



Cap sur l'école inclusive
en Europe



Pedagogical sheet

Summative worksheet of Portuguese

Section of the module /E

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Global definition/short description of the content: The implementation of this worksheet has got the objective of allowing the evaluation of the students' learning according to the work they develop in class and the learning they make according to their skills and interests.

Use/area of application: The summative evaluation worksheet, attached to this worksheet, was applied to a child of the first grade, who is integrated in the special education regime with measures envisaged in the points a) personalized pedagogical support, b) individual curricular adjustments and d) adjustments in the evaluation process.

This child has serious learning problems, but it is somehow easy for her to memorize words that are related to her experience and that have some meaning for her, so a strategy of work at the level of learning of reading and writing was organized according to her interests.

Principles and theoretical fundaments: The work developed with this student is based on the global method of the 28 words to learn how to read and write, however, the developed activities are adapted to the experience of the student so that they have a meaning for her and that she feels motivated to learn.

Instruments: For the development of the skills, which were later evaluated through the summative worksheet presented, some materials were built with the aim of helping the student to systematize the learning, such as:

- Portfolio with the words and the texts that had been worked;
- Worksheets to apply knowledge;
- Lotto game with words and sentences that had been worked;
- Game of building words from syllables;
- Syllabary from the words that had been worked.

Presentation of the Methodology:

After having begun the learning of Reading and writing with the analytic-synthetic method. We saw that the student showed no interest for the presented letters and systematically refused to work. So we decided to change the applied methodology and tried to make activities that she had interest on.

Thus we organized the work to develop with the student based on the global method of the 28 words, but adapting it to her interest and experience.

With this work the student is supposed to globalize words that have a meaning for her and therefore constitute factors of motivation for learning how to read and write. Later, starting with the syllabic division of the words, which had already been globalized, the student will develop activities, which will allow her to recognize and identify the syllables, so that she can generalize that knowledge and identify these syllables in other words.

The activities were development in the beginning with the teacher of special education, in the time for personalized pedagogical support. Then the student worked the same contents with the teacher of the regular class, with her mate in tutorial regime and she took the portfolio home to read with her family everyday.

Evaluation: With these strategies the student managed to globalize most of the words and to memorize texts, she achieved positive results.