

**THE USE OF ASSESSMENT DATA IN EDUCATION: A LITERATURE REVIEW
OF TRENDS, STRATEGIES, AND PEDAGOGICAL IMPACTS**

***USO DE DADOS AVALIATIVOS NA EDUCAÇÃO: UMA REVISÃO DE ESCOPO
SOBRE TENDÊNCIAS, ESTRATÉGIAS E IMPACTOS PEDAGÓGICOS***

***EL USO DE DATOS EVALUATIVOS EN LA EDUCACIÓN: UNA REVISIÓN
GENERAL SOBRE TENDENCIAS, ESTRATEGIAS E IMPACTOS PEDAGÓGICOS***



Sidnei GRIPA¹

e-mail: sidnei@unifebe.edu.br



Shirlei de Souza CORRÊA²

e-mail: shirleiscorrea@hotmail.com



Marlene ZWIEREWICZ³

e-mail: marlene@uniarp.edu.br



Gislaine Aparecida Denardi BIASIOLO⁴

e-mail: biologia.gislaine@gmail.com

How to reference this paper:

GRIPA, S.; CORRÊA, S. de S.; ZWIEREWICZ, M.; BIASOLO, G. A. D. The use of assessment data in education: a literature review of trends, strategies, and pedagogical impacts. **Nuances: Estudos sobre Educação**, Presidente Prudente, v. 37, n. 00, e026003, 2026. e-ISSN: 2236-0441. DOI: 10.32930/nuances.v37i00.11612.



| **Submitted:** 15/04/2026

| **Revisions required:** 22/05/2026

| **Approved:** 12/06/2026

| **Published:** 04/07/2026

Editor: Prof. Dr. Rosiane de Fátima Ponce

¹ University Center of the Educational Foundation of Brusque (UNIFEBE), Brusque – Santa Catarina (SC) – Brazil. Ph.D. in Accounting and Administration from the Regional University of Blumenau (FURB). Vice Rector for Undergraduate Studies at UNIFEBE.

² University of Alto Vale do Rio do Peixe (UNIARP), Caçador – Santa Catarina (SC) – Brazil. Ph.D. in Education from the University of Vale do Itajaí (UNIVALI), with a doctoral sandwich period at the University of Minho, Braga – Portugal. Postdoctoral Researcher at the Federal University of Santa Catarina (UFSC). Professor in the Graduate Program in Basic Education (PPGEB) at UNIARP, teaching in the Master's and Doctoral programs.

³ University of Alto Vale do Rio do Peixe (UNIARP), Caçador – Santa Catarina (SC) – Brasil. Ph.D. in Psychology from the Federal University of Santa Catarina (UFSC). Coordinator of the Postgraduate Program in Basic Education (PPGEB) at UNIARP.

⁴ University of Alto Vale do Rio do Peixe (UNIARP), Caçador – Santa Catarina (SC) – Brazil. Master's Degree in Environmental Biotechnology. Doctoral Candidate in Basic Education (PPGEB – UNIARP). Secretary of Education of Tangará – Santa Catarina (SC).

ABSTRACT: Moving beyond assessment practices that focus solely on measuring and ranking results requires viewing assessment as a process that guides pedagogical decisions and promotes improved learning. This study compiles and analyzes literature on the use of assessment results and data in K-12 and higher education, identifying trends, strategies, and their pedagogical impact. Methodologically, this is a scoping review with a qualitative approach conducted using the Web of Science database. The search yielded 89 articles. After screening on the Rayyan platform, we selected 26 studies for analysis with the Elicit tool. The results indicate an increasing use of assessment data to support pedagogical decisions, monitor learning progress, identify students at risk of failing, personalize instruction, and guide interventions. The study concludes that contextualizing assessment data promotes more responsive, learning-oriented practices.

KEYWORDS: Educational assessment. Data analysis. Decision-making. Teaching and learning.

RESUMO: Superar práticas avaliativas centradas na mensuração e na classificação de resultados requer uma perspectiva que situe a avaliação como um processo capaz de orientar decisões pedagógicas e favorecer a melhoria da aprendizagem. Este estudo objetiva mapear evidências na literatura sobre o uso de dados das avaliações nos processos de ensino e de aprendizagem na Educação Básica e no Ensino Superior, destacando tendências, estratégias e impactos pedagógicos. Metodologicamente, trata-se de uma revisão de escopo, de abordagem qualitativa, realizada na base de dados Web of Science. A busca identificou 89 artigos, e a triagem na plataforma Rayyan resultou na seleção de 26 produções para análise com o auxílio da ferramenta Elicit. Os resultados indicam um crescimento no uso de dados avaliativos para apoiar decisões pedagógicas, monitorar a aprendizagem, identificar estudantes em risco, personalizar o ensino e orientar intervenções. Conclui-se que o uso contextualizado desses dados avaliativos favorece práticas mais responsivas e orientadas à aprendizagem.

PALAVRAS-CHAVE: Avaliação educacional. Análise de dados. Tomada de decisões. Ensino e aprendizagem.

RESUMEN: Superar las prácticas de evaluación centradas en la medición y clasificación de resultados requiere adoptar una perspectiva que sitúe la evaluación como un proceso capaz de orientar las decisiones pedagógicas y de favorecer la mejora del aprendizaje. El objetivo de este estudio es recopilar las pruebas existentes en la literatura sobre el uso de los datos de las evaluaciones en los procesos de enseñanza y aprendizaje en educación básica y superior, y destacar las tendencias, las estrategias y los impactos pedagógicos. Desde el punto de vista metodológico, se trata de una revisión de alcance con enfoque cualitativo realizada en la base de datos Web of Science. La búsqueda identificó 89 artículos y, tras el proceso de selección en la plataforma Rayyan, se eligieron 26 trabajos para su análisis con la ayuda de la herramienta Elicit. Los resultados indican un aumento en el uso de los datos de evaluación para respaldar las decisiones pedagógicas, supervisar el aprendizaje, identificar a los estudiantes en situación de riesgo, personalizar la enseñanza y orientar las intervenciones. Se concluye que el uso contextualizado de estos datos de evaluación fomenta prácticas más receptivas y orientadas al aprendizaje.

PALABRAS CLAVE: Evaluación educativa. Análisis de datos. Toma de decisiones. Enseñanza y aprendizaje.

Introduction

In recent decades, there has been a significant shift in the role assigned to educational assessment, which has come to occupy a strategic position both in the organization of public policies and in the regulation of education systems. In this movement, different evaluative modalities are consolidated, such as external and internal assessments, as well as those developed in Basic Education and Higher Education. Although they have different purposes, scales, and instruments, they all share a central element: the production of data on teaching and learning processes.

Understood from this perspective, assessment departs from a strictly classificatory logic and enters the realm of pedagogical responsibility, whose results, when interpreted, can contribute to teaching practice. Evaluating, therefore, implies articulating monitoring, decision-making, and pedagogical intervention. According to Afonso (2009), it is an action that involves not only technical but also political dimensions.

This conception indicates that assessment integrates educational work through reflective mediation on teaching and learning processes, producing references that guide both teaching action and the understanding of the quality of education (Mazzurana; Prigol; Corrêa, 2026). It is in this context that the present study is situated, the objective of which is to map evidence in the literature regarding the use of assessment data in teaching and learning processes in Basic Education and Higher Education, highlighting trends, strategies, and pedagogical impacts. To that end, the research is guided by the following guiding questions: i) How is evaluative data used in the teaching and learning processes in Basic Education and Higher Education? ii) What evidence does the literature present regarding the repercussions of the use of evaluative data in both stages of education?

To achieve the proposed objective, a scoping review of a qualitative nature was conducted, with a search in the Web of Science database in February 2026. After screening the 89 identified articles, with the support of the Rayyan platform, 26 studies made up the selected corpus. The analysis, aided by the Elicit tool, focused on trends, strategies, impacts, and pedagogical practices transformed by the use of evaluative data.

In addition to these introductory elements, the research is presented with a section that deals with educational assessment, followed by a section that presents the methodological details of the study and the last section that deals with the results and their discussion.

Educational assessment and the use of data in the reconfiguration of teaching and learning

Historically, educational assessment has been reduced to a verification tool, especially in the context of modern school organization, when traditional teaching was linked to the classification, selection, and certification of students, without considering learning as a process. However, understanding it solely from this perspective implies disregarding its complexity and neglecting its pedagogical, political, and social dimensions.

From a broader perspective, assessment constitutes a reflective mediation on teaching and learning processes, producing interpretive references that guide teaching practice and the social reading of educational quality. In this regard, Luckesi (2011) emphasizes that evaluating is not limited to measuring, but also to assigning meaning to formative processes and making decisions that impact student development.

This expanded understanding of assessment shifts the historically constituted classificatory logic towards a pedagogical perspective, in which assessment is understood as a process capable of guiding pedagogical decisions and fostering the improvement of learning. Evaluating, therefore, implies articulating diagnosis, judgment, and action, considering that the results must serve to reorient educational practices and to confront inequalities (Luckesi, 2011).

In the same vein, Afonso (2009) indicates that evaluating is a practice that involves not only technical dimensions, but also political choices, since the uses of evaluation reflect conceptions of education, quality, and social justice. However, in recent decades, this perspective has coexisted with the consolidation of a rationality based on the standardized measurement of school performance, causing large-scale assessment to emerge as one of the main instruments of contemporary educational policies.

The large-scale assessment movement is characterized by the administration of standardized tests to large groups, which allows for the production of comparable indicators that support the formulation of goals, rankings, and accountability mechanisms. Although this process is formally justified as an instrument for diagnosis and monitoring, it directly impacts the curriculum, management, and teaching work (Ball, 2012).

It is necessary to recognize that this movement, which comprises large-scale assessments, is intrinsically related to the transformations in forms of educational governance around the world. This occurs because multilateral organizations have come to play a relevant role in the dissemination of evaluation models and normative quality benchmarks, fostering

the circulation of policies and the standardization of criteria. International assessment models, such as the Programme for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS), are examples of this process. When comparing countries, these assessments influence educational agendas, guide reforms, and legitimize certain conceptions of teaching and learning, frequently associated with the logic of efficiency and competitiveness.

From a macro perspective, it can be stated that this scenario contributes to the establishment of global educational governance based on evidence resulting from large-scale assessment data. In this sense, national systems also start to be evaluated through standardized indicators. As Ball (2012) observes, it is a form of regulation that operates through technologies of performativity, in which schools and teachers are ranked based on the results of large-scale assessments. In this context, assessment not only describes the educational reality through standardized indicators but also actively participates in its production by defining how these criteria will contribute to the quality of education.

This analysis of educational assessment highlights the coexistence of different rationalities (Ball, 2012). On the one hand, large-scale assessment plays a relevant role in the production of information about educational systems, contributing to monitoring and policy formulation. On the other hand, it has limitations when used hegemonically, especially regarding the reduction of the complexity of educational processes to numerical indicators. In this scenario, valuing formative assessment emerges as a possibility to rebalance the evaluative field, reclaiming its pedagogical dimension and its commitment to learning.

In the view of Khunaprom and Chansirisira (2024), assessment can be seen as a tool that is simultaneously diagnostic and formative in nature, as it enables the identification of needs, the guidance of teacher training processes, and support for the continuous improvement of educational practices. For the authors, assessment serves as an element that provides fundamental inputs for the adaptation and improvement of the curriculum and allows for the analysis of the coherence between curricular objectives, teaching strategies, and pedagogical practices.

In this sense, the interpretation of this data should not occur in isolation, reduced to numerical indices or performance rankings, but rather be articulated with the social, cultural, economic, institutional, and pedagogical conditions that constitute the school context. It is necessary to consider that assessment results are influenced by various factors, such as school infrastructure conditions, teacher training and valuation, curricular policies, access to

pedagogical resources, as well as the social and family realities of the students. Thus, re-signifying the use of large-scale assessments implies understanding them within a broader and more critical perspective, aimed not only at measuring results, but at building educational policies and practices committed to equity, inclusion, and the guarantee of the right to learning (Corrêa; Moraes; Grützmänn, 2026).

Within the classroom context, in particular, Chit and San (2022) note that assessment practices can provide ongoing evidence regarding students' level of understanding, their progress toward established goals, as well as their strengths and weaknesses, directly contributing to the improvement of teaching and learning processes. They may also be related to the meanings that the teachers themselves imprint on this process (Alexandrino; Zluhan; Corrêa, 2025). Along the same lines, Abejuela *et al.* (2023) argue that assessment provides a basis for the adaptation and improvement of the curriculum, in addition to enabling the analysis of the coherence between curricular objectives, teaching strategies, and pedagogical practices.

Therefore, although educational assessment has been widely mobilized for the production of indicators on a global scale and for driving public policies, it is essential to recognize its decisive role in the realm of teaching practice, especially regarding the understanding of learning processes and the reconfiguration of teaching (Almeida *et al.*, 2023). Ama, Moorad, and Mukhopadhyay (2020), for example, argue that, to support more equitable educational decisions, the analysis of educational quality must consider multiple indicators, going beyond standardized test results and incorporating evidence related to learning conditions, educational processes, and long-term effects.

Methodology

In this study, a scoping review was chosen because it is an approach that, according to Thomas *et al.* (2020), enables the elucidation of essential concepts, the identification of knowledge gaps, the construction of a comprehensive view on a specific topic, and the guidance of future research initiatives. This methodology differs from a systematic review by emphasizing evidence mapping rather than the assessment of the methodological quality of the analyzed studies (Zluhan; Gomes; Souza, 2026).

The search for publications for analysis was conducted on Web of Science in February 2026, using advanced search with the following equation: TS = ((classroom assess*

OR assessment practice* OR learning assess*) AND (external assess* OR large-scale assess* OR standardized test*) AND (data use* OR instructional improvement* OR curriculum alignment* OR pedagogical change*) AND (primary education OR secondary education OR higher education).

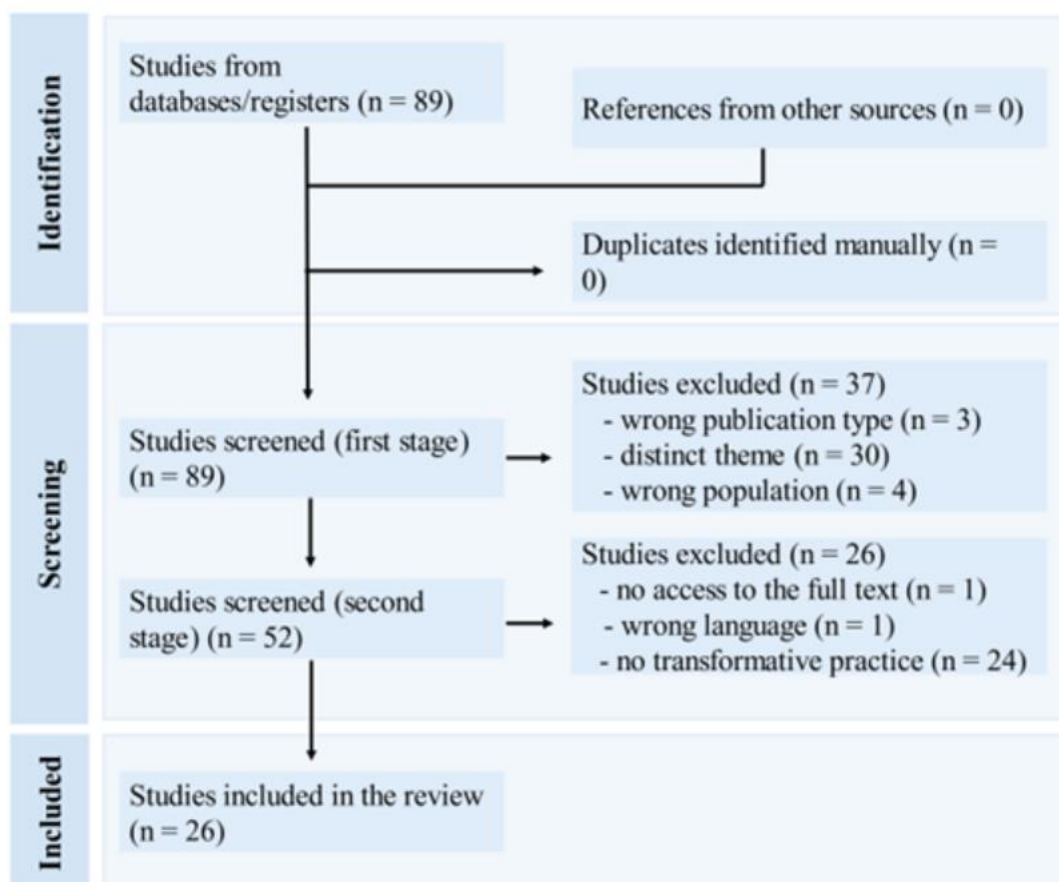
The search resulted in the identification of 89 articles, which were imported into Rayyan, an online platform for study screening. The choice of the tool is supported by studies by Ouzzani *et al.* (2016), which advocate for its potential to promote greater standardization of procedures, transparency, and replicability in the selection process.

The inclusion and exclusion criteria were previously defined to guide the team's work in the selection process: i) theoretical and empirical articles linked to Basic Education and/or Higher Education were included, whose approach addressed, explicitly or implicitly, assessment linked to teaching and learning processes; ii) articles that did not correspond to the expected format, studies not linked to Basic Education and/or Higher Education, and articles that did not establish, explicitly or implicitly, a relationship between assessment and teaching and learning processes were excluded.

With these criteria, 37 of the 89 initially selected articles were eliminated. In the full-text analysis of the 52 remaining articles, 26 articles were excluded: one for being published in Russian, one for not being available in open access, and 24 for not addressing practices transformed as a result of using evaluation results. This stage resulted in the selection of 26 articles for the final analysis.

The selection process is illustrated in the diagram based on the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) method, presented in Figure 1. It describes the study selection flow based on the perspective of Page *et al.* (2021).

Figure 1 – Flow diagram of the study selection process, according to the PRISMA guidelines



Source: authors' elaboration, adapted from Page *et al.* (2021).

The analysis of the 26 articles focused on the trends, strategies, and impacts of using data derived from evaluation processes, including the presentation of practices transformed as a result of using the evaluation results. The analysis process, in turn, was carried out with the support of Elicit, an artificial intelligence-based tool that assists in the analysis and synthesis of scientific articles, supporting academic research.

Results and Analysis

The results and their analysis are organized according to the two questions that guided the research, namely: i) How are evaluative data used in the teaching and learning processes in Basic Education and Higher Education? ii) What evidence does the literature present regarding the repercussions of using evaluative data in both stages of education? In addition to seeking to understand the use of assessment data in teaching and learning processes, the repercussions of this use in the educational context are systematized.

The 26 articles selected for analysis are presented in Table 1. In addition to the authors and their respective years of publication, the table includes the research objectives and the authors' country of origin, highlighting their intentions and the reach of the investigations regarding the evaluation and use of their results.

Table 1 – Articles selected for analysis

Articles	Author/year	Country	Objective
Do Computer-Based Accommodations Matter? An Evaluation of Bundled Accommodations for Secondary Students With Mild Intellectual Disabilities	Lin (2024)	Canada	To investigate the effectiveness of accommodation policies and teaching practices for secondary school students with mild intellectual disabilities, comparing the probability of achieving standards in mathematics and literacy with and without assistive technologies and computer-based accommodations.
Gender Differences in Mathematics Achievement among Engineering Students: Does the Way Performance is Measured Matter?	Arroyo-Barrigüete <i>et al.</i> (2025)	Spain	Investigate whether there is a gender difference in mathematics performance favoring male students in engineering courses, comparing performance measured by formative activities and standardized tests.
Evaluating the student performance prediction and action framework through a learning analytics intervention study	Alalawi <i>et al.</i> (2024)	Australia and Saudi Arabia	To evaluate the ability of the Student Performance Prediction and Action (SPPA) framework to predict at-risk students, facilitate effective interventions, and verify its ease of use by academics.
The impact of simulation-based learning on the knowledge, attitude, and performance of physiotherapy students in practice placement	Dairo <i>et al.</i> (2024)	England	To evaluate the impact of simulation-based learning on the knowledge, attitude, and performance of physical therapy students during practical internships with external providers.
Learning to Reuse Distractors to Support Multiple Choice Question Generation in Education.	Bitew <i>et al.</i> (2022)	Belgium	Studying how existing answers and distractors can be reused to help teachers create new multiple-choice questions more efficiently.
Identifying student profiles in a digital mental rotation task: insights from the 2017 NAEP math assessment	Wei; Zhang; Zhang (2024)	United States	Analyze strategies employed by students in a digital mental rotation task, identify distinct profiles, and inform educational practices and policies to promote equitable outcomes in mathematics and STEM.
Designing a Digital Flash Reading Test for Data-Based Decisions in Inclusive Classrooms: Duration and Word Length as Difficulty-Generating-Item Characteristics	Zellner; Ebenbeck; Gebhardt (2024)	Germany	To develop and evaluate a digital rapid reading test that measures the speed of lexical retrieval in students with and without learning disabilities and intellectual disabilities.
Implementing differentiated instruction through lesson study: reflections from Taiwanese EFL teachers	Lee and Hung (2025)	United States and Taiwan	To examine how four university EFL teachers used lesson study to explore differentiated instruction in higher education.
The effectiveness of curriculum standardization in data analysis and tools proficiency for undergraduate education: a case study	Delatorre-Díaz; Ramírez-Pérez; Escobar-Castillejos (2025)	Mexico	To investigate the impact of a standardized curriculum on students' academic performance and professional certification results.

Better understanding people's experiences with technologically mediated learning, what works, for whom, and within what situations: large-scale analytics of learning experiences and outcomes to inform practice.	Neufeld <i>et al.</i> (2025)	United States	Understanding variations in technology-mediated learning experiences, identifying what worked, for whom, and under what conditions.
Testing the effect of information and communication technologies (ICT) integration on nursing students' motivation: A quasi-experimental research	Ait Ali <i>et al.</i> (2025)	Morocco and Italy	To evaluate the effect of technology use on the motivation of nursing students, with a focus on how educators incorporate technology.
Statements, declared practices, and beliefs about INVALSI assessment at the primary school level: an exploratory study.	Vaccaro; Bolon; Rodríguez Muñiz (2025)	Italy and Spain	Exploring mathematics teachers' views on large-scale standardized tests, comparing statements and practices to understand relationships between disciplinary and pedagogical variables.
Assessing reading fluency in elementary grades: A machine learning approach	Silva <i>et al.</i> (2025)	United States and Brazil	To compare eleven machine learning algorithms to identify the most accurate and comprehensive method for assessing children's reading fluency, focusing on automating the assessment process with Whisper ASR.
Generative AI-Based Tutoring for Enhancing Learning Engagement and Achievement	Belawati and Prasetyo (2025)	Indonesia	To evaluate the impact of generative AI-based tutoring on student engagement and academic performance, as well as to explore its contribution to reducing the workload of human tutors.
Learning disruptions and academic outcomes	Banerjee and Bharati (2025)	England and Australia	Examine the impact of school closures and the transition to <i>online</i> learning on the average learning outcomes of Australian children.
Mobile gamification in pharmacy education: A comparative study of learning outcomes and perceptions across gender	Piquer-Martinez <i>et al.</i> (2025)	Spain	To evaluate the effectiveness of a mobile application on the academic performance, satisfaction, and engagement of Pharmacy students.
Evaluating the Impact of an Educational Intervention Using Project-Based Learning on Postpandemic Recovery in Rural Colombia	Arrieta-Cohen; Torres-Ariza; Gómez-Yepes (2024)	Colombia	To evaluate the impact of project-based learning on students' competencies in mathematics, language, science, and 21st-century skills in the post-pandemic context in rural areas of Colombia.
Design and Implementation of a National Program of Assessment Model – Integrating Entrustable Professional Activity Assessments in Canadian Specialist Postgraduate Medical Education	Cheung <i>et al.</i> (2024)	Canada	To describe and reflect on the large-scale national implementation of an assessment program model in postgraduate medical specialty training in Canada.
Modelling the Interactions Between Resources and Academic Achievement: An Artificial Neural Network Approach	Han; Phillipson; Lee (2025)	Australia	Model relationships between educational resources and academic performance using SEM and demonstrate that artificial neural networks can better model these interactions and predict future academic gains.
Washback, washforward, and the possibility of a co-	Nguyen and Nguyen (2026)	Vietnam	Investigate the role of the VSTEP as an English proficiency exam for higher education graduation in Vietnam, with a focus on its washback effects

constructive harmony of test use and test development			on teaching practices and its impact on test development.
Evaluation of a virtual simulation system for root canal irrigation training in preclinical dental education	Yue <i>et al.</i> (2026)	China	To develop and evaluate a virtual simulation system for root canal irrigation training, focusing on improving the knowledge and procedural competence of dentistry students.
Optimizing class timing: AI-driven group engagement's role in academic success	Desai <i>et al.</i> (2025)	India	To investigate the relationship between class schedule and the academic performance of MBA students, focusing on the moderating role of group engagement.
Promoting the veridicality of physical self-concept through self-assessment: an intervention study in primary school physical education	Braksiek and Pahmeier (2025)	Germany	To examine the effects of learning diaries on physical self-concept, physical fitness, and the veridicality of physical self-concept in Physical Education classes in primary education.
Mentored Flip-Jigsaw method: enhancing sectional anatomy education	Roozbehi <i>et al.</i> (2025)	Iran	To evaluate the effectiveness of combining the flipped Jigsaw method with structured mentoring compared to the flipped Jigsaw method alone in improving educational outcomes for radiologic technology students.
Jupyter Book as an open online teaching environment in the geosciences: lessons learned from Geo-SfM and Geo-UAV	Betlem <i>et al.</i> (2025)	Norway	To evaluate the pedagogical potential of the co-creation of Jupyter Books, its openness, and its contribution to the development of open educational resources with limited resources.
Multiple-Choice Tests: Objectivity or Delusion in Assessment? A Comparative Analysis from Romania and Moldova	Dumbraveanu <i>et al.</i> (2025)	Moldova and Romania	Identify the benefits and limitations of multiple-choice tests in higher education, compare practices in Romania and Moldova, and investigate their objectivity and their effects on learning.

Source: Research data (2026).

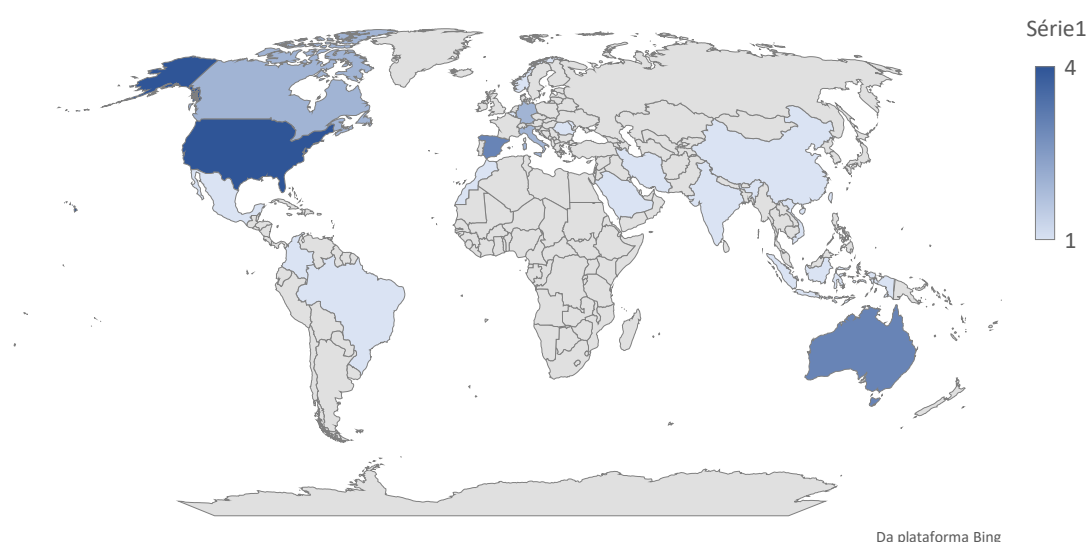
Regarding the objectives, a concentration of studies is observed linked to the use of assessment data to support pedagogical decisions, personalize instruction, and identify students in more vulnerable situations (Alalawi *et al.*, 2024; Neufeld *et al.*, 2025; Desai *et al.*, 2025), as well as for possible predictions regarding student performance (Silva *et al.*, 2025; Arroyo-Barrigüete *et al.*, 2025). There is also an observed convergence of studies with the development and validation of evaluative instruments (Cheung *et al.*, 2024; Zellner; Ebenbeck; Gebhardt, 2024; Lin, 2024; Bitew *et al.*, 2022), with the analysis of pedagogical interventions, including those supported by technologies (Arrieta-Cohen; Torres-Arizal; Gómez-Yepes, 2024; Yue *et al.*, 2026; Roozbehi *et al.*, 2025; Piquer-Martinez *et al.*, 2025), as well as with the understanding of behaviors and contextual factors that impact educational outcomes (Wei; Zhang; Zhang, 2024; Banerjee; Bharati, 2025; Han; Phillipson; Lee, 2025).

The studies align with the reflections of Luckesi (2011) by understanding assessment as a practice that gives meaning to formative processes and supports pedagogical decisions aimed at students' needs. Similarly, the results confirm the position of Abejuela *et al.* (2023), for whom assessment offers fundamental support for the adaptation and improvement of the

curriculum, as well as for the analysis of the coherence between curricular objectives, teaching strategies, and pedagogical practices.

Regarding the country of origin (Figure 2), a higher concentration is observed on the European continent, with 13 authors distributed among Spain, England, Belgium, Germany, Italy, Norway, Moldova, and Romania. Next is the American continent, with nine authors linked to Brazil, Canada, Colombia, the United States, and Mexico. The Asian continent brings together seven authors, linked to Saudi Arabia, China, India, Indonesia, Iran, Vietnam, and Taiwan. Oceania, meanwhile, has three authors, all from Australia, while the African continent has one author, active in Morocco.

Figure 2 – Geographical distribution of the authors by country of origin



Source: Research data (2026).

Although the distribution shows a concentration of studies on assessment and data use in the American and European continents, the presence of research in other continents denotes the commitment of researchers from different educational realities to this topic. At the same time, it shows the relevance of expanding research in contexts such as Africa, South America, and the Caribbean, considering their educational specificities and historical inequalities.

Strategies, trends, and impacts of the use of assessment data

In the analysis of the selected literature, strategies were identified to support the use of assessment data and trends in this process, as well as impacts resulting from the conditions adopted. In Table 2, adopted strategies are categorized and systematized, highlighting a diversity of alternatives that, when explored in an articulated manner, can overcome evaluation that focuses on results while disregarding the implications of the process.

Table 2 – Strategies for using assessment data

Category	Strategies
Data analysis and predictive models	Use of learning analytics, educational data mining, and predictive models to monitor learning and <i>identify</i> at-risk students (Silva <i>et al.</i> , 2025; Alalawi <i>et al.</i> , 2024; Desai <i>et al.</i> , 2025; Neufeld <i>et al.</i> , 2025)
Data-driven pedagogical interventions	Use of evaluative data to guide pedagogical interventions, active methodologies, and teaching strategies (Arrieta-Cohen; Torres-Arizal; Gómez-Yepes, 2024)
Integration of multiple data and assessment instruments	Combination of different data sources and assessment instruments to broaden the understanding of learning (Cheung <i>et al.</i> , 2024; Lin, 2024; Zellner; Ebenbeck; Gebhardt, 2024)
Personalization of teaching	Data-driven adaptation of instruction to meet student needs and promote differentiated learning (Neufeld <i>et al.</i> , 2025; Belawati; Prasetyo, 2025)
Consideration of contextual factors	Use of contextual variables (social, environmental, and institutional) in the analysis of evaluative data (Han; Phillipson; Lee, 2025)
Use of digital technologies and artificial intelligence in assessment and engagement	Application of artificial intelligence, digital platforms, simulations, and applications to support assessment processes, generate <i>feedback</i> , analyze educational data, and promote student engagement, even if with different levels of automation and technological sophistication (Silva <i>et al.</i> , 2025; Belawati and Prasetyo, 2025; Yue <i>et al.</i> , 2026; Piquer-Martinez <i>et al.</i> , 2025; Betlem <i>et al.</i> , 2025).

Source: Research data (2026)

In the mapped strategies, a concern is observed regarding decision-making, the coordination between data analysis, predictive frameworks, personalized learning, and evidence-based interventions, as well as the use of technological resources to automate the assessment process and enhance engagement. These conditions denote a concern, present in different countries, with initiatives committed to overcoming the evaluative emphasis centered on the simple measurement of the results of teaching and learning processes.

These results are in dialogue with Afonso (2009), who highlights that evaluation goes beyond its technical dimension and involves pedagogical and political choices, as the data produced require responses oriented toward the improvement of educational processes. The results also align with the contributions of Chit and San (2022), as they indicate that

assessment practices can generate ongoing evidence about students, contributing to the improvement of teaching and learning processes. This demonstrates that the identified strategies reinforce assessment as a practice oriented towards data interpretation and qualified pedagogical intervention.

Regarding trends, a predictive emphasis is observed in the use of assessment data to anticipate difficulties and monitor learning (Silva *et al.*, 2025; Alalawi *et al.*, 2024; Neufeld *et al.*, 2025; Desai *et al.*, 2025). The growing incorporation of artificial intelligence and digital technologies to support assessment processes is also identified, especially in automation, generation of *feedback*, and data analysis, even if with different levels of sophistication among the studies (Silva *et al.*, 2025; Belawati; Prasetyo, 2025; Yue *et al.*, 2026).

Another trend relates to the personalization of learning based on data, seeking to bring teaching closer to students' needs (Belawati; Prasetyo, 2025; Neufeld *et al.*, 2025), as well as the consideration of contextual factors that broaden the understanding of educational outcomes and their inequalities (Banerjee; Bharati, 2025; Han; Phillipson; Lee, 2025).

It is also observed the strengthening of more formative, continuous, and curriculum-articulated evaluative approaches, although with greater emphasis in some studies (Cheung *et al.*, 2024), as well as the diversification of evaluative instruments to capture multiple dimensions of learning (Zellner; Ebenbeck; Gebhardt, 2024; Lin, 2024; Bitew *et al.*, 2022). Finally, the use of digital technologies and interactive environments, such as simulations and educational platforms, which foster engagement and expand learning possibilities, is highlighted (Yue *et al.*, 2026; Piquer-Martinez *et al.*, 2025; Betlem *et al.*, 2025).

The identified trends are in dialogue with Ball (2012) by highlighting the centrality of data and technologies in evidence-based educational regulation processes. They also reiterate the reflections of Khunaprom and Chansirisira (2024) on the defense of assessment as a diagnostic and formative tool, which is able to identify needs, but also to guide interventions and support the continuous improvement of educational practices.

In light of this scenario, predictive frameworks, as well as the use of artificial intelligence and the personalization of teaching, indicate a reconfiguration of assessment with the potential to articulate data, context, and pedagogical action. This movement requires educational systems and institutions to strive to overcome a traditional conception of assessment, which remains centered on the measurement and classification of results, and to advance toward more formative, contextualized uses committed to improving learning.

Overall, the trends identified highlight a concern with the contextualization of assessment processes, the promotion of equity, and the incorporation of innovative practices. Similarly, they indicate an expansion in the use of technological resources, especially those based on artificial intelligence and data analysis, with a view to enhancing assessment, continuously monitoring learning, and supporting pedagogical decision-making that is more closely aligned with students' needs.

This set of trends can also be interpreted in light of Ama *et al.* (2020), who advocate for the need to involve multiple indicators in the evaluation process to incorporate evidence related to learning conditions, educational processes, and their effects over time. Given this perspective, the expanded use of data supported by multiple technological resources gains significance, especially when it contributes to more equitable evaluative approaches that are sensitive to the complexity of educational contexts.

Among the impacts resulting from the strategies adopted and trends in data usage, it is observed that they: i) focus on improving student performance and developing student competencies (Arrieta-Cohen; Torres-Arizal; Gómez-Yepes, 2024; Yue *et al.*, 2026; Roozbehi *et al.*, 2025); ii) contribute to the improvement of assessment processes, especially through their automation, integration, and continuous use (Silva *et al.*, 2025; Cheung *et al.*, 2024; Zellner; Ebenbeck; Gebhardt, 2024); iii) strengthen data-driven pedagogical decision-making (Neufeld *et al.*, 2025; Alalawi *et al.*, 2024; Desai *et al.*, 2025); iv) foster student engagement, especially through the use of digital technologies and interactive strategies (Belawati; Prasetyo, 2025; Piquer-Martinez *et al.*, 2025; Betlem *et al.*, 2025); and v) expand the understanding of learning processes, especially through the analysis of behaviors and contextual factors (Banerjee; Bharati, 2025; Han; Phillipson; Lee, 2025).

In general, these impacts reiterate that assessment data can contribute to pedagogical practices that are more qualified and attentive to students' needs. These impacts converge with the contributions of Abejuela *et al.* (2023), by indicating that assessment, when articulated with the qualified use of data, offers subsidies for curriculum improvement and for the alignment between objectives, teaching strategies, and pedagogical practices.

This highlights the relevance of the analyzed results and brings the assessment closer to one of the fundamental conditions for guiding interventions that are attentive to students' demands. This emphasis, however, demands the articulation between public policies and educational contexts, to avoid prescriptive data-use practices and governmental alternatives disconnected from the actual conditions of schools and their students.

Practices transformed with the use of assessment data

Transformed practices are understood, in this study, as an analytical unfolding of the strategies, trends, and impacts identified in the selected literature. Although they do not constitute a specific guiding question, their systematization makes it possible to highlight how the use of evaluative data materializes into concrete changes in educational institutions.

Regarding practices transformed based on the use of assessment data, it is highlighted that, in general, the 26 articles presented, at a minimum, one initiative or signaled conditions for one to be proposed. In this article, we revisit four that involve different conditions related to the strategies and trends systematized in the previous section: continuous monitoring and data-based interventions; integration of assessment into the teaching process; personalization and adaptation of teaching based on data and context; automation and qualification of assessment with technological support.

- *Practice involving continuous monitoring and data-driven interventions:* this initiative was systematized in the study by Alalawi *et al.* (2024) and consists of using the Student Performance Prediction and Action (SPPA) framework to continuously monitor learning and guide data-driven pedagogical interventions. By using historical data from continuous assessments to build predictive models, the practice seeks to identify at-risk students during the course, locating knowledge gaps, as well as enabling the development of personalized plans.

- *Practice involving the integration of assessment into the teaching process:* This initiative was systematized in the study by Cheung *et al.* (2024), highlighting the integration of assessment into the teaching process itself through the approach of *programmatic assessment*, in which assessment is incorporated in a continuous, longitudinal, and articulated manner with the curriculum. In this process, multiple low-stakes assessment activities carried out continuously stand out, resulting in continuous data that support decision-making regarding learning development, contributing to reflective practices and continuous performance improvement.

- *Practice of personalization and adaptation of teaching based on data and context:* taking the study by Banerjee and Bharati (2025) as a reference, the relevance of considering the impacts of contextual variables on student learning is observed. And, although it does not describe an experience, the study can inform the planning of pedagogical strategies that are better adjusted to students' needs, favoring more equitable decisions that are sensitive to educational inequalities.

- *Practice with automation and qualification of assessment with technological support*: systematized in the study by Silva *et al.* (2025), the transformed practice is linked to the use of artificial intelligence-based systems and automatic speech recognition to assess reading fluency on a large scale. By automating data collection and analysis, the proposal to reduce the time and costs associated with evaluation increases the consistency of the results and makes the evaluation process more agile and scalable. At the same time, it expands the possibilities for using data to support pedagogical decisions and monitor learning.

Taken together, these practices demonstrate the transformative potential of using assessment data when linked to continuous monitoring processes, curricular integration, and the use of digital technologies. However, these advances also highlight the need to broaden the debate on the policies that guide evaluation, especially regarding the concrete conditions of their implementation in educational contexts. As Ball (2012) warns, assessment systems, when operating as technologies of regulation, can induce practices guided by logics of performativity, in which the focus falls on measurable outcomes to the detriment of the complexity of teaching and learning processes. In this sense, it is essential that public policies engage more consistently with the realities of schools, to avoid reductionist and prescriptive uses of data and ensure that the identified innovations are effectively translated into contextualized, equitable pedagogical practices committed to student learning.

Final considerations

The present study aimed to map evidence in the literature regarding the use of assessment data in teaching and learning processes in Basic Education and Higher Education, highlighting trends, strategies, and pedagogical impacts. In light of the questions that guided the research, it is considered that the results answer the guiding questions of this study, enabling an understanding of the ways in which evaluative data are used in the teaching and learning processes. Similarly, they present the repercussions of this use on the reconfiguration of pedagogical practices in Basic Education and Higher Education.

The analysis of the set of studies shows a convergence around the use of evaluative data to support pedagogical decision-making, the personalization of teaching, and the identification of students in situations of greater vulnerability. This centrality indicates an important shift in the role of assessment, which, beyond being a mechanism for measuring

results, is established as a strategic resource for understanding learning processes and guiding more qualified pedagogical interventions.

It is also observed that the incorporation of different strategies contributes to overcoming the conception of evaluation centered exclusively on results. By integrating predictive models, *learning analytics*, integration of multiple data sources, evidence-based interventions, and personalization of teaching, these strategies expand the concept of assessment. Thus, the use of digital technologies and artificial intelligence emerges as a transversal element, expanding the possibilities for analysis, *feedback* and engagement and, at the same time, reinforces the need for critical pedagogical mediation in the use of these resources.

Another relevant aspect is the anticipation of learning difficulties, associated with the personalization of pedagogical practices. Although studies present different levels of approximation between the studies, this movement signals the transition from a logic of control to a more formative perspective. In this view, the data support the reformulation of pedagogical practices and the promotion of more equitable learning, considering the difficulties identified.

It is understood that this movement can materialize in everyday educational life through initiatives that require creativity as an essential element of teaching practice (Zluhan *et al.*, 2025). Continuous monitoring, integration into teaching, and the adaptation of pedagogical strategies can contribute to the personalization of teaching processes. These practices, when intentionally integrated into teaching, have the potential to promote significant changes in teaching action and in the organization of pedagogical work.

However, the findings also indicate limitations and challenges. It is understood that the increased use of data and technologies does not, in itself, guarantee qualitative transformations, and may even reinforce prescriptive and reductionist practices if guided by decontextualized policies or logics of performativity. In this sense, it is essential to broaden the debate on the policies that guide assessment, to ensure greater alignment between pedagogical practices and assessment processes.

Therefore, it is concluded that the central element of the assessment process does not lie solely in the production of data, but in its qualified, critical, and contextualized use, capable of transforming information into meaningful pedagogical actions. As evidenced throughout the study, advancing in this direction entails strengthening assessment practices

committed to learning, equity, and the construction of an education more responsive to contemporary demands.

Furthermore, the analyzed literature itself presents limitations, especially due to the geographical concentration of the studies. In this sense, the relevance of new investigations in countries like Brazil and in regions like Africa is highlighted, considering the small number of articles identified in these contexts.

REFERENCES

- ABEJUELA, H. J. M. *et al.* Assessment of the reading curriculum in basic education in the Philippines. **International Journal of Language Education**, [S. l.], v. 7, n. 1, p. 26–45, 2023. DOI: 10.26858/ijole.v7i1.23641.
- AFONSO, A. J. **Avaliação educacional: regulação e emancipação**. São Paulo: Cortez, 2009.
- AIT ALI, D. *et al.* Testing the effect of information and communication technologies (ICT) integration on nursing students' motivation: a quasi-experimental research. **Journal of Education and Health Promotion** [S. l.], v. 14, n. 1, 2025. DOI: 10.4103/jehp.jehp_632_24.
- ALALAWI, K. *et al.* Evaluating the student performance prediction and action framework through a learning analytics intervention study. **Education and Information Technologies** [S. l.], v. 30, n. 3, p. 2887–2916, 2024. DOI: 10.1007/s10639-024-12923-5.
- ALEXANDRINO, T. N. B., ZLUHAN, M. R., CORRÊA, S. de S. Sentidos ambivalentes atribuídos pelos professores ao trabalho docente. **Revista on-line de Política e Gestão Educacional**, Araraquara, v. 29, e025012, 2025. DOI:10.22633/rpge.v29i00.20286.
- ALMEIDA, A. L. da R.; HORN, M.; ZWIEREWICZ, M.; TORRE, S. de la. Da formação docente à metamorfose da prática pedagógica: Contribuições de pesquisas com intervenção do mestrado profissional. **Revista on line de Política e Gestão Educacional**, Araraquara, v. 27, n. 00, p. e023007, 2023. DOI: 10.22633/rpge.v27i00.16709. Available at: <https://periodicos.fclar.unesp.br/rpge/article/view/16709>. Accessed in: 23 May. 2026.
- AMA, H. A.; MOORAD, F. R.; MUKHOPADYAY, S. Assessment of stakeholders' views on accessing quality and equity of basic education in rural communities of Abia State, Nigeria. **Educational Research and Reviews** [S. l.], v. 15, n. 8, p. 454–464, 2020. DOI: 10.5897/ERR2020.4018.
- ARRIETA-COHEN, M. C.; TORRES-ARIZAL, L. A.; GÓMEZ-YEPES, R. L. Evaluating the impact of an educational intervention using project-based learning on postpandemic recovery in rural Colombia. **Education Sciences**, [S. l.], v. 14, n. 12, p. 1341, 2024. DOI: 10.3390/educsci14121341.
- ARROYO-BARRIGÜETE, J. L. *et al.* Gender differences in mathematics achievement among engineering students: Does the way performance is measured matter? **International Journal of Engineering Pedagogy**, [S. l.], v. 15, n. 6, p. 84–110, 2025. DOI: 10.3991/ijep.v15i6.54591.
- BALL, S. **Educação Global: Novas redes de políticas e o imaginário neoliberal**. London: Routledge, 2012.
- BANERJEE, R.; BHARATI, T. Learning disruptions and academic outcomes. **Economics of Education Review** [S. l.], v. 107, p. 102650, 2025. DOI: 10.1016/j.econedurev.2025.102650.

BELAWATI, T.; PRASETYO, D. Generative AI-based tutoring for enhancing learning engagement and achievement. **Open Praxis**, [S. l.], v. 17, n. 2, p. 211-226, 2025. DOI: 10.55982/openpraxis.17.2.902.

BETLEM, P. *et al.* Jupyter Book as an open online teaching environment in the geosciences: lessons learned from Geo-SfM and Geo-UAV. **Geoscience Communication** [S. l.], v. 8, n. 1, p. 51–65, 2025. DOI: 10.5194/gc-8-51-2025.

BITEW, S. K. *et al.* Learning to reuse distractors to support multiple-choice question generation in education. **IEEE - Transactions on Learning Technologies** [S. l.], v. 17, p. 375–390, 2024. DOI: 10.1109/TLT.2022.3226523.

BRAKSIEK, M.; PAHMEIER, I. Promoting the veridicality of physical self-concept through self-assessment: an intervention study in primary school physical education. **Physical Education and Sport Pedagogy**, [S. l.], p. 1–18, 2025. DOI: 10.1080/17408989.2025.2548836.

CHEUNG, W. J. *et al.* Design and implementation of a national program of assessment model: integrating entrustable professional activity assessments in Canadian specialist postgraduate medical education. **Perspectives on Medical Education**, [S. l.], v. 13, n. 1, p. 44–55, 2024. DOI: 10.5334/pme. 956.

CHIT, Y. Z., SAN, L. Classroom assessment practices: An evaluation of basic education school teachers. **JISAE – Journal of Indonesian Student Assessment and Evaluation**, v. 8, n. 1, p. 78–85, 2022. DOI: 10.21009/JISAE.

CORRÊA, de S.; CARLINI DE MORAES. A.; GRÜTZMANN. F. Da fala sobre a fala com: conversas sobre inclusão com estudantes autistas. **Revista eletrônica Pesquiseduca**, Santos, v. 18, n. 48, p. 82–99, 2026. DOI: 10.58422/repesq.2026.e1926. Available at: <https://periodicos.unisantos.br/pesquiseduca/article/view/1926>. Accessed in: 23 May 2026.

DAIRO, Y. M.; HUNTER, K.; ISHAKU, T. The impact of simulation-based learning on the knowledge, attitude, and performance of physiotherapy students in practice placement. **BMC Medical Education**, [S. l.], v. 24, n. 1, p. 786, 2024. DOI: 10.1186/s12909-024-05718-2.

DELATORRE-DIAZ, L.; RAMÍREZ-PÉREZ, H. X.; ESCOBAR-CASTILLEJOS, D. The effectiveness of curriculum standardization in data analysis and tools proficiency for undergraduate education: a case study. **Frontiers in Education**, [S. l.], v. 10, p. 1537174, 2025. DOI: 10.3389/feduc. 2025.1537174.

DESAI, S. P. *et al.* Optimizing class timing: AI-driven group engagement's role in academic success. **Journal of Information Technology Education: Research**, [S. l.], v. 24, p. 007, 2025. DOI: 10.28945/5460.

DUMBRAVEANU, R. *et al.* Multiple-choice tests: objectivity or delusion in assessment? A comparative analysis of Romania and Moldova. **Revista Românească pentru Educație Multidimensională**, [S. l.], v. 17, n. 3, p. 505–531, 2025. DOI: 10.18662/rrem/17.3/1032.

HAN, C. D.; PHILLIPSON, S. N.; LEE, V. C. S. Modelling the interactions between resources and academic achievement: an artificial neural network approach. **Education Sciences**, [S. l.], v. 15, n. 5, p. 519, 2025. DOI: 10.3390/educsci15050519.

KHUNAPROM, T., CHANSIRISIRA, P. Need assessment of the growth mindset for enhancing learning management of teachers in the primary schools under the Office of the Basic Education Commission. **Journal of Education and Learning**, v. 13, n. 2, p. 179–189, 2024. DOI: 10.5539/jel.v13n2p179.

LEE, T.-K.; HUNG, A. C. Y. Implementing differentiated instruction through lesson study: reflections from Taiwanese EFL teachers. **International Journal of Educational Research**, [S. l.], v. 133, p. 102720, 2025. DOI: 10.1016/j.ijer.2025.102720.

LIN, P.-Y. Do computer-based accommodations matter? An evaluation of bundled accommodations for secondary students with mild intellectual disabilities. **Journal of Special Education Technology**, [S. l.], v. 40, n. 1, p. 79–90, 2025. DOI: 10.1177/01626434241262236.

LUCKESI, C. C. **Avaliação da aprendizagem escolar**: estudos e proposições. 22. ed. São Paulo: Cortez, 2011.

MAZZURANA, E. R.; PRIGOL, E. L.; CORREA, S. de S. Processo de reestruturação da matriz curricular do curso de licenciatura em Pedagogia. **Perspectivas em Diálogo**: Revista de Educação e Sociedade, [S. l.], v. 13, n. 34, p. 251–268, 2026. DOI: 10.55028/pdres.v13i34.24251.

NEUFELD, P. G. *et al.* Better understanding people's experiences with technologically mediated learning: what works, for whom, and within what situations. **Journal of Information Technology Education: Innovations in Practice**, [S. l.], v. 24, p. 15, 2025. DOI: 10.28945/5580.

NGUYEN, T. L.; NGUYEN, T. N. Q. Washback, washforward, and the possibility of a co-constructive harmony of test use and test development. **Language Testing in Asia**, [S. l.], v. 16, n. 1, p. 1, 2025. DOI: 10.1186/s40468-025-00406-4.

OUZZANI, M. *et al.* Rayyan: A web and mobile app for systematic reviews. **Systematic Reviews**, [S. l.], v. 5, n. 1, p. 1–10, 2016. DOI: 10.1186/s13643-016-0384-4

PAGE, M. J. *et al.* The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. **BMJ**, [S. l.], n. 71, p. 1-9, 2021. DOI: 10.1136/bmj.n71.

PIQUER-MARTÍNEZ, C. *et al.* Mobile gamification in pharmacy education: a comparative study of learning outcomes and perceptions across gender. **Currents in Pharmacy Teaching and Learning**, [S. l.], v. 17, n. 12, p. 102480, 2025. DOI: 10.1016/j.cptl.2025.102480.

ROOZBEHI, K. *et al.* Mentored flip-jigsaw method: enhancing sectional anatomy education. **BMC Medical Education**, [S. l.], v. 25, n. 1, p. 1562, 2025. DOI: 10.1186/s12909-025-08129-z.

SILVA, G. C. *et al.* Assessing reading fluency in elementary grades: a machine learning approach. **Computers and Education: Artificial Intelligence**, [S. l.], v. 8, p. 100411, 2025. DOI: 10.1016/j.caeai.2025.100411.

THOMAS, A. *et al.* Scoping reviews in health professions education: challenges, considerations, and lessons learned about epistemology and methodology. **Advances in Health Sciences Education**, [S. l.], v. 25, n. 4, p. 989-1002, 2020. DOI: 10.1007/s10459-019-09932-2.

VACCARO, V.; BOLONDI, G.; RODRÍGUEZ MUÑIZ, L. J. Statements, declared practices and beliefs about INVALSI assessment at primary school level: an exploratory study. **Edma 0-6: Educación Matemática en la Infancia**, [S. l.], v. 13, n. 2, p. 47–59, 2024. DOI: 10.24197/edmain. 2.2024.47-59.

WEI, X.; ZHANG, S.; ZHANG, J. Identifying student profiles in a digital mental rotation task: insights from the 2017 NAEP math assessment. **Frontiers in Education**, [S. l.], v. 9, p. 1423602, 2024. DOI: 10.3389/educ. 2024.1423602.

YUE, X. *et al.* Evaluation of a virtual simulation system for root canal irrigation training in preclinical dental education. **BMC Medical Education**, [S. l.], v. 26, n. 1, p. 27, 2025. DOI: 10.1186/s12909-025-08387-x.

ZELLNER, J.; EBENBECK, N.; GEBHARDT, M. Designing a digital flash reading test for data-based decisions in inclusive classrooms: duration and word length as difficulty-generating-item characteristics. **Education Sciences**, [S. l.], v. 15, n. 1, p. 5, 2024. DOI: 10.3390/educsci15010005.

ZLUHAN, M. R., CORREA, S. de S., ZWIEREWICZ, M. e VIOLANT-HOLZ, V. The Interface between inclusion and creativity: a qualitative scoping systematic review of practices developed in High School. **Education Sciences**, v. 15, n. 10, p. 1281, 2025. DOI: 10.3390/educsci15101281.

ZLUHAN, M. R.; GOMES, A. H.; SOUZA, S. C. de. A dimensão criativa do Novo Ensino Médio: uma revisão sistemática da literatura. **Revista Ibero-Americana de Estudos em Educação**, Araraquara, v. 20, n. 00, p. e20041, 2026. Available at: <https://periodicos.fclar.unesp.br/iberoamericana/article/view/20041> . Accessed in: 23 May 2026.

CRedit Author Statement

- ☐ **Acknowledgements:** The authors thank the Santa Catarina State Research and Innovation Support Foundation (FAPESC), Call for Proposals 21/2024, for funding this study.
 - ☐ **Funding:** This study was funded by the Santa Catarina State Research and Innovation Support Foundation (FAPESC), Call for Proposals 21/2024.
 - ☐ **Conflicts of interest:** The authors declare no conflicts of interest related to this study.
 - ☐ **Ethical approval:** As this is a scoping review study that exclusively uses secondary data available in the literature, submission to and approval by a Research Ethics Committee was not required.
 - ☐ **Data and material availability:** All data used in this study come from secondary sources, publicly available in the articles included in the review. Additional information can be provided by the authors upon request.
 - ☐ **Author contributions:** The selection of articles in the database and the screening in Rayyan were carried out by the first three authors. All authors contributed to the conception and design of the study, data analysis, manuscript writing and critical revision, and approved the final version for publication.
-