



Universitat de Lleida

DEGREE CURRICULUM
**INSTRUMENTS FOR PSYCHO-
EDUCATIONAL ASSESSMENT**

Coordination: HUGUET CANALIS, ANGEL

Academic year 2019-20

INSTRUMENTS FOR PSYCHO-EDUCATIONAL ASSESSMENT 2019-20

Subject's general information

Subject name	INSTRUMENTS FOR PSYCHO-EDUCATIONAL ASSESSMENT			
Code	102927			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Psychology	4	OPTIONAL	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	1.8		4.2
	Number of groups	1		1
Coordination	HUGUET CANALIS, ANGEL			
Department	PSICOLOGIA			
Important information on data processing	Consult this link for more information.			

INSTRUMENTS FOR PSYCHO-EDUCATIONAL ASSESSMENT 2019-20

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
HUGUET CANALIS, ANGEL	angel.huguet@udl.cat	2	
IBARBIA MANGRANÉ, IDOYA	idoya.ibarbia@udl.cat	4	

Learning objectives

- Deepen on the process of diagnosis and psychopedagogical assessment.
- Acquire broad knowledge and mastery of some of the most used instruments and techniques for diagnosing difficulties and disorders
- Select and use indicators and techniques for psycho-pedagogical assessment.
- Know tools and resources used for assessing language on the field of psychopedagogy.

Competences

- Deepen on the process of diagnosis and psychopedagogical assessment.
- Acquire broad knowledge and mastery of some of the most used instruments and techniques for diagnosing difficulties and disorders.
- Select and use indicators and techniques for psycho-pedagogical assessment.
- Know tools and resources used for assessing language on the field of psychopedagogy.

Subject contents

BLOCK I: EDUCATIONAL DIGANOSIS AND LANGUAGE ASSESSMENT

(It is recommended to have passed the course "Diagnosis in education")

Topic 1: The diagnosis problem in education and language issues

- 1.1. General perspective: information from different techniques / instruments (interviews, observations, etc.)
- 1.2. Standardized tests and language issues: Wechsler scales use
 - 1.2.1. Retrospective: Wechsler's scales in the framework of individual application intelligence tests.
 - 1.2.2. Wechsler's intelligence scale for children (WISC -catalan / spanish, WISC-R and WISC-IV). Application, correction and interpretation. WISC-V presentation
 - 1.2.3. Case studies: WISC (catalan/spanish), WISC-R i WISC-IV
 - 1.2.4. Wechsler Nonverbal Scale of Ability (WNV)

BLOCK II: THE ACQUISITION AND LANGUAGE DIFFICULTIES ASSESSMENT

Topic 2: Acquisition of oral language

- 2.1. The prelinguistic stage
- 2.2. Phonological, lexical and semantic development, morphology and syntax
- 2.3. Pragmatic development; speech.

Topic 3: Language assessment

- 3.1. Oral language assessment procedures: tests, scales, observation, protocols, demand sheets.
- 3.2. Phonetics and phonology assessment
- 3.3. Morphology assessment
- 3.4. Syntax assessment
- 3.5. Lexic and semantic assessment
- 3.6. Pragmatic assessment
- 3.7. Case studies

Topic 4: CREDA

- 4.1. CREDA framework for action: areas of intervention and application, students to whom it is addressed
- 4.2. Linguistic behaviors: concept, classification.
- 4.3. Hearing Care professional Service

Topic 5: Reading acquisition and its difficulties

- 5.1. Reading acquisition
- 5.2. Dyslexia
- 5.3. Assessment of students with dyslexia

Methodology

In general, professor's presentations will be combined with practical activities carried out within small groups, always encouraging the active participation of the students.

Since the syllabus is quite dense, and there are limited hours for teaching, specific readings will be recommended during the course to deepen certain contents.

Evaluation

The course has the same pattern of evaluation for both Block I and Block II.

Block I has a total weight of 33% of the grade and Block II 67% of it.

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To facilitate the understanding of the scores obtained by students, each block will be scored on a scale of 10 points. These 10 points are divided into two parts, each part with a value of 5 points:

- Practical cases and participation in the classroom activities: 5 points
- Written exam: 5 points

Specifications:

- The second-chance exam is restricted to the written test.
- Oral and written expression will be taken into account.

Requirements to pass the course:

- Pass by separate each one of the evaluation elements with a minimum of 50% of its value, each block separately.
- Minimum attendance of 80% in the different class sessions. This implies the student cannot miss more than 2 sessions during Block I and more than 4 sessions during Block II.

Bibliography

BIBLIOGRAPHY

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Cohen, J. (1959). The factorial structure of the WISC at ages 7½, 10½ and 13½. *Journal of Consulting Psychology*, 23, 285-299.

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Fernández-Ballesteros, R. (dir.) (2011). *Evaluación psicológica. Concepto, métodos y estudio de casos*. Madrid: Pirámide

Flanagan, D. P. i Kaufman, A. S. (2006). *Claves para la evaluación con el WISC-IV*. Madrid: TEA Ediciones.

Forns, M. and Gallego, J. L. (2017). *Habilidades clínicas para aplicar, corregir e interpretar las escalas de inteligencia de Wechsler*. Madrid: Ediciones Pirámide.

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Sattler, J. M. (1996). *Evaluación infantil*. México: El Manual Moderno.

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