibilities.

Thus, the goal of identifying the evaluation of teaching-learning in regular schools during the Covid-19 pandemic (2020-2021), focusing on people with intellectual disabilities, was achieved. Furthermore, from the analysis of the speeches of family members/guardians of students who exposed the difficulties of assessment in regular school during the pandemic period, we could mention that inclusive assessment should break the paradigms of alleged normality that is rooted in the construction of the society in which we are inserted.

In the face of the mishaps arising from social isolation and remote teaching, it became evident in the investigation the fragility of regular education by relegating the person with intellectual disability to a pattern of invisibility, broken by the investigated that, according to reports, went to their respective schools to request a position about the evaluation that practically did not exist. Moreover, they reported that the evaluation process is characterized by the limited use of quantitative instruments and measurement, according to the data evidenced.

The assessment in the context of inclusion is usually a mobilizing agent of divergent forces in the sense that, despite the legal determinations that guide a formative, procedural, and continuous assessment, with a variety of instruments for data collection and interventions in the learning of the person with disabilities, it is still a process under construction in regular schools. According to the results of this research, the regular school teacher has not yet taken the leading role in the assessment process for people with intellectual disabilities through diagnostic assessment practices, capable of identifying learning difficulties and articulation with the AEE teacher, a mediator figure of learning, with pedagogical interventions that provide the development of their higher psychological functions to access the school curriculum for all students.

Family members/guardians, when asked about suggestions for the evaluation of teaching-learning, made their anguish about the theme evident. For the person with an intellectual disability, the cognitive deficit stands out as a constant challenge, and at the same time, the school these relatives and guardians studied at corresponds to a traditionally excluding model. They experienced these realities on their school benches and showed concern about the evaluation model, suggesting that the format be consistent with what the student can do, looking for ways to find out what he or she does, instead of just quantifying errors through school grades, as evidenced in regular schools.

Although a case study cannot be generalizable, what can be interpreted as a limitation of this research is the fact that it observed a small population. However, the research allowed for reflections from multiple angles that broadened perceptions about the types of assessments that can be developed in inclusive education. Thus, it is possible to encourage discussion on the different possibilities of assessing students with intellectual disabilities with scientific credibility involving cultural, social, and educational scenarios.

The participants' statements suggest future research, especially in relation to the development of evaluations close to the real condition of each student, using varied instruments and activities related to the knowledge they already have to continue new learning.

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