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### Abstract

Since the 80s and 90s, the discussion of the notion of quasi-market and its implementation have constituted one of the structuring elements of the transformation of the State's role in the supply and administration of education, especially in the United States and England. Such initiatives have constituted a reference for other countries. Based on the notion of quasi-market, which expresses a continuum of organizational forms ranging from a perfect market to the state administration and financing of education, this text presents an analysis of the features that have been dominantly present in the conception and conduction of system and institutional assessment of education in Brazil. It aims at underlining that adopting a competitive logic to promote quality, together with the implantation of incentives, tends to produce socially unjust outcomes.

### Keywords

Quasi-market, Assessment, Educational policy

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