



## Information about the subject

**Degree:** Bachelor of Arts Degree in Primary School Education

**Faculty:** Faculty of Teacher Training and Education Sciences

**Code:** 1162079 **Name:** Evaluation and Diagnosis of Language and Speech

**Credits:** 6,00 **ECTS Year:** 3, 4 **Semester:** 1

**Module:** Qualifying Mention in hearing and speech

**Subject Matter:** Assessment and diagnosis **Type:** Elective

**Field of knowledge:** Social and legal sciences

**Department:** -

**Type of learning:** Classroom-based learning / Online

**Languages in which it is taught:** Spanish

**Lecturer/-s:**

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## Module organization

### Qualifying Mention in hearing and speech

Subject Matter	ECTS	Subject	ECTS	Year/semester
Assessment and diagnosis	6,00	Evaluation and Diagnosis of Language and Speech	6,00	3, 4/1
Developmental language disorders	12,00	Disorders not Specific of Language Development	6,00	4/2
		Specific Disorders of Language Development	6,00	3, 4/2
Educational intervention in developmental disorders	12,00	Speech and Language Therapy Intervention in Disorders not Specific of Language Development	6,00	4/2
		Speech and Language Therapy Intervention in Specific Disorders of Language Development	6,00	4/2

## Recommended knowledge

No prerequisites



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Choose the appropriate evaluation method to adapt to the diagnostic, planning, or monitoring purposes of educational intervention based on the characteristics of students with educational support needs in the areas of language, speech, and associated functions
- R2 Interpret the results of standardized tests or other evaluation strategies to select educational support objectives
- R3 Write reports about evaluation results that are useful for integration into the educational support teams of schools



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
CG2	Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.				X
CG3	Effectively address language learning scenarios in multicultural and multilingual contexts. Promote reading and critical analysis of texts from various scientific and cultural domains included in the school curriculum.			X	
CG4	Design and regulate learning spaces in diverse contexts that address gender equality, equity, and respect for human rights, which form the values of citizenship education.				X
CG5	Promote a positive coexistence inside and outside of the classroom, resolve discipline issues, and contribute to peaceful resolution of conflicts. Encourage and value effort, perseverance, and personal discipline in students.		X		
CG6	Know the organization of primary education schools and the diversity of actions involved in their functioning. Perform tutoring and orientation with students and their families, addressing the singular educational needs of the students. Recognize that the exercise of the teaching function must go on improving and adapting to the scientific, pedagogical, and social changes throughout life.				X
CG10	Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students.				X
CG11	Know and apply information and communication technologies in the classrooms. Selectively discern audiovisual information that contributes to learning, civic education, and cultural enrichment.				X



CG12 Understand the function, possibilities, and the limits of education in today's society and the fundamental competencies that affect primary education schools and their professionals. Know the models of quality improvement applied to educational institutions.

X

SPECIFIC	Weighting			
	1	2	3	4
EAL1 Be able to select appropriate instruments to assess the language and speech development of children with educational support needs.				X
EAL2 Be able to analyse the areas susceptible to educational support, evaluate them with objective criteria and write professional reports to contribute the specialist's vision to the educational framework in which the collaborative action with the rest of the educators is developed.				X
EAL6 To understand one's own action in terms of collaboration with the other agents involved with the pupils in order to apply the appropriate strategies in the educational framework.			X	



## Assessment system for the acquisition of competencies and grading system

### In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	10,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R1, R2, R3	20,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R1, R2, R3	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3	40,00%	Written tests: Objective tests with short and extended responses.
R1, R2, R3	10,00%	Projects. Development and/or design works.

### Observations

The evaluation includes several well differentiated instruments. The final grade will be the weighted average of the results obtained in each of them, provided that the written test has been passed with a minimum grade of 5. This written test consists of a section with multiple choice questions and the development of a case.

In order to pass the course, it is necessary to demonstrate in all oral and written productions an advanced level of linguistic proficiency, so as to achieve at the end of the degree the C1 level, as required by the official Memory of the degree. Therefore, each spelling mistake will be, consequently, penalized in papers and exams with 0.50 points. Three missing accents will be equivalent to one spelling mistake.

Failure to comply with the rules and deadlines established for the completion of academic activities may invalidate the grade of the same.

Criteria for the awarding of Honor Grades: After obtaining a 9 and provided that the result obtained is the result of an excellent academic achievement combined with an effort and interest in the



subject.

## Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	40,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
R1, R2, R3	10,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.
R1, R2, R3	20,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)
R1, R2, R3	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3	10,00%	Projects. Development and/or design works.

## Observations

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Criteria for the awarding of Honor Grades: After obtaining a 9 and provided that the result obtained is the result of an excellent academic achievement combined with an effort and interest in the subject.



## CRITERIA FOR THE AWARDING OF HONOURS:

As a sign of academic exceptionality, the Honour's Degree will be awarded to the student who, in addition to obtaining a maximum mark in the above criteria, is considered by the teacher to be worthy of such a distinction. And, in accordance with the general regulations which indicate that only one matriculation of honour can be awarded for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one matriculation can be awarded.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1	Participatory Master Class
M2	Case Study
M4	Learning Contracts
M5	Seminar Work
M6	Problem-based Learning
M7	Cooperative/Collaborative Work
M9	Group and Individual Tutoring
M10	Individual Tutoring
M11	Participatory Master Class
M12	Case Study
M13	Seminar Work
M16	Learning Contracts





- M17 Problem-based Learning
- M18 Cooperative/Collaborative Work
- M19 Individual Tutoring
- M20 Group and Individual Tutoring



## IN-CLASS LEARNING

### IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M7	R1, R2, R3	6,00	0,24
Theoretical Class M1	R1, R2, R3	18,00	0,72
Practical Class M2, M5, M7	R1, R2, R3	18,00	0,72
Seminar M5	R1, R2, R3	6,00	0,24
Tutoring M9, M10	R1, R2, R3	9,00	0,36
Evaluation M2, M5, M7	R1, R2, R3	3,00	0,12
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

### LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M2, M7	R1, R2, R3	39,00	1,56
Individual work M10	R1, R2, R3	51,00	2,04
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11	R1, R2, R3	18,00	0,72
Practical class (e-learning mode) M12, M13, M18	R1, R2, R3	18,00	0,72
Seminar (e-learning mode) M13	R1, R2, R3	6,00	0,24
Individual tutoring (e-learning mode) M19	R1, R2, R3	15,00	0,60
Evaluation (e-learning mode) M12, M13, M18	R1, R2, R3	6,00	0,24
<b>TOTAL</b>		<b>63,00</b>	<b>2,52</b>

### ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M12, M19	R1, R2, R3	54,00	2,16
Group Work (e-learning mode) M12, M13, M18	R1, R2, R3	6,00	0,24
Discussion Forums (e-learning mode) M12, M17	R1, R2, R3	7,50	0,30
Asynchronous Tutoring (e-learning mode) M19, M20	R1, R2, R3	19,50	0,78
<b>TOTAL</b>		<b>87,00</b>	<b>3,48</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
Topic 1	1. Concept and generalities1.1 Concept of communication, language, speech and voice and associated functions.1.2 Specific and non-specific language disorders.1.3 Principles of assessment1.4 Objectives of assessment1.5 Contents of the evaluation
Topic 2	Types of evaluation 2.1 Structure of the evaluation process2.2 The interview2.3 The clinical history
Topic 3	3. Assessment tools3.1 Non-standardized assessment procedures3.1.1 Speech samples3.1.2 General observation records3.2 Assessment methods based on standardized measures3.2.1 Quantitative assessment3.2.2 Standardized tests3.2.3 Developmental scales
Topic 4	Specific speech and language assessment4.1 Assessment of motor functions4.2 Assessment of phonetics and phonology 4.3 Assessment of morphology and phonology4.3 Assessment of morphosyntax4.4 Assessment of semantics4.5 Assessment of pragmatics
Topic 5	Diagnostic process5.1 Differential diagnosis5.2 Functional diagnosis- linguistic and communicative profile.5.3 Reporting



## Temporary organization of learning:

Block of content	Number of sessions	Hours
Topic 1	5,00	10,00
Topic 2	5,00	10,00
Topic 3	6,00	12,00
Topic 4	8,00	16,00
Topic 5	6,00	12,00



## References

- Alegre, J.R & Pérez; M. (2008). *Guía práctica de los trastornos del lenguaje. Descripción e intervención*. Barcelona: Lebn.
- AAIDD Asociación americana de discapacidad intelectual y el desarrollo (2011) *Discapacidad intelectual*. Definición, clasificación y sistemas de apoyo. Madrid: Alianza.
- Bartuilli, M., Cabrera, P.J. & Perrián, M.C. (2007). *Guía técnica de intervención logopédica. Terapia miofuncional*. Madrid: Síntesis.
- Bekley, S. y Bird, G. (2005). *Habla, lenguaje y comunicación en alumnos con Síndrome de Down. Recursos para padres y profesores*. Madrid, CEPE.
- Cardona, C., Palmes, C. y Sadurni, N. (2010). *Alumnado con pérdida auditiva*. Barcelona: Graó.
- De las Heras, G. & Rodríguez, L. (2015). *Guía de intervención logopédica en las dislalias*. Madrid: Síntesis.
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- Escribano González, A. (2013). *Inclusión Educativa y profesorado inclusivo*. Madrid. NARCEA
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- Juárez, A. & Monfort, M. (2002). *Estimulación del lenguaje oral*. Madrid: Entha.
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- Vila, J.M. (2009): *Guía de intervención logopédica en la disfonía infantil*. Madrid: Síntesis



## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura



## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☐ Kaltura

Explanation about the practical sessions:





## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

☒

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System:



## ONLINE WORK

### Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

### Comments to the Assessment System: