

Module title		Abbreviation
Pedagogical-psychological reporting and assessment		o6-B-PB-V-232-m01
Module coordinator		Module offered by
holder of the Chair of Special Education VI		Chair of Special Education in the Context of Blindness and Low Vision and Inclusive Education
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
<p>Social and school law framework conditions in educational assessment; basics of the procedure in the social law context; construction basics of justifications and statements in the context of education and occupation; contents of ophthalmological findings and diagnoses as a starting point for the preparation of an educational assessment; test procedures of visual perception for different age groups; Test procedures and adaptation possibilities for the assessment of the sensory, motor, verbal or emotional situation as well as the assessment of the spatial awareness and intelligence of visually impaired persons; criteria and structural model for the preparatory advisory assessment; assessment in the case of special educational needs; compensation for disadvantages in school and studies; differentiation of goals; assessment as a recommendation for a certain type of school; statement and assessment in the context of the provision of auxiliary aids; statement and assessment in the context of auxiliary services and benefits for participation in working life; educational assessment and achievement testing in the classroom; learning progress diagnostics; critical reflection diagnostic intervention and diagnostic practice.</p>		
Intended learning outcomes		
<p>Students understand the relevant social and school law frameworks and can cite them appropriately; they can evaluate assessments and reconstruct the argumentation structure; they can draft and justify an effective system for a diagnostic process; they can analyse ophthalmological diagnostic reports and assessments; they can perform simple tests methods for visual perception in different age groups and analyse the results; They can evaluate and apply basic standardised and qualitative test procedures to characterise the sensory, motor, verbal or emotional situation of visually impaired learners; They can describe and apply possibilities and limitations of intelligence diagnostics; they can process diagnostic assessment data; they can make recommendations in accordance with individual learning and educational goals for a specific school form, special educational needs and disadvantage compensation; they can write and evaluate assessments on the effectiveness, efficiency and necessity of services for participation; they can explain the results of the educational assessment to the person being assessed, teachers, parents, etc. they can recommend, explain and justify a course of action based on the assessment; they can draft an educational plan based on the assessment; they can adapt test procedures in the context of visual impairments and advise professionals; they can explain the theoretical basis of specific test methods; they can analyse the use of test methods in the context of visual impairments in terms of their validity.</p>		
Courses (type, number of weekly contact hours, language — if other than German)		
S (2) + S (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
<p>1) portfolio (approx. 10 pages) or 2) preparing an assessment of special educational need (approx. 10 pages) or 3) oral examination of one candidate each (approx. 20 minutes) creditable for bonus</p>		
Allocation of places		
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Additional information		
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Workload
150 h
Teaching cycle
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Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 98a I Nr. 4
Module appears in
First state examination for the teaching degree Sonderpädagogik Special pedagogy in the context of visual impairment and blindness (2023)
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