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ФИО: Кубанов Сергей Исмаилович  
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MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION  
Federal State Autonomous Educational Institution  
of Higher Education  
NORTH-CAUCASUS FEDERAL UNIVERSITY

**APPROVED**

Assoc. Prof. Kubanov S.I.

PhD in Medical Sciences

Dean

Faculty of Medicine and Biology

**ASSESSMENT TOOLS FUND FOR THE DISCIPLINE**

Inclusive Culture and Communications

|                                 |                                                                     |
|---------------------------------|---------------------------------------------------------------------|
| Field of Study                  | 44.03.03 Special (Defectological) Education                         |
| Field (Profile)                 | Education of Children with Disabilities (Special Education Teacher) |
| Year of Commencement of Studies | 2026                                                                |
| Mode of Study                   | Full-time                                                           |
| Delivered in Semester           | 2                                                                   |

## **Introduction**

1. Purpose: conducting current academic performance monitoring and intermediate attestation in the discipline “Inclusive Culture and Communications.”

2. The ATF is an appendix to the course outline for the discipline “Inclusive Culture and Communications.”

3. Developer: Dargan A.A., Candidate of Sociological Sciences, Associate Professor of the Department of Correctional Psychology and Pedagogy of the Faculty of Psychology and Pedagogy.

4. The ATF has undergone expert review.

Chair: Kubanov S.I., Associate Professor of the Department of Surgery, Orthopedics, and Traumatology

Commission Members:

Ivchenko G.S., Acting Head of the Department of Internal Medicine Propaedeutics

Kotelevets S.M., Professor of the Department of Internal Medicine Propaedeutics

Employer organization representative: Vilensky I.L., Chief Physician of Independent CDL, LLC

Expert conclusion – the ATF allows evaluating the level of competency levels and is recommended to be employed in the educational process.

5. The validity period of the ATF is determined by the implementation period of the educational program.

# 1. Description of Criteria for Evaluating Competencies at Various Stages of Their Formation; Description of Evaluation Scales

| Competency(ies), Indicator(s)                                                                                                                                                                                                     | Levels of Competency Development                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                       |
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|                                                                                                                                                                                                                                   | Minimum Level Not Achieved (Unsatisfactory)<br>2 points                                                                                                                                                                                                      | Minimum Level (Satisfactory)<br>3 points                                                                                                                                                                                                                                                                  | Intermediate Level (Good)<br>4 points                                                                                                                                                                                                           | High Level (Excellent)<br>5 points                                                                                                                                                                                                                                                                    |
| Competency: UC-2                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                       |
| Learning Outcomes for the Discipline (Module):<br>Indicator:<br>AI-1<br>formulates the goal of the project, defines a set of interrelated tasks that ensure its achievement and determines the expected results of solving tasks; | Knows the essence and content of an inclusive project, defines the goal and a set of interrelated tasks that ensure its achievement and determines the expected results of solving problems with unacceptable errors.                                        | demonstrates inaccuracies, insufficiently precise formulations, and violations of logical sequence of understanding the essence and content of an inclusive project, defining a goal and a set of interrelated tasks that ensure its achievement and determining the expected results of solving problems | has a firm command of the material, competently understands the essence and content of an inclusive project, defines the goal and a set of interrelated tasks that ensure its achievement and determines the expected results of solving tasks. | has deeply and firmly mastered the course material, exhaustively, consistently, clearly and logically understands the essence and content of an inclusive project, defines the goal and a set of interrelated tasks that ensure its achievement and determines the expected results of solving tasks. |
| Indicator:<br>AI-2<br>develops an action plan to solve the project's tasks, choosing the best way to solve them based on current legal norms and available resources and constraints;                                             | makes substantial errors and, with considerable difficulty and uncertainty, develops an action plan to solve the problems of an inclusive project, choosing the best way to solve them based on current legal norms and available resources and constraints. | experiences difficulty in developing an action plan to address the challenges of an inclusive project, choosing the best way to address them based on current legal norms and available resources and constraints.                                                                                        | correctly develops an action plan for solving the tasks of an inclusive project, choosing the best way to solve them based on current legal norms and available resources and constraints.                                                      | is able to closely link theory with practice, freely copes with tasks, questions and other types of application of acquired knowledge, does not find it difficult to answer when modifying assignments, correctly justifies the                                                                       |

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|                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                        | decision to develop an action plan to solve the problems of an inclusive project, choosing the best way to solve them based on current legal norms and available resources and constraints.                                                                                                                     |
| AI-3 ensures that the project is completed in accordance with established goals, deadlines and costs, based on applicable legal norms, available resources and constraints, including the use of digital tools. | with great difficulty performs practical work aimed at understanding and formulating the main directions for the implementation of an inclusive project in accordance with established goals, deadlines and costs, based on existing legal norms, available resources and constraints, including using digital tools | is experiencing difficulties in realizing and formulating the main directions for the implementation of an inclusive project in accordance with established goals, deadlines and costs, based on current legal norms, available resources and constraints, including the use of digital tools | correctly identifies and formulates and formulates the main directions for the implementation of an inclusive project in accordance with established goals, deadlines and costs, based on current legal norms, available resources and constraints, including the use of digital tools | possesses versatile skills and techniques for understanding and formulating the main directions for the implementation of an inclusive project in accordance with established goals, deadlines and costs, based on current legal norms, available resources and constraints, including the use of digital tools |
| Competency: UC-3                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                 |
| Learning Outcomes for the Discipline (Module):<br>Indicator:<br>AI-1 participates in                                                                                                                            | participates in interpersonal and group interaction, forms a teamwork strategy based on a joint discussion                                                                                                                                                                                                           | allows inaccuracies, insufficiently correct formulations, violations of                                                                                                                                                                                                                       | has a sound command of the material, competently participates in interpersonal and                                                                                                                                                                                                     | has deeply and firmly mastered the course material, exhaustively,                                                                                                                                                                                                                                               |

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| interpersonal and group interaction, using an inclusive approach, effective communication, team-building and teamwork methods when working together within the framework of a given task                                                                                                                                     | of goals and areas of activity for their implementation with unacceptable errors                                                                                                                                                                                       | logical sequence when participating in interpersonal and group interaction, the formation of a teamwork strategy based on a joint discussion of goals and activities for their implementation                   | group interaction, forms a teamwork strategy based on a joint discussion of goals and activities for their implementation                                                                      | consistently, clearly and logically participates in interpersonal and group interaction, forms a teamwork strategy based on a joint discussion of goals and activities for their implementation                                                                                                                                                                                                                             |
| Learning Outcomes for the Discipline (Module):<br>Indicator:<br>AI-2<br>ensures the work of the team to achieve optimal results of collaboration, taking into account the individual capabilities of its members, the use of achievement methodology, relevant methods, information technologies and foresight technologies; | makes substantial errors and, with considerable difficulty and uncertainty, organizes the work of the team on the development and implementation of a volunteer project, taking into account the objective conditions and individual capabilities of the team members. | experiences difficulty in organizing the team's work on the development and implementation of a volunteer project, taking into account the objective conditions and individual capabilities of the team members | correctly organizes the team's work on the development and implementation of a volunteer project, taking into account the objective conditions and individual capabilities of the team members | is able to closely link theory with practice, freely copes with tasks, questions and other types of application of acquired knowledge, does not find it difficult to answer when modifying assignments, correctly justifies the decision to organize the team's work on the development and implementation of a volunteer project, taking into account the objective conditions and individual capabilities of team members |

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| Learning Outcomes for the Discipline (Module):<br>Indicator:<br>AI-3<br>ensures the fulfillment of assigned tasks based on teamwork monitoring and timely response to existing deviations.                                                                                 | with great difficulty performs practical work aimed at understanding the main directions of project support and substantiating the trajectory of tasks based on teamwork and timely response to existing deviations.  | has difficulty understanding the main directions of project support and justifying the trajectory of tasks based on teamwork and timely response to existing deviations                                                                                                                     | correctly identifies and formulates the main directions of project support and substantiates the trajectory of tasks based on teamwork and timely response to existing deviations                                                                                                                 | possesses versatile skills and techniques for understanding the main directions of project support and justifying the trajectory of tasks based on teamwork and timely response to existing deviations                                                                                   |
| Competency: UC-9                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                          |
| Learning Outcomes for the Discipline (Module):<br><br>The AI-1 indicator Operates with the concepts of inclusive competence, its components and structure; understands the specifics of applying basic special education knowledge in the social and professional spheres. | Does not know how to operate with the concepts of inclusive competence, its components and structure; understands the specifics of applying basic special education knowledge in the social and professional spheres. | Having mastered the basics of inclusive culture, the student is able to operate at a minimum level with the concepts of inclusive competence, its components and structure; understands the specifics of applying basic special education knowledge in the social and professional spheres. | Having mastered the basics of inclusive culture, the student is able to operate at an intermediate level with the concepts of inclusive competence, its components and structure; understands the specifics of applying basic special education knowledge in the social and professional spheres. | Having mastered the basics of inclusive culture, the student is able to operate at a high level with the concepts of inclusive competence, its components and structure; understands the specifics of applying basic special education knowledge in the social and professional spheres. |
| Learning Outcomes for the Discipline (Module):<br><br>AI-2 indicator                                                                                                                                                                                                       | He is unable to apply basic special education knowledge in the social and professional                                                                                                                                | The student is able to apply basic special education knowledge in the social and                                                                                                                                                                                                            | The student is able to apply basic special education knowledge in the social and                                                                                                                                                                                                                  | The student is able to apply basic special education knowledge at a high level                                                                                                                                                                                                           |

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|  | spheres when interacting with persons with limited health capabilities and persons with disabilities, relying on knowledge in the field of inclusive culture and communication | professional spheres at a minimum level when interacting with persons with limited health capabilities and persons with disabilities, relying on knowledge in the field of inclusive culture and communication. | professional spheres at an intermediate level when interacting with persons with limited health capabilities and persons with disabilities, relying on knowledge in the field of inclusive culture and communication. | in the social and professional spheres when interacting with persons with limited health capabilities and persons with disabilities, relying on knowledge in the field of inclusive culture and communication. |
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### **Criteria for Evaluating Competencies**

*A “Pass” grade is awarded to a student if the learning outcomes for the discipline (AI-1 UC-2, AI-2 UC-2, AI-3 UC-2, AI-1 UC-3, AI-2 UC-3, AI-3 UC-3, AI-1 UC-9, and AI-2 UC-9) have been achieved at the residual level.*

*A “Fail” grade is awarded to a student if the learning outcomes for the discipline (AI-1 UC-2, AI-2 UC-2, AI-3 UC-2, AI-1 UC-3, AI-2 UC-3, AI-3 UC-3, AI-1 UC-9, and AI-2 UC-9) have been achieved below the minimum level.*

### ASSESSMENT TOOLS FOR CHECKING THE LEVEL OF COMPETENCY DEVELOPMENT

| Task Number | Correct Answer                                                                                                                                                                                                                                                                                                                                                                                                                           | Question Content                                                                                                                                           | Competency | Time Allocated for the Task |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------------------------|
| 1.          | Convention on the Rights of Persons with Disabilities<br>Federal Law "On Amendments to Certain Legislative Acts of the Russian Federation on Social Protection of Persons with Disabilities in Connection with the Ratification of the Convention on the Rights of Persons with Disabilities"<br>Federal Law "On Social Protection of Persons with Disabilities"<br>The State Program of the Russian Federation "Accessible Environment" | Regulatory legal documents regulating the issues of social protection of persons with disabilities in the Russian Federation:                              | UC-3       | 1 minute                    |
| 2.          | <b>a</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 | Interpersonal conflicts in inclusive interaction are different:<br>a) high emotionality<br>b) high stress tolerance<br>c) high lability<br>d): consistency | UC-2       | 3 minutes                   |
| 3.          | The value of a person does not depend on his abilities and achievements.<br>Everyone is capable of thinking and feeling.<br>Everyone has the right to communicate and to be heard.                                                                                                                                                                                                                                                       | What are the principles of inclusive education?                                                                                                            | UC-3       | 5 minutes                   |

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|    | <p>All people need each other.<br/> Genuine education can only be carried out in the context of real relationships.<br/> All people need the support and friendship of their peers.<br/> For all students, making progress is more about what they can do than what they can't.<br/> Diversity enhances all aspects of life</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |           |
| 4. | d                                                                                                                                                                                                                                                                                                                               | <p>Non-verbal communication is:<br/> a) communication, which in itself serves as a means of satisfying a specific need for communication<br/> b) communication, which is not an end in itself, is not stimulated by an independent need, but pursues some other goal besides obtaining satisfaction from the act of communication itself<br/> c) communication is carried out through intermediaries, which may be other people<br/> d) communication through facial expressions, gestures and pantomime, through direct bodily and sensory contacts received from another person</p> | UC-9 | 2 minutes |
| 5. | <p>a<br/> b<br/> c</p>                                                                                                                                                                                                                                                                                                          | <p>Establish the correct sequence of overcoming barriers to learning using the principles of inclusive education:<br/> a) Providing access.<br/> b) Providing support and guidance.<br/> c) Providing independent practice.</p>                                                                                                                                                                                                                                                                                                                                                       | UC-3 | 2 minutes |
| 6. | <p>assistive technology for people with visual impairments</p>                                                                                                                                                                                                                                                                  | <p>Enter the missing word in the correct case.<br/> a set of various devices, technical devices and methods of their application that allow people with significant visual impairment to obtain the necessary information using other types of sensitivity (auditory,</p>                                                                                                                                                                                                                                                                                                             | UC-3 | 2 minutes |

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|     |                                                                                                                                                                                                                                                                                                   | tactile, vibrational) is called _____                                                                                                                                                                                                                                           |      |           |
| 7.  | e                                                                                                                                                                                                                                                                                                 | Universal design in education includes adaptation:<br>a) curriculum<br>b) architectural environment<br>c) teaching materials<br>d) teaching methods<br>e) all of the above                                                                                                      | UC-3 | 1 minute  |
| 8.  | Universal design is the design of objects, environments, programs, and services designed to make them as usable as possible for all people without the need for adaptation or special design.                                                                                                     | Define the concept of "universal design" in accordance with the Convention on the Rights of Persons with Disabilities                                                                                                                                                           | UC-3 | 5 minutes |
| 9.  | empathy                                                                                                                                                                                                                                                                                           | Enter the missing word in the correct case. The ability to understand and feel the emotional state of another person, to empathize with him is called ____                                                                                                                      | UC-9 | 1 minute  |
| 10. | a                                                                                                                                                                                                                                                                                                 | Does a person with a severe musculoskeletal disorder have the right to marry:<br>a) can marry like any other person<br>b) may marry, but only with the consent of relatives<br>c) cannot get married because he has a severe disability<br>d) the decision is made by the court | UC-3 | 5 minutes |
| 11. | making necessary and appropriate modifications and adjustments, when necessary in a particular case, without becoming a disproportionate or unjustified burden, in order to ensure that persons with disabilities realize or exercise all human rights and fundamental freedoms on an equal basis | A reasonable adaptation in accordance with the concept of universal design is                                                                                                                                                                                                   | UC-2 | 5 minutes |

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|     | with others.                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                    |      |           |
| 12. | b                                                                                                                                          | <p>The rules of communication with blind people include:</p> <p>a) it is necessary to be positioned at the same eye level</p> <p>b) identify yourself in conversation and do not forget to say goodbye when leaving the room</p> <p>c) it is necessary to speak briefly, clearly, in simple language</p> <p>d) you cannot use the words "see you", "we'll see"</p> | UC-3 | 5 minutes |
| 13. | Products, facilities, programs, services, and environments                                                                                 | The components of the universal design are                                                                                                                                                                                                                                                                                                                         | UC-2 | 5 minutes |
| 14. | c                                                                                                                                          | <p>Specify which of the above is NOT included in the triad of inclusion at the organizational level:</p> <p>a) inclusive culture</p> <p>b) Inclusive policy</p> <p>c) Inclusive ethics</p> <p>d) Inclusive practice</p>                                                                                                                                            | UC-3 | 6 minutes |
| 15. | c                                                                                                                                          | <p>Which term is INCORRECT for people who have been diagnosed with mental retardation:</p> <p>a) a person with a mental disability</p> <p>b) a person with intellectual disabilities</p> <p>c) imbecile</p> <p>d) a person with special mental development</p>                                                                                                     | UC-3 | 6 minutes |
| 16. | devices, products, equipment, software, or services designed to enhance, support, or improve the functionality of people with disabilities | Define the concept of "assistive technology"                                                                                                                                                                                                                                                                                                                       | UC-3 | 4 minutes |
| 17. | The use of assistive technologies makes it possible to enhance or improve the                                                              | Justify the relationship between assistive technologies and universal design in inclusive practice                                                                                                                                                                                                                                                                 | UC-2 | 5 minutes |

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|     | functional capabilities of people with disabilities. The use of universal design in unity with assistive technologies makes it possible to ensure the effectiveness of the interaction process in an inclusive practice.                                                                                                           |                                                                                                               |      |           |
| 18. | Providing the necessary information in an audio format<br>Audio description if necessary<br>Provision of indoor navigation when moving the blind person to the place of receiving the service, at the place of receiving the service, in a sanitary and hygienic room<br>Possibility to receive additional assistance upon request | How to use tools to make information accessible to people with visual impairments                             | UC-9 | 5 minutes |
| 19. | Physical accessibility: accessibility of the entrance to the facility (building, room), route to the place of service, accessibility of sanitary and hygienic premises                                                                                                                                                             | Which includes a universal design of the environment in order to ensure accessibility for a wheelchair user   | UC-9 | 4 minutes |
| 20. | Duplication of information in text format, presentation, subtitles, graphs, diagrams                                                                                                                                                                                                                                               | How can tools be used to make information accessible to hard-of-hearing people who do not know sign language? | UC-9 | 3 minutes |