

**COURSE DATA****DATA SUBJECT**

Code: 46925
Name: Evaluation in Special Education
Cycle: Master's Degree
ECTS Credits: 3
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2276 - Master's Degree in Special Education	Facultat de Filosofia i Ciències de l'Educació	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2276 - Master's Degree in Special Education	Organización e Investigación aplicada en Educación Especial	COMPULSORY

COORDINATION

GONZALEZ SUCH JOSE

SUMMARY

Evaluation Models Approaches to Educational Research and Evaluation.· Types of evaluation. Components and dynamics.· Work plans in special education: case studies and designs with small groups.· Collection and analysis of information in special education.· Management, planning and communication: projects and evaluation reports.· Evaluation in Special Education: defining aspects.· Areas of evaluation and phases of the evaluation process.· The evaluation report: preparation and interpretation.· Instruments for collecting group and individual information.· Construction of performance tests. Identification of cases.· Normative and criterial 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

2276 - Master's Degree in Special Education

Apply knowledge and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to special education.

Be able to communicate conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.

Be able to integrate knowledge and to handle the complexity of formulating judgements with incomplete or limited information, but that includes reflections on social and ethical responsibilities linked to the application of knowledge and judgements.

Design, implement and evaluate inclusive education strategies.

Design, plan and evaluate ordinary and specific care measures according to the different specific educational support needs, as well as in social and work contexts.

Have an active commitment to non-discrimination, equal opportunities and equity.

Have the learning skills that allow students to continue to study in a manner that may be largely self-directed or autonomous.

Know and understand the procedures for research, assessment and intervention in the school environment for children with specific educational support needs.

Know how to communicate effectively, both orally and in writing, adapting to the characteristics of the situation and the audience.

Know how to prevent the emergence and/or intensification of specific educational support needs.

Know the ethical principles of professional action in the field of specific educational support needs.

Know the fundamentals, principles, values and attitudes underlying the right to education of students with specific educational support needs.

Search for, manage and analyse scientific-professional information, technical reports, research and/or evaluation reports on educational actions, processes and results.

DESCRIPTION OF CONTENTS

Research, Evaluation, Evaluative Research, Measurement and Diagnosis. Educative intervention
Assessment. Concept, types and objectives
Areas of evaluation
Phases of the evaluation process



1. 1. Assessment in Special Education

Research, Evaluation, Evaluative Research, Measurement and Diagnosis. Educative intervention
Assessment. Concept, types and objectives
Sources and evaluation instruments
The evaluation report

2. 2. Objective tests

Definition of objective test
Characteristics of a test
Types of tests
Elaboration of an objective test.
Formulation of items
Scoring standards and interpretation of scores

3. 3. Techniques and instruments

Standardized and non-standardized tests
Characteristics
Construction and analysis.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	30,00
Total hours	30,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	22,00
Independent study and work	22,00
Preparation of lessons	0,00
Preparation for assessment activities	10,00
Resolution of case studies	0,00
Total hours	54,00

TEACHING METHODOLOGY



Participatory Master Lesson.

Problem resolution

Study of cases

Cooperative learning

Study and work of the student to integrate the competencies of the subject

Collaborative learning

Individualized and/or group attention

EVALUATION

The evaluation of the student's acquisition of skills will be carried out by combining different types of information, linked to the different activities that the students will develop in the subject. For this, different procedures can be used: a) Exam, which will consist of taking a written test. b) Portfolios, which will include the different works carried out by the student. c) Participation in different class activities. Each of these mechanisms will be assigned a final grade value according to the importance given. There is no difference in the evaluation procedure between the first and second calls. The sections of the evaluation can be recovered 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

- Casanova, M.A. (2011). Evaluación para la Inclusión Educativa. Revista Iberoamericana de Evaluación Educativa, 4(1), pp. 78-89.
- 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: UPV.



- Muñiz, J.; Fidalgo, A.M. y García Cueto, E. 2005. Análisis de ítems. La Muralla.
- Jornet, J.M., Suárez, J.M., González Such, J. y Belloch, C. 1997. Estrategias de elaboración de pruebas criteriales en Educación Superior, en C. Martínez Mediano (coord.): Encuentros en la Facultad de Educación sobre Evaluación.
- Santiuste, V. y Arranz, M.^a L. (2009) Nuevas perspectivas en el concepto de evaluación Revista de Educación, 350, pp. 463-476
- 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.