

**Texas A&M University-San Antonio**  
**EDBL 3320 Advocacy & Equity in Assessment for CLD Students**  
**Thursday, 5:30-8:15, Madla 209, Spring 2025**

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<b>Office hours</b>	Thursdays, before class in Madla 209
<b>Course Description:</b>	Assessment instruments and strategies used in local, state, and national systems for culturally and linguistically diverse students will be emphasized. In addition, this course will focus on the development of successful assessment and advocacy practices and how to address inequities in assessments in Bilingual and ESL classrooms.
<b>Texts:</b>	<p><b>Required texts:</b></p> <ul style="list-style-type: none"> <li>• Assessing Multilingual Learners, Gotlieb, M. (2023) ISBN 9781071897270</li> <li>• Additional readings posted on Blackboard Readings</li> </ul>
<b>The Standards</b>	<p><b>Bilingual Supplemental</b></p> <p><b>Standard II:</b> The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism. (2.3s, 2.7s)  <b>Standard IV:</b> The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language. (4.3k)  <b>Standard VI:</b> The bilingual education teacher has comprehensive knowledge of content-area instruction in L1 and L2. (6.1s)</p> <p><b>Pedagogy and Professional Responsibilities</b></p> <p><b>Standard I:</b> The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. (Domain I. Competencies 001-004 Domain III. Competencies 007-010) (1.25k-1.31k)  <b>Standard IV:</b> The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession. (4.3k-4.5k)  <b>Standard IV:</b> The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession. (4.13k-4.18k)  <b>Standard IV:</b> The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession (4.14s-4.19s)</p> <p><b>ENGLISH AS A SECOND LANGUAGE (ESL) STANDARDS</b></p> <p><b>Standard I.</b> The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.  <b>Standard II.</b> The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.  <b>Standard III.</b> The ESL teacher understands the processes of first and second</p>

	<p>language acquisition and uses this knowledge to promote students' language development in English.</p> <p><b>Standard IV.</b> The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.</p> <p><b>Standard V.</b> The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.</p> <p><b>Standard VI.</b> The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.</p> <p><b>Standard VII.</b> The ESL teacher knows how to serve as an advocate for ESL students and facilitates family and community involvement in their education.</p>
<p><b>IMPORTANT POLICIES AND RESOURCES</b></p>	<p>All students are expected to follow university policies as written in the student handbook which is in the following website: <a href="http://www.tamusa.edu">www.tamusa.edu</a> other expectations include the following:</p> <ul style="list-style-type: none"> <li>• <b>ASSIGNMENTS</b> All assignments are due on the date assigned, regardless of your presence in class. If you know that you will be absent on the day of a due assignment, please plan accordingly and turn in the assignment on or prior to the due date. Any work submitted after an assigned deadline will be subject to a reduction in the grade. If an assignment is late, <b>10 points will be deducted for each day.</b></li> <li>• <u>Civility in the Classroom</u> -To assure all students have the opportunity to gain from time spent in class, students are expected to assist in maintaining a classroom environment that is conducive to learning and to refrain from engaging in any form of distraction. This is especially important in an education course where most students are working towards becoming a teacher, and behavior in this classroom is reflective of your "fitness to teach." Inappropriate behavior in the classroom shall result, minimally, in a request to leave the classroom, and ultimately in a review of your fitness to teach.</li> <li>• <u>Technology</u> in EC-6 or education-related to subject is growing in importance, thus it is imperative that prospective teachers learn to use it effectively. All projects and assignments completed outside of class must be completed using a word processor, and checked for spelling and grammatical accuracy. <i>Students should save all work on a computer disk and make back-ups.</i> A Blackboard Readings Course Site has been established. It contains a copy of this syllabus, project guidelines, required readings, general course information, PowerPoint and other materials used by the instructors, and external links. In addition, any important announcements will also be posted there during the course.</li> <li>• Academic Accommodations for Persons with Disabilities: The Americans with Disabilities Act Amendments Act (ADAAA) of 2008 and the Rehabilitation Act of</li> </ul>

1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for persons with disabilities. Title II of the ADA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation of their disability. If you have a diagnosed disability that may require an accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is [dsupport@tamusa.edu](mailto:dsupport@tamusa.edu).

- **Academic Learning Center:** The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the Tools section of Blackboard. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu), calling (210) 784-1307, or visiting the Central Academic Building, room 202.
- **Counseling/Mental Health Resources:** As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment call 210-784-1331 or visit Modular C, Room 166 (Rear entrance).

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2'). For more information and self-help resources, please visit [www.tamusa.edu/studentcounseling](http://www.tamusa.edu/studentcounseling).

- **Emergency Preparedness:** JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Preparedness and the Emergency Response Guide can be found here:

<https://www.tamusa.edu/uploadfile/folders/sdbowen23/pdf/pdf-635073426137928167-10.100.20.116.pdf>

**Financial Aid and Verification of Attendance:** According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the

U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

- **Jaguar Writing Center:** The Jaguar Writing Center provides writing assistance to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Students can make individual or group appointments with a writing tutor. The Writing Center is located in the Central Academic Building, Suite 208. Appointments can also be made through JagWire under the services tab.
- **Meeting Basic Needs:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students ([DOS@tamusa.edu](mailto:DOS@tamusa.edu)) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.
- **Military Affairs:** Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots' Casa in-person room 202, or to contact the Office of Military Affairs with any questions at [military@tamusa.edu](mailto:military@tamusa.edu) or (210)784-1397.
- **Religious Observances:** Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.
- **Respect for Diversity:** We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the class, on campus, and as a future

professional in the global community. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
  - Be open to the views of others.
  - Honor the uniqueness of their colleagues.
  - Value each other's opinions and communicate respectfully.
  - Keep confidential discussions that the community has of a personal (or professional) nature.
  - Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.
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- **The Six-Drop Rule:** Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.
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- **Statement of Harassment and Discrimination:** Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.
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- Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victims

advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C.

- Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

#### Students' Rights

- A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
- Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status in accordance with applicable federal and state laws.
- A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
- Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

#### Students' Responsibilities

- A student has the responsibility to respect the rights and property of others, including other students, the faculty and administration.
- A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, University Catalog and to comply with them, as well as federal, state, and local laws.
- A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.

	<ul style="list-style-type: none"> <li>○ A student has the responsibility to recognize the University’s obligation to provide an environment for learning.</li> <li>○ A student has the responsibility to check their university email for any updates or official university notification.</li> </ul> <p>We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.</p> <p>Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct.</p> <p>AI policy</p> <p>Use of Generative AI Permitted Within Guidelines</p> <p>Use of artificial intelligence (AI) tools, including ChatGPT, is permitted in this course for students who wish to use them. To adhere to our scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty and violates Texas A&amp;M-San Antonio’s standards of academic integrity.</p> <p>NOTE: Guidance for how to cite AI-generators, like ChatGPT, can be found here <a href="https://apastyle.apa.org/blog/how-to-cite-chatgpt">https://apastyle.apa.org/blog/how-to-cite-chatgpt</a></p> <p><b>Important Dates:</b>  <b>January 21</b>    <b>First day of class</b>  <b>March 10-15</b>   <b>Spring Break</b>  <b>April 21</b>        <b>Last day to drop with an automatic “W”</b>  <b>April 28</b>        <b>Last day to drop a course or withdraw from the University</b>  <b>May 5</b>            <b>Last day of classes</b>  <b>May 6</b>            <b>Study Day – No classes</b>  <b>May 7-13</b>        <b>Final exams</b></p> <p><b>The complete academic calendar is available online:</b>  <a href="https://www.tamusa.edu/academics/academic-calendar/index.html">https://www.tamusa.edu/academics/academic-calendar/index.html</a></p>
<p><b>Assignments &amp; Projects</b></p>	<p><b><u>Participation and attendance (10%)</u></b></p>

**(100 points):**

Successful performance in this class requires that you attend class. Only one (1) absence will be allowed. You are expected to attend class and be ready to discuss the assignments.

**Reading Quizzes (10%)**

You are expected to complete all readings before they are discussed in class. **Five** quizzes (5 quizzes at 2pts) will be administered at the beginning of class indicated on the course timeline. These quizzes will cover key points from the readings.

**PowerPoint Presentation (20%)**

Groups of 2-3 students will review chapter guidelines, locate an article relevant to the chapter, and present to the class. Your group will read a section of the assigned chapter then select one or more of the topics presented in the chapter to teach and model for the class (You DO NOT present chapter). Groups will also provide a handout/materials/ to everyone in the class as part of your presentation. Your chapter teaching demonstration should involve interaction with classmates. The article must be presented to the professor for review and approval **before** the presentation.

**Discussion Board (20%)**

Weekly Reflections will be written in response to a prompt given by the professor via Blackboard Readings. You will be excused one response the week of your PowerPoint presentation. The reflection must be 2 pages in length, double spaced with 1" margins.

**Digital Reflective Journal (10%)**

Five Journal Reflections will be written in response to a prompt presented by the professor. After all reflections are completed, each student will present to class. The prompt will encourage students to self-reflect about their understanding of the role of an educator who is committed to student success.

The journals will be assessed in reference to the students' ability to communicate both orally and in written form their commitment to the education of the students they will work with. Template and Questions are on BlackBoard.

**Assessment Project (20%)**

The student assessment project consists of creating an assessment instrument, for Bilingual and/or ESL students, that measures either language development in English or Spanish or student academic progress. The assessment must be culturally and linguistically appropriate to evaluate language proficiency or academic progress in a content area. This assessment will be presented in class.

**Digital Assessment Portfolio of a Case Study (20%)**

Each student will create a digital assessment portfolio of an Emergent Bilingual (EB) student. The following is an outline of the different sections required in the portfolio. Further information will be provided by the course professor.

- Introduction, Table of Contents, Purpose of Student Portfolio
  - Section 1: Demographics
  - Section 2: Academic and language history of student
  - Section 3: Community observations



- Section 4: Language Proficiency Assessment (English or Spanish)
  - o Administration of Assessment
  - o Results and Interpretation
- Section 5: Academic Assessment (English or Spanish)
  - o Administration of Assessment
  - o Results and Interpretation
- Section 6: Description of an informal evaluation as part of a lesson plan to assist with assessment findings
- Section 7: Case study conclusions, analyses, implications and recommendations
- Section 8: Personal reflection of the administration of the exams and findings of the case study

**Final Exam: (10 %)**

A comprehensive final exam will be given at the end of the semester.

<b>Assignment</b>	<b>Grade Points</b>
<b>Participation and attendance</b>	<b>10</b>
<b>Reading Quizzes</b>	<b>10</b>
<b>PowerPoint Presentation - group</b>	<b>20</b>
<b>Discussion Board</b>	<b>20</b>
<b>Digital Reflection Journal</b>	<b>10</b>
<b>Assessment Project</b>	<b>20</b>
<b>Digital Assessment Portfolio of a Case Study</b>	<b>20</b>
<b>Final Exam</b>	<b>10</b>
<b>Total=</b>	<b>120 pts</b>

**Grading System**

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 59%	F

## Course Timeline and Assignments

Weeks	Date	Topics	Readings
Module #1 Jan 21-26	1/23/25	<ul style="list-style-type: none"> <li>○ Introduction to the Course</li> <li>○ Empowering Equity for Multilingual Learners and Teachers Through Assessment</li> <li>○ Emergent Bilinguals in Texas (EBs)</li> </ul>	<p><b>Readings:</b> Gottlieb, Chapter 1 1-19</p> <p><b>Discussion 1 due 1/26</b></p>
Module #2 Jan 27-Feb 2	1/30/25	<ul style="list-style-type: none"> <li>○ The Basic Mathematics of Measurement</li> <li>○ Mean, Median, Standard Deviation</li> <li>○ The Meaning of Tests Scores</li> </ul>	<p><b>Readings:</b> Reynolds, Chapters 2-3</p> <p><b>Discussion 2 due 2/2</b></p>
Module #3 Feb 3-9	2/6/25	<ul style="list-style-type: none"> <li>○ Emergent Bilinguals &amp; Assessment in Texas: LPAC, TELPAS, PLDs</li> <li>○ <b>Explore TEA's Website for EB Support for Testing:</b> <a href="https://tea.texas.gov/academics/special-student-populations/emergent-bilingual-support">https://tea.texas.gov/academics/special-student-populations/emergent-bilingual-support</a></li> </ul>	<p><b>Readings:</b> Blackboard: History of Bilingual Assessment FAQ- LPAC &amp; EBs</p>
Module #4 Feb 10-16	2/13/25	<p><b>Quiz 1</b></p> <ul style="list-style-type: none"> <li>○ Issues in Assessment for Multilingual Learners (Diagnostic, Formative Assessments)</li> </ul> <p><b>Group Presentation #1</b></p>	<p><b>Readings:</b> Gottlieb, Chapter 2 45-65</p>
Module #5 Feb 17-23	2/20/25	<p><b>Quiz 2</b></p> <ul style="list-style-type: none"> <li>○ Assessment <i>as, for,</i> and <i>of</i> learning</li> </ul> <p>Item Analysis for Teachers</p> <p>Common Assessments</p> <ul style="list-style-type: none"> <li>○ Finding and Evaluating Published Assessments (language proficiency vs. academic)</li> <li>○ Standardized Achievement and Norm Referenced Tests in the Era of High Stakes Assessment (i.e. ITBS, STAAR, TELPAS, OLPT, CELDT)</li> </ul>	<p><b>Readings:</b> Gottlieb, Chapter 3 77-100</p>

		<ul style="list-style-type: none"> <li>○ Performance Assessments and Portfolios</li> </ul> <p><b>Group presentation#2</b></p> <p><b>Introduction of Digital Assessment Portfolio-Case Study</b></p>	<p><b>Discussion 3 due 2/23</b></p>
<p>Module #6 Feb 24- March 2</p>	<p>2/27/25</p>	<ul style="list-style-type: none"> <li>○ Multiliteracies, Multimodalities, &amp; Multilingualism in Assessment</li> <li>○ Tejas Lee (new version)</li> <li>○ The Initial Steps in Developing a Classroom Test</li> <li>○ Planning for Integrating Assessment and Instruction</li> <li>○ The Development and Use of Selected-Response Items &amp; Constructed Response Items</li> <li>○ Multiple Choice and Matching Exercises</li> <li>○ Essay Assess Tasks</li> </ul> <p><b>Group Presentation #3</b></p> <p><b>Introduction of Assessment Project</b></p>	<p><b>Readings:</b> Gottlieb, Chapter 4 113-139</p> <p><b>Section 1</b></p> <ul style="list-style-type: none"> <li>▪ <b>Introduction, Table of Contents, Rationale/Purpose</b></li> <li>▪ <b>Section 1: Demographics and current educational programming</b></li> </ul> <p><b>Discussion 4 due 3/2</b></p>
<p>Module #7 Mar 3-9</p>	<p>3/6/25</p>	<ul style="list-style-type: none"> <li>○ Connecting Assessment to Curriculum &amp; Instruction</li> <li>○ Assessment Practice Activity</li> </ul>	<p><b>Readings:</b> Gottlieb, Chapter 5 151-175</p> <p><b>Section 2 &amp; 3</b></p> <ul style="list-style-type: none"> <li>▪ <b>Student Educational and Linguistic History</b></li> <li>▪ <b>Section 3: Focused Lng. Observations and Interviews</b></li> </ul> <p><b>Section 4</b> *Standardized Oral Language Evaluation *Administration, Scoring and Interpretation *Summary of findings</p> <p><b>Discussion 5 due 3/9</b></p>

	<b>March 10-14</b>	<b>No CLASSES – Spring Break</b>	
Module #8 Mar 17- 23	3/20/25	<p><b>Quiz 3</b></p> <ul style="list-style-type: none"> <li>○ Dynamic Student Assessment Systems</li> <li>○ Reliability and Validity of Assessment</li> </ul> <p><b>Group Presentation#4</b></p>	<p><b>Readings:</b> Gottlieb, Chapter 6 189-214</p> <p><b>Section 5</b></p> <ul style="list-style-type: none"> <li>▪ <b>Standardized Academic Evaluation</b> <ul style="list-style-type: none"> <li>○ <b>Administrati on, Scoring and Interpretati on</b></li> <li>○ <b>Summary of findings</b></li> </ul> </li> </ul> <p><b>Discussion 6 due 3/23</b></p>
Module #9 Mar 24- 30	3/27/25	<p><b>Quiz 4</b></p> <ul style="list-style-type: none"> <li>○ Student Evidence for Learning</li> </ul> <p>*Writing Samples *Multiple Choice tests and Student Understanding</p> <ul style="list-style-type: none"> <li>○ Assessment Practice Activity</li> </ul> <p><b>Group Presentation#5</b></p>	<p><b>Readings:</b> Gottlieb, Chapter 7 225-243</p> <p><b>Section 6</b></p> <ul style="list-style-type: none"> <li>▪ <b>Informal Test developed for a Lesson Plan</b></li> </ul> <p><b>Discussion 7 due 3/30</b></p>
Module #10 Mar 31- April 6	4/3/25	<ul style="list-style-type: none"> <li>○ Assessment and Grading Practices (Assigning Grades on the Basis of Classroom Assessments)</li> </ul> <p><b>Group Presentation #6</b></p>	<p><b>Readings:</b> Gottlieb, Chapter 8 259-278</p> <p><b>Discussion 8 due 4/6</b></p>
Module #11 Apr 7- 13	4/10/25	<p><b>Quiz 5</b></p> <p>Ethics of Testing</p> <p><b>Assessment Project Due</b></p>	<p><b>Readings: On BlackBoard – Discussion Board</b></p> <p><b>Discussion 9 due 4/13</b></p>
Module #12 Apr 14- 20	4/17/25	<p><b>Student Assessment Presentation</b></p>	<p><b>Readings on BB:</b> “Criterion- and norm-referenced score reporting: What is the difference?”</p>

			"Norm Referenced Tests"
Module #13 Apr 21-27	4/24/25	Interpreting Norm-Reference Scores The Use of Aptitude Tests in Schools  Video: "Norm vs. Criterion Referenced Tests"  <b>Reflective Journal Presentations</b>	<b>Section 7</b> <ul style="list-style-type: none"> <li>▪ <b>Case Study Conclusions from all data (analysis), Implications and recommendations for educational programming</b> <ul style="list-style-type: none"> <li>○ <b>Addendums - Test Booklets &amp; Notes</b></li> </ul> </li> </ul> <b>Discussion 10 due 4/27 – A Reflection</b>
Module #14 Apr 28-May 4	4/24/25	Assessment of Behavior and Personality Assessment Accommodations  <b>Last day of class Final Exam Review</b>	<b>Section 8</b> <ul style="list-style-type: none"> <li>• <b>Personal Reflection of Case Study process and findings</b></li> </ul>
	5/6/15	Study Day	
<b>TBD</b>	<b>5/1-5/7</b>	<b>Final Exam – Online Presentations?</b>	Turn in Digital Portfolio

### Reference Articles:

- ❖ *Borrego Brainard* Ch. 8 – Assessment as way of Seeing
- ❖ BRJ – Development of Bilingual Teachers’ Spanish
- ❖ Closing The Gap Article: “Cultural and Home Language Influences on Children’s Responses to Science Assessments”
- ❖ Guidelines for assessing ELLs-Hakuta
- ❖ High Stakes Accountability and Policy
- ❖ Implementation: Teacher Decision Making in Bilingual Classrooms in Texas
- ❖ A Bilingual Education for a Monolingual Test