

**COURSE DATA****DATA SUBJECT****Code:** 44542**Name:** Advanced measurement in the evaluation of educational institutions**Cycle:** Master's Degree**ECTS Credits:** 3**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
2216 - Master's Degree in Policies, Administration and Management of Educational O	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2216 - Master's Degree in Policies, Administration and Management of Educational O	Methodology for assessment and intervention in the education system	COMPULSORY

COORDINATION

GONZALEZ SUCH JOSE

SUMMARY

The subject focuses on learning skills linked to the preparation and interpretation of standardized tests. Measurement

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**

**2216 - Master's Degree in Policies, Administration and Management of Educational O**

Analizar en términos relacionales enfoques de evaluación económica, financiera, social y ambiental de proyectos, programas y servicios educativos, estableciendo un compromiso activo con la promoción de una gestión sostenible de centros.

Ser capaces de establecer un compromiso ético deontológico a través de una vinculación consecuente con los valores éticos de la institución e institucionales y gestionar el centro de acuerdo con los principios éticos coherentes con un sistema democrático.

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

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.

Utilizar y analizar de forma crítica diferentes instrumentos tecnológicos para en la gestión y administración de instituciones educativas, que promuevan de forma efectiva el cambio desde la sociedad de la información a del conocimiento.

Utilizar y analizar de forma crítica instrumentos avanzados para la medición de competencias como indicadores de resultados (simples y complejos, tasas y ratios, índices producto de información multivariada) en la evaluación de organizaciones educativas (sistemas e instituciones).

DESCRIPTION OF CONTENTS**1. CONTENTS****CONTENTS**

Measurement in the context of the evaluation of educational organizations (educational systems and institutions).

- Typology of educational performance tests as indicators of organizational results.
- Models and approaches in test development: standard-referenced tests and criterion-referenced tests. Technical operations in the preparation of tests.
- Advanced measurement models: Item Response Theory and Generalizability Theory. Basic concepts.
- Matrix sampling test design models
- Development of score interpretation standards. Determination methods and cut-off scores: mixed judgment-empirical models.

WORKLOAD**PRESENCIAL ACTIVITIES**



Activity	Hours
Tutorials	4,00
Theory	7,00
Group work	5,00
Classroom practices	5,00
Total hours	21,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	20,00
Independent study and work	34,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	54,00

TEACHING METHODOLOGY

In the teaching-learning process that we are going to follow in this matter, the student's learning of skills takes on s
Therefore, the teaching-learning methodology is based on a close link between theory and practice and on the com
Participatory Master Lesson
Problem resolution
Study of cases
Cooperative learning
Project management
Study and work of the student to integrate the competencies of the subject
Collaborative learning
Individualized and/or group attention
Final theoretical-practical test

EVALUATION

The evaluation of the student's acquisition of skills will be carried out by combining different types of information, li
Participation in different class activities. The master's degree is face-to-face, so failure to attend at least 80% of the
¿ In this subject, each of the activities in the portfolio must be surpassed with a value of 5 points out of 10 so that th
¿ The grading system will be expressed by numerical grading in accordance with the provisions of the regulations (l
¿ European credit and qualification system in official university degrees valid throughout the national territory.



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

- Referencia 1: Jornet, J.M.; García, M, y González-Such, J. (Eds.). 2014. La Evaluación de Sistemas Educativos: las informaciones que interesan a los colectivos implicados. Valencia: Publicaciones de la Universidad de Valencia Referencia 2: Muñiz, J. 2017. Teoría Clásica de los tests (2ª ed). Madrid: Pirámide. Referencia 3: Abad, F.J.; Olea, J.; Ponsoda, V. y García, C. 2011. Medición en Ciencias Sociales y de la Salud. Madrid: Editorial Referencia 4: Stake, R. 2006. Evaluación Comprensiva y Evaluación Basada en estándares. Ed: Graó. Barcelona. Referencia 5: Mateo, J. y Martínez, F. (2008). Medición y evaluación educativa. Madrid: La Muralla
- Boletines e informes sobre PISA, PIRLS y otras evaluaciones internacionales Brennan, R.L. 2011. Generalizability Theory and Classical Test Theory. Applied Measurement in Education, 24 (1), 1-21. Jornet, J.M.; Sánchez Delgado, P. y Perales, M.J. 2015. La evaluación del impacto y la relevancia de la educación en la sociedad. Valencia: Publicaciones de la Universidad de Valencia. Jornet, J.M.; González Such, J. y Suárez, J.M. 2010. Validación de los procesos de determinación de estándares de interpretación (EE) para pruebas de rendimiento educativo. Estudios sobre Educación, 19, 11-29. Muñiz, J. (1997). Introducción a la Teoría de Respuesta a los Ítems. Madrid: Pirámide. Muñiz, J. (1997). Teoría de respuesta a los ítems. Madrid: Pirámide. Muñiz, J.; Fidalgo, A.M. y García Cueto, E. 2005. Análisis de los ítems. Madrid: La Muralla. Jornet, J. M. y González Such, J. (2009). Evaluación criterial: determinación de estándares de interpretación (EE) para pruebas de rendimiento educativo. "Estudios sobre educación", 16, 103-123.
- - Backhoff, E.; Solano-Flores, G.; Contreras, L.A.; Vázquez, M. y Sánchez Moguel, A. (2015). ¿Son adecuadas las traducciones para evaluar los aprendizajes de los estudiantes indígenas? México: Instituto Nacional para la Evaluación de la Educación. Boletines e informes sobre PISA, PIRLS y otras evaluaciones internacionales