

**COURSE DATA****DATA SUBJECT****Code:** 44500**Name:** Assessment in special education**Cycle:** Master's Degree**ECTS Credits:** 3**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
2215 - Master's Degree in Special Education	Facultat de Filosofia i Ciències de l'Educació	1	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
2215 - Master's Degree in Special Education	Organisation and applied research in special education	COMPULSORY

**COORDINATION**

GONZALEZ SUCH JOSE

**SUMMARY**

Models of evaluation. Approaches to research and educational evaluation.

- Types of assessment. Components and dynamics.
- Plans of work in special education: case studies and designs with small groups.
- Collection and analysis of information in special education.
- Management, planning and communication: projects and assessment reports.
- Assessment in special education: defining aspects.
- Areas of evaluation and evaluation stages



- The evaluation report: elaboration and interpretation.
  - Group and individual information gathering instruments.
  - Construction of performance testing. Identification of cases.
  - Criterion referred and normative evaluation: applications in special education
- pecial education

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

### OTHER REQUIREMENTS

## COMPETENCES / LEARNING OUTCOMES

### 2215 - Master's Degree in Special Education

Buscar, gestionar y analizar información científico-profesional

Conocer e interpretar informes técnicos, de investigación y de evaluación sobre acciones, procesos y resultados educativos

Conocer los principios éticos de la actuación profesional en el ámbito de la atención a las necesidades específicas de apoyo educativo

Conocer y comprender los procedimientos de evaluación e intervención en el entorno escolar en niños y niñas con necesidades específicas de apoyo educativo

Conocer y comprender procesos de investigación en el ámbito de las necesidades específicas de apoyo educativo y social

Diseñar, aplicar y evaluar estrategias educativas inclusivas

Diseñar, planificar y evaluar medidas ordinarias y específicas de atención en función de las diferentes necesidades específicas de apoyo educativo y en el contexto social

Diseñar y aplicar procedimientos de investigación en el ámbito de las necesidades específicas de apoyo educativo y social

Saber colaborar en los ámbitos académico y social con familias, profesionales e instituciones

Saber prevenir la aparición y/o intensificación de necesidades específicas de apoyo educativo



Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.

Tener un compromiso activo con la no discriminación, la igualdad de oportunidades y la equidad

## DESCRIPTION OF CONTENTS

### 1. Assessment in Special Education

Research, evaluation, evaluative research, measurement and diagnosis. Educational intervention  
Evaluation. Concept, types and targets areas  
phases of the evaluation process  
sources and instruments of evaluation  
the evaluation report

### 2. Tests

Definition of test.  
Characteristics of a test  
Types of tests.  
Item Formulation  
Punctuation and interpretation of scores

### 3. Techniques and instruments

Standardized and non standardized tests.  
Characteristics  
Construction and analysis

## WORKLOAD

**PRESENCIAL ACTIVITIES**

Activity	Hours
Theoretical and practical classes	21,00
<b>Total hours</b>	<b>21,00</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	0,00
Individual or group project	22,00
Independent study and work	15,00
Preparation of lessons	9,50
Preparation for assessment activities	7,50
Resolution of case studies	0,00
<b>Total hours</b>	<b>54,00</b>

**TEACHING METHODOLOGY**

Participatory Masterclass

problem-solving

cooperative learning

case study

study and student work to integrate the competencies of the course

collaborative learning

individualized and/or groupal attention

**EVALUATION**

The assessment of the acquisition of competences by the student will be combining different types of information, related to the activities that students will develop in the subject. Different procedures may be used for this purpose:

- review, consisting of a written or oral test.
- Portfolios, which include different work performed by the student.



c) Participation in activities of class.

Each of these mechanisms will have assigned a value of the final grade in accordance with the given importance of the activities

- ¿ There is no difference in the evaluation procedure between the first and second calls.
- ¿ The sections of the evaluation are recoverable in second call.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

## REFERENCES

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- Santiuste, V. y Arranz, M.<sup>a</sup> L. (2009) Nuevas perspectivas en el concepto de evaluación Revista de Educación, 350, pp. 463-476.
- Jorner, J.M.; Sánchez Delgado, P. y Perales, M.J. 2015. La evaluación del impacto y la relevancia de la educación en la sociedad. Valencia: UPV.
- Jorner, J.M., Suárez, J.M., González Such, J. y Belloch, C. 1997. Estrategias de elaboración de pruebas criterioles en Educación Superior, en C. Martínez Mediano (coord.): Encuentros en la Facultad de Educación sobre Evaluación.
- Watkins, A. (Editor) (2007). Assessment in Inclusive Settings. Key Issues for Policy and Practice. Odense: European Agency for Development in Special Needs Education.
- Florian, L. (Eds.) (2007). The Sage Handbook of Special Education. London: Sage.
- Florian, L. (2013). La educación especial en la era de la inclusión: ¿El fin de la educación especial o un nuevo comienzo? Revista Latinoamericana de Inclusión Educativa, 7(2), 27-36. Consultado en: <http://www.rinace.net/rlei/numeros/vol7-num2/art1.pdf>



- Muñiz, J.; Fidalgo, A.M. y García Cueto, E. 2005. Análisis de items. La Muralla.