



Cap sur l'école inclusive
en Europe



Pedagogical sheet

Evaluation test (adapted) within the scope of “os Lusíadas, by Luís de Camões.

Section of the module/E

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Site internet www.aejdfarp.pt

Global definition/short description of the content: the student to who the test was applied has a cognitive deficit, which doesn't allow him to accompany the regular curriculum and do the final national test. He follows a special curriculum defined by the teacher of Portuguese of the class and he will make a final test passed by the school.

As he has a cognitive deficit, the work of reading and analyzing some excerpts of “Os Lusíadas”, by Luís Vaz de Camões, which is expected in the regular curriculum of Portuguese (9th grade), was replaced by the exploration of correspondent excerpts present in the adaptation to prose of the same work, by João de Barros. Likewise, the grammatical contents were simplified, as well as the approached textual typologies. With this test we intend to evaluate the student in what concerns the ability to interpret an informative text (Group I – reading), the study of one of the excerpts of the work of João de Barros (group II – Literary Education), the knowledge about elementary grammatical contents (Group III – grammar) and the writing skills (group IV- Writing).

Use/area of application: this resource – evaluation test - is applied to a student with special educational needs, integrated in a regular class of the ninth grade, under the Law number 3/2008.

Principles and theoretical fundamentals: As referred in the previous section, the student has a cognitive deficit, which conditions his learning. Nevertheless, he is integrated in a regular class and the fact that he can study works similar to the ones present in the regular curriculum, however, with a simplified language, gives him the possibility to actively intervene/participate during the lessons as all the other students. This

methodology allows the acquisition of knowledge according to the skills listed in the syllabus of Portuguese facilitates the integration of the student in the regular class and as a consequence contributes to the development of his self-esteem.

Instruments: In contrast to the other students, who solve the test in a separate sheet, this student answers to all the questions in the test sheet, needing only one pen to write. He will also be given a scratch sheet.

Presentation of the Methodology: In what concerns the test applied to the students of the regular education, some adaptations were introduced to this student:

- Answers are registered in the test sheet (all the other students answer in a separate sheet)
- Group I:
 - The questionnaire includes only multiple choice questions;
- Group II
 - Some vocabulary is given to facilitate the reading comprehension.
- Group III
 - Some vocabulary is given to facilitate the reading comprehension.
 - There are only three questions of interpretation,
 - There's a question to order sentences and the first element of the sequence is given.
- Group III
 - There are only three exercises concerning elementary grammatical contents;
 - For exercises 1 and 3 examples of answers are given;
 - Exercise 2 is about correspondence between elements present in column A and column B. the number of elements present in each column is the same in order not to "confuse" the student (Usually, in this type of exercise one of the columns has more elements in order to make the exercise more difficult)
- Group IV
 - The aim of the exercise is to write a narrative text, a sequence of images which facilitate building a story is presented.
 - The limit of words – 100-150 – is inferior to the one indicated in a regular test.

Evaluation: the student feels motivated to work in a regular class and accomplishes his tasks.