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: Inclusive Education and Socio-Community Development

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 coopoerative 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

Observations

Note 1. The final written exam will be conducted as follows:

·40 multiple-choice questions with 3 answer options, applying the n-1 criterion

·A practical case study.

Note 2. Honours will be awarded to students who obtain a grade of 9, provided that the result is the consequence of excellent academic performance combined with effort and interest in the subject.

Note 3. In order to add the rest of the percentages, it is essential to pass the final written test.

Note 4: Single assessment:

Exceptionally, students who are unable to undergo continuous assessment because they have not attended at least 75% of the classes may opt for this assessment system.

In this case, they will be assessed as follows:

1. An exam consisting of two parts, the first part consisting of multiple-choice or essay questions on the content of the syllabus and the second part consisting of a case study.

2. Activities set by the teacher.

The exam will account for 75% of the final mark. Learning outcomes assessed: R1, R2, R3.

The activities/assignments will account for 25% of the final mark. Learning outcomes assessed: R1, R2, R3.

NOTE 5: Use of Artificial Intelligence:

The use of AI is permitted for:

·Study support (generating alternative explanations, concept maps or self-assessment exercises)

·Receiving feedback on the clarity or coherence of one's own text.

The use of AI is not permitted for:

·Performing assessable tasks, unless required in a specific activity and indicated by the teacher.

If AI is used in any of the activities under the permitted conditions, it must be stated in which part of the activity it has been used, which AI tool has been used and for what purpose.

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

The assessment includes several distinct 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 30-40 multiple-choice questions and the development of a case study.

Failure to comply with the rules and deadlines established for the completion of academic activities

may invalidate the grade for those activities.

Single assessment: Exceptionally, students who, for justified and accredited reasons, are unable to undergo the continuous assessment system and request this from their teacher within the first month of each semester may opt for this assessment system. In this case, assessment will be carried out as follows: written test, submission of activities and oral presentation. The Dean of the Faculty will decide on the admission of the student's request for single assessment.

Criteria for awarding Honours: A grade of 9 or higher, provided that the result obtained is the consequence of excellent academic achievement combined with effort and interest in the subject.

NOTE: Use of Artificial Intelligence:

The use of AI is permitted for:

·Study support (generating alternative explanations, concept maps or self-assessment exercises)

·Receiving feedback on the clarity or coherence of one's own text.

The use of AI is not permitted for:

·Performing assessable tasks, unless required in a specific activity and indicated by the teacher.

If AI is used in any of the activities under the permitted conditions, it must be stated in which part of the activity it has been used, which AI tool has been used and for what purpose.

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CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

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
TOTAL		**60,00**	**2,40**

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
TOTAL		**90,00**	**3,60**

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
TOTAL		**63,00**	**2,52**

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
TOTAL		**87,00**	**3,48**

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

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