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Resumo	The aim of this paper is to analyze the external assessment PISA considered as discursive practice in Education. The data of the analysis are documents of PISA on OECD and INEP websites. The theoretical perspective is the post-critical studies. The scientific significance of this investigation is to understand how through comparisons between Brazil and worldwide the discourses related to PISA fabricate a mentality that sustain the success/failure in education. We conclude that the numbers of PISA create reality in which the subjects are produced, inventing the self and the others and forging the notion of equality, as we consider the numbers not transparent. The findings also point that the magnitude of numbers in which PISA subscribes operate in a way of erasing the inequalities and producing an apparent idea of inclusion in Brazil and worldwide.
Fomento	CNPq