

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

Code: 46925
Name: Evaluation in Special Education
Cycle: Master's Degree
ECTS Credits: 3
Academic year: 2026-27

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

The overall objective of this course is to provide foundational training that can serve as a conceptual and methodological framework for effectively developing assessment processes to improve the quality of life of people with disabilities. This course proposes a comprehensive approach based on the methodological complementarity of assessment, always taking into account the context in which it takes place. Assessment in special education is a holistic process that seeks to identify the specific needs, strengths, and learning barriers of students. The course offers training in the creation, development, and management of assessment plans, both at a general level (school, groups) and at an individual level. Unlike standard assessment, assessment in special education is personalized and multidisciplinary, involving socio-educational professionals, teachers, and families to design an Individualized Support Plan (ISP), both in formal and non-formal educational settings. Thus, this course develops the skills related to the assessment of programs addressing diversity from an inclusive education perspective. The content of this subject serves as a foundation for and/or complements that of other subjects. Furthermore, SDG 4 (quality education), SDG 5 (gender equality), SDG 10 (reduced inequalities), and SDG 16 (peace, justice and strong institutions) are partially and complementarily developed across the curriculum, always taking into account the principles of inclusive education. In terms of competencies, it is generally assumed that students will be able to understand assessment plans created by others, design and develop assessments, implement improvement processes for existing assessments, and design assessments that address the specific educational needs of students with disabilities. Essentially, the subject provides an overview of general



aspects of assessment, such as assessment models and types, case studies and small group designs, data collection and analysis, planning and report writing, assessment phases, and test construction, including both criterion-referenced and norm-referenced perspectives.

This course will focus on fostering an understanding of the regulatory framework and the fundamental principles of Organic Law 10/2022, dated September 6, on the comprehensive guarantee of sexual freedom. It will cover topics related to equality and a gender perspective, and will address strategies for the prevention, awareness-raising, and detection of sexual violence in educational settings, while integrating teaching practices aimed at preventing and detecting sexual violence, in coordination with the institutional resources and protocols established by the UV.

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

1. 1. Assessment in Special Education

Research, Evaluation, Evaluative Research, Measurement and Diagnosis. Educative intervention
Assessment. Concept, types and objectives

Areas of evaluation

Phases of the evaluation process

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
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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 (50%). b) Portfolios, which will include the different works carried out by the student (30%). c) Participation in different class activities (20%). 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

Abad, F.J.; Olea, J.; Ponsoda, V. y García, C. (2011). Medición en ciencias sociales y de la salud. SíntesisCasanova, M.A. (2011). Evaluación para la Inclusión Educativa. Revista Iberoamericana de Evaluación Educativa, 4(1), pp. 78-89. Florian, L. (Eds.) (2007). The Sage Handbook of Special Education. 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. Jornet, J.M.; Sánchez Delgado, P. y Perales, M.J. 2015. La evaluación del impacto y la relevancia de la educación en la sociedad. UPV. Jornet-Meliá, J.M.; González Such, J.; Perales, M.J. y Sánchez Delgado, P. (2017). La evaluación educativa como ámbito de especialización profesional. Crónica Revista Científico Profesional de la Pedagogía y Psicopedagogía, 2. <https://revistacronica.es/index.php/revistacronica/issue/view/2> Muñoz, J.; Fidalgo, A.M. y García Cueto, E. 2005. Análisis de ítems. La Muralla. 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. European Agency for Development in Special Needs Education