



INSTRUCTION MANUAL FOR TEACHERS ON VERIFICATION OF ADAPTABILITY IN EVALUATIONS MADE TO DEAF STUDENTS

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PROFESSIONAL MASTER'S PROGRAM IN TEACHING
HEALTH AND ENVIRONMENTAL SCIENCES

University Extension Course

**Teacher Instructions on Verification and Adaptability in
Reviews for Alunos Deaf**

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LAW Nº 9,394, OF DECEMBER 20, 1996.

- Establishes the guidelines and bases for national education.

Art. 58. Special education means, for the purposes of this Law, the type of school education offered preferably in the regular school system, for students with disabilities, global developmental disorders and high skills or giftedness. (Wording given by Law No. 12,796, of 2013)

§ 1º There will be, when necessary, specialized support services, in the regular school, to attend to the peculiarities of the special education clientele.

§ 2 The educational assistance will be provided in classes, schools or specialized services, whenever, due to the specific conditions of the students, it is not possible to integrate them into the regular classes of regular education.

§ 3 The provision of special education, a constitutional duty of the State, begins in the age group of zero to six years, during early childhood education.

Art. 59. The education systems will guarantee to students with disabilities, global developmental disorders and high skills or giftedness. (Wording given by Law No. 12,796, of 2013)

- I - specific curricula, methods, techniques, educational resources and organization, to meet their needs;
- II - specific terminality for those who cannot reach the level required to complete elementary school, due to their deficiencies, and acceleration to complete the school program for the gifted in less time;
- III - teachers with adequate specialization at secondary or higher level, for specialized assistance, as well as teachers of regular education trained to integrate these students in common classes;
- IV - special education for work, aiming at their effective integration into life in society, including adequate conditions for those who do not reveal their ability to enter competitive work, through articulation with the education systems.

GUIDANCE

People who have problems with hearing, vision, dyslexia or autism, among others, are called PwDs, or People with Disabilities. Like all students, PwDs are subject to the assessment process that takes place within Higher Education Institutions, but the teacher needs to know how to help to develop the potential of these students, preparing and correcting the proposed assessments under fair criteria for each type of disability. Follows guidance to the teacher to prepare the evaluation.

Goal

The purpose of this product is to adapt the assessments made by higher education teachers to PcD's (People with Disabilities) students, specifically the deaf. The interest is justified by the Institutional demand, since, in the classification of PwD students, deaf people have greater access and permanence in University Education.

VERIFICATION OF ADAPTABILITY IN EVALUATIONS MADE TO DEAF STUDENTS

- 1) **Are the assessments extensive and tiring? That is, do they require too much time to read, is the interpretation complex?**

Considering that the deaf student develops in his other senses a greater sensitivity and acuity, vision is one of the most used senses. However, the student was literate in LIBRAS and Portuguese is his second language, with linguistic differences, which makes reading comprehension more difficult to the deaf. So it is necessary that less extensive, objective texts be offered, with no "pranks". The focus of the assessment is also to monitor socio-educational relationships.

- 2) **Does the elaborated evaluation contain a header with clear rules, including the criteria for correction?**

The deaf student needs to have a clear and correct view of the tasks he needs to perform, as well as the criteria for correcting the assessment. His vision works in an organizational format for understanding and executing tasks. Any piece of information must always be at the beginning, providing the satisfaction of anxiety to resolve the assessment.

- 3) **Are there guidelines for carrying out the assessment, such as time and instrument to write the test (blue or black pen and / or pencil)?**

The student needs the information clearly described: we cannot give rise to assumptions or guesses, written guidance is necessary, however obvious (blue, black pen or pencil). The time for this student can be extended according to their difficulty in interpreting and resolving the issues. The deaf student must have access to the use of a dictionary. The interpreter is the person who will signal this need to the teacher.

- 4) **Does the language used facilitate understanding?**

Another great care is with the use of language, which should not be far-fetched, as deaf people generally do not recognize formal and / or complex terms of the second language (Portuguese). Therefore, the simpler the words, the better their understanding. It is important to remember that many Portuguese terms do not have a LIBRAS translation, so we need to use a simple language.

- 5) **Are the objectives of each question clear?**

The objectives of each question must function as an instruction (instructional objective).

According to Mager (1984), an instructional objective is a clear description of the performance and competence that educators would like their students to demonstrate before being considered knowledgeable on a certain subject. This objective is linked to an intentional result directly related to the content and the way it should be applied. So thinking in strategically instructional terms will provide accurate content verification.

- 6) **Are you aware that, when answering questions, the student may not make use of the connectors (article, pronouns)? (Note: Libras does not have these connectives)**

The LIBRAS language does not make use of connectors.

Example:

Portuguese Language: I'm going to the beach.

LIBRAS: I'm going beach.

- 7) **Does the evaluation contain a maximum of ten questions?**

In order to recognize what has been learned by the student, no exaggeration is necessary, and the assessment must be prepared with a maximum number of ten questions. Thinking about the number of responses, it is necessary to remember that the deaf did not have one of the senses sensitized for learning and will use the vision for resolution; therefore, we need common sense.

8) Does the test have 70% of objective questions?

Objective questions must be in greater number, simple to understand, lean and direct. As such, they help the possibility of achieving a fair measurement.

9) The introduction of the questions is formulated with objective texts, without information that would lead the student to loss of reasoning, due to extensive texts?

The teacher, in the elaboration of the evaluation, must look for ways to stimulate, in his students, forms of reasoning and high level abstractions, taking into account the instructional objectives previously defined. Exposure of extensive texts may exist, if they really make sense to resolve the issues.

10) Does the evaluation have multiple choice and discursive questions?

Care with the diversification of the questions is necessary, with the multiple choice questions elaborated without "pranks" in the answers. Using words that have an approximate meaning in LIBRAS helps deaf people not to get confused when answering. Discursive questions are excellent, because they provide to deaf students the opportunity to write in the way they think. The very important care regarding discursive questions will be in the correction, remembering that the answer will be in LIBRAS and, as such, there will be no connectors, pronouns etc. Never compare the text of a deaf student to that of a listening student.

11) Is there a balance in the distribution of question values?

Much difference in questions' values favor unfair results. It is necessary to value each question in a balanced way to contribute to the students' chances of achieving a good grade. A question worth too many points may favor the students' chance of failure.

12) Is there a balance in the number of questions regarding the contents taught? For example, two questions about each content?

Content needs to be carefully distributed and balanced. The application of this guidance allows the teacher to be more assertive in the evaluation of the contents taught. The most important thing is to value the content (semantic level), the coherence and logical sequence of ideas, thus making it possible to verify whether the different levels of learning obtained by the students are in accordance with the objectives set.

13) Are the questions contextualized?

Contextualization is the act of linking knowledge to its origin and application. The idea of contextualization entered the agenda with the reform of high school, based on the Law of Directives and Bases of Education (LDB), of 1996, which guides the understanding of knowledge for everyday use. Context is the relationship between the text and the situation in which it occurs. It is the set of circumstances in which the message is sent: place and time, sender and receiver, etc., allowing for its correct understanding.

14) How do you divide the questions by level of complexity: High (); medium (); low ().

It is necessary that the teacher is fully aware of the level of complexity of the questions, and that there are, in the evaluation, questions at the three different levels: high, medium and low complexity. High: questions demanding a high level of specific knowledge on a given subject; medium: current issues; low, popular themes. We need to guarantee the high scientific and social level of higher education for these future professionals.

15) Does the evaluation have images?

The exhibition of images is extremely important, since the deaf are highly visual, image being something that provides and develops the interpretation of the question.

16) Are references (books, articles) presented?

Like hearing students, deaf people also need to know the sources used to elaborate the questions. It is necessary to understand that there is a theoretical foundation that will support the proposal.

UNIVERSITY SYMBOL	UNIVERSITY History Evaluation		Date: ____/____/2019
	Bimonthly / Quarterly / YEAR		
	Syllabus: Brasil Colônia - Enlightenment		Value: 4.0 points
	Teacher:	Course:	Note:
Student:	N.º:	Class:	Year: 2019
CRITERIA FOR CORRECTION			

MATERIALS REQUIRED TO PERFORM THE EVALUATION

Guideline 1 refers to the evaluation carried out without much extension.

Refer to Guideline 15. Observe if the text offered contributes to clarification and understanding.

Regarding Guideline 16. Always inform the reference source.

Read the text and answer questions 1 and 2.

There were many of these Indians along the coast next to the Capitancies, everything was finally full of them when the Portuguese began to populate the land; but because the same Indians rose up against them and betrayed them a lot, the governors and captains of the land destroyed them little by little and killed many of them, others fled to the backlands, thus the coast was depopulated of gentiles along the Capitancies. With them were some of these Indians in villages that are at peace, and friends of the Portuguese.

The language of this Gentile all along the coast is one: it lacks three letters - there is no F, L, or R in it, something worthy of astonishment, because that way they have no Faith, no Law, no King (Rei); and in this way they live without justice and disorderly. These Indians walk naked without any cover, either males or females; they do not cover any part of their body, and they reveal how much nature has given them. (...) There is no way I say among them any King, nor justice, only each village has a principal who is as captain, whom they obey by will and not by force; (...) [and that] he does not punish their mistakes or rule over them against their will".

(GANDAVO, Pero de Magalhães. Treaties on the Land of Brazil. History of the Sta. Cruz province. Belo Horizonte / São Paulo: Itatiaia / Edusp., 1980, p.52-54)

- 1) The central theme of the excerpt given can be summarized as: (0.4)**
- the violence of the colonizing process against the Indians and their submission to the Portuguese.
 - the absence of political order and faith among the indigenous peoples of Brazil.
 - the report of the Indian's behavior and lack of morals with respect to his customs.

- d) the description of the military organization and the absence of indigenous authority.
- e) gentile resistance to colonization and the strangeness of the colonizer in relation to indigenous culture.

2) All of the following statements are related to Gandavo's text, EXCEPT: (0.4)

- a) At the beginning of colonization, the Portuguese encountered several indigenous tribes that inhabited the coast.
- b) The resistance of the Indian legitimized the "just wars", leading to their capture and death.
- c) The acculturation of the indigenous was done through catechesis, a task exercised especially by the Jesuit priests.
- d) In the indigenous social structure, the chief exercised authority and not power of command over the community.
- e) Among the forms of Gentile rebellion, escapes and attack on colonial towns stood out.

3) The "gold rush" to Brazilian mines (18th century) brought about significant changes in the economy and in colonial society. Tick the most important transformations: (0.2)

- a) That was considered "the century of lights", since education was extended to the entire population, without class distinction.
- b) There was great indigenous resistance and an intensification of the slave trade.
- c) The great urban development, the population growth, the increase of the internal market and the great works of the Baroque period.
- d) The indigenous resistance to the exploration of gold and the situation of Portugal having to pay its debt with England.

04) The text, from the year 1612, refers to the Brazilian colonial period. Read it carefully

"The assets of the vassals of this State are mills, sugar cane fields, fields or seedlings, cattle, wood and slaves, who are the foundation on which this power rests ... but the [possession of] the slaves is the most considerable because from that depends everything else.

These slaves must come from Guinea, coming from the conquests or trades of Ethiopia, or they must come from the land itself, or from each other.

[...] The Indians of the land, who seem to be more easily to have, less costly and more numerous, as they are involved with the religious people who live in wonder, they do service, nor do they give help to the laity, that is of substance [...]"

Check the statement that summarizes the logic of colonial enterprises in relation to work: (0,2)

- a) Indigenous labor was more easily obtained because it was less expensive and the large number of Indians available in the Colony itself.
- b) The need for large numbers of workers led the Portuguese to resort to indigenous work.
- c) The question of labor was a constant problem in the period, leading to the enslavement of Indians and Africans.
- d) The enslavement of the Gentile is a controversial issue that often opposed farmers and missionaries.
- e) Compulsory work proved to be the most adequate in view of the mercantilist guidelines for colonial occupation and exploitation.

5) In colonial Brazil, livestock played a decisive role in: (0.2)

- a) occupation of coastal areas
- b) expulsion of the workers from the field
- c) formation and exploitation of smallholdings
- d) fixing the slave in agriculture
- e) expansion into the interior

6) About QUILOMBOS, it can be stated: (0.2)

- a) they were a threat to the slave order and the sugar economy; in them, blacks who fled from the engenhos tried to revive the African way of life;
- b) during the Dutch occupation in Pernambuco, slaves, taking advantage of the disorganization produced by the war, founded several quilombos;
- c) two great black leaders headed quilombos in Pernambuco: Ganga Zumba and Zumbi;
- d) the bandeirante Domingos Jorge Velho, hired by the government of Pernambuco, destroys the quilombo dos Palmares with his army in the first attack;
- e) the famous battalion of blacks commanded by the black Henrique Dias also fought the quilombo dos Palmares.

7) Observe the image:



BARDI, P.M. Em torno das esculturas em Brasil, São Paulo: Banco Sudameris Brasil, 1989. (Foto: Reprodução/Enem)

With asymmetrical contours, rich details in clothes and features, the Baroque sculpture in Brazil has a strong influence from the European Rococo and is represented here by one of the prophets in the courtyard of the Sanctuary of Bom Jesus de Matosinho, in Congonhas (MG), sculpted in soapstone by Aleijadinho. Deeply religious, his work reveals: (0.2)

Referring to guidance no. 15, Exhibition of images is very important for the interpretation process...

- a) freedom, representing the life of miners in search of salvation.
- b) credibility, attending orders from nobles of Minas Gerais.
- c) simplicity, showing commitment to the contemplation of the divine.
- d) personality, modeling a sacred image with popular features.
- e) uniqueness, sculpting personalities of the reign in divine works

8) On the Enlightenment, relate the ideas with its author / group. (0.2)

- (1) Voltaire
- (2) Montesquieu
- (3) Rousseau
- (4) Adam Smith
- (5) John Loocke

- () He said that education should make men more free and sovereign.
- () It distinguishes three types of government: republic, monarchy and despotism.
- () State should be secular.
- () Defended private property and political liberalism
- () Human labor is the true source of wealth.

The correct sequence is:

- a) 3; 2; 1; 5; 4.
- b) 3; 2; 5; 1; 4.
- c) 2; 3; 1; 5; 4.
- d) 5; 4; 3; 2; 1.

9) Franz Post arrived in Brazil in 1937 and joined the group of artists to the Dutch administration under the command of Maurício de Nassau. Landscapes, everyday scenes and characters were the main lands represented by Post during the years he lived in Brazil. Carefully observe the image below, of his authorship, and then answer the proposed questions.



a) Identify in the painting: the installation represented; the types of driving force used, the predominant labor and the product. (0.2)

b) Pernambuco and Angola were interconnected regions in the Atlantic trade of the time. What was the link between these two regions? (0.2)

10) The Baroque had Europe as its cradle, more precisely Rome. Since this artistic movement was brought to Brazil by the colonizers, it is correct to state that: (0,2)

- a) Baroque art in Brazil had the same characteristics as European baroque.
- b) Baroque was used only in religious spaces.
- c) Being associated with the Catholic religion, Brazilian Baroque was used in many churches and on the façades of civil constructions.
- d) Influenced by Protestantism, the Baroque assumed another religious position in Brazil, even with the presence of the Jesuits when the country was colonized.

Reference is made to Guideline 10. Elaboration of multiple choice and discursive questions.

11) Write a review of the film *Estrada para Glória*, highlighting the racism present in the film with the slavery that emerged in America at the beginning of European colonization. (1.4)

CONCLUSION

Today, the deaf are around ten million people, according to statistics from the IBGE (Brazilian Institute of Statistics and Geography) of 2018, who have the same rights and duties, the same emotions, the same fears, the same illusions as the listeners, there being no reason for them to be underestimated or left out in the educational institution and / or society. The breaking down of barriers between deaf and hearing people will bring different benefits, since the interaction between these communities will expand, for both, the knowledge of the world.

A question that can be raised from Hall's study on deaf identity (2011) regards its constant change. So, why in our culture has the concept of exclusion in relation to the disabled been deepened? It certainly does not make sense setting a pattern for something that is changeable. The moment for establishing changes has passed, identities are mobile, they move, so the vision about the inclusion of deaf people urgently needs changes, new standards. The deaf culture has been conquering its space every day, since its members have been organizing themselves in order to communicate to society that their needs must be met and their peculiarities must be respected, because it is not the quantity, but the quality of the people who are committed to the community that will make a difference. The new archetypes depend primarily on the hearing community, as the deaf have long fought for a space, for valuation and inclusion. In the educational movement, thinking about equity as a springboard will make the difference between including or just integrating.

Finally, a critical point regarding the treatment of the deaf student is that of assessment. We believe that the product of this work will help to support teachers, offering them a clear and efficient parameter in the elaboration of their tests, thus facilitating their adherence to the idea of inclusion.

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