

**Texas A&M University-San Antonio**  
**EDBL 3320 Advocacy & Equity in Assessment for CLD Students**  
**Thursday, 5:30-8:15, Madla 254, Spring 2026**

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<b>Office hours</b>	Thursdays, before class in Madla 254
<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>	<b>Required texts:</b> <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)</p> <p><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)</p> <p><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)</p> <p><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)</p> <p><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)</p> <p><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.</p> <p><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.</p> <p><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>Assignments &amp; Projects (100 points):</b></p>	<p><b><u>Participation and attendance (10%)</u></b></p> <p>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.</p> <p><b><u>Reading Quizzes (10%)</u></b></p> <p>You are expected to complete all readings before they are discussed in class. <b>Five</b> 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.</p> <p><b><u>PowerPoint Presentation (20%)</u></b></p> <p>Groups of 4 students will review chapter guidelines, locate an article relevant to the chapter, and present it 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 (<b>You DO NOT present chapter</b>). 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 and a short assessment. The article must be presented to the professor for review and approval <b>before</b> the presentation.</p> <p><b><u>Discussion Board (20%)</u></b></p> <p>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 <b>300 words in length</b>, double spaced with 1" margins.</p> <p><b><u>Digital Reflective Journal (10%)</u></b></p> <p>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.</p>

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.

**Students can choose whether to do the Assessment Project or the Digital Assessment Portfolio of a Case Study.**

**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><u>Assignment</u></b>	<b><u>Grade Points</u></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>Digital Assessment Portfolio of a Case Study</b>	<b>20</b>
	<b>Final Exam</b>	<b>10</b>
	<b>Total=</b>	<b>100 pts</b>
	<b>Grading System</b>	
	90-100%	A
	80-89%	B
	70-79%	C
	60-69%	D
	Below 59%	F

## University Email Policy and Course Communications

All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at [helpdesk@tamusa.edu](mailto:helpdesk@tamusa.edu) or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

## Academic Accommodations for Individuals with Disabilities

Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the website or email us at [dss@tamusa.edu](mailto:dss@tamusa.edu). Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their academic accommodation with Disability Support Services and their instructors as soon as possible.

## Academic Learning Center

All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. 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. Online tutoring is also available for after hours and weekend assistance.

While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

Day of the Week	Appointments Available	Walk-in Tutoring (no appointment needed)
Monday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Tuesday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM

Day of the Week	Appointments Available	Walk-in Tutoring (no appointment needed)
Wednesday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Thursday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Friday	8:00 AM – 5:00 PM	11:00 AM – 4:00 PM

## Counseling/Mental Health Resources

As a college student, there may be times when personal stressors interfere with your academic performance and 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, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

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 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.

The [TELUS Student Support App](#) provides a variety of mental health resources to include 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.

## Emergency Preparedness

JagE Alert is Texas A&M University-San Antonio's mass notification system. 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 the [Jag E Alert System website](#). You can access more information about [Emergency Operations Plan and the Emergency Action Plan on our website](#). Download the [SafeZone App](#) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

## 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 by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (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, Language, and Digital Composing Center (WLDCC)

The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as e-portfolios, class presentations, or other digital multimedia projects.

The Writing Center offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the Writing Center in JagWire under the **Student Services** tab. Click on **Writing, Language, and Digital Composing Center** to make your appointment. Students wanting to work in real time with a tutor can schedule an **Online Appointment**. Students wishing to receive asynchronous, written feedback from a tutor can schedule an **e-Tutoring appointment**. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on the [Writing Center's website](#). The Writing Center can also be reached by emailing: [writingcenter@tamusa.edu](mailto:writingcenter@tamusa.edu).

## 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 [submit a CARE report for support](#). Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. The [General's Store is a food pantry](#) that is available on campus as well.

## Military Affairs

Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at [military.va@tamusa.edu](mailto:military.va@tamusa.edu) or (210)784-1397.

## Religious Observances

Texas A&M University-San Antonio recognizes the wide variety 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 with an opportunity to make up any examination, study, or course 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.

## 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.

## Statement of Harassment and Discrimination

Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal 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 and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to 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, based on race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or [titleix@tamusa.edu](mailto:titleix@tamusa.edu). Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university. If you have experienced any form of sex discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, 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 victim 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, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator ([titleix@tamusa.edu](mailto:titleix@tamusa.edu), 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

## Pregnant/Parenting Students

Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide reasonable accommodation for pregnant students as it would be provided to a student with a temporary medical condition that is related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status ([titleix@tamusa.edu](mailto:titleix@tamusa.edu); 210-784- 2061; CAB 439K).



Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources. Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. For more information, please contact Young Jaguars at [youngjaguars@tamusa.edu](mailto:youngjaguars@tamusa.edu) or call (210) 784-2636.

## 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

1. 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.
2. 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, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. 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.
4. Each student subject to disciplinary action arising from violations of university students' rules shall be assured a fundamentally fair process.

### Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. 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, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

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](#) or visit the resources available in the [OSRR website](#).

## Important Spring 2026 Dates

Dates	Event
January 13	Tuition and Fee Payments deadline
January 19	Marting Luther King Jr. Day – No Classes
January 20	First Day of Class
February 4	Census Date
March 6-23	Midterm grading period
March 9-14	Spring Break
April 3	Study Day – No classes
April 17	Last day to drop with an automatic withdrawal
May 1	Last day to drop a course or withdraw from the university
May 4	Last Day of Classes
May 5	Study Day – No classes
May 6-12	Final Exams
May 19	Commencement

The complete [Academic Calendar](#) as available on our website.

## Artificial Intelligence Policy

**(Note:** Insert **one** of the AI policy options listed below in your syllabi – Select the one you believe is most appropriate for your course and delete this message and the other options from the page.)

### Option 1: No Use of Generative AI Permitted [Insert Course Number]

This assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

### Option 2: Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any

student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper attribution in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

### Option 3: Broader Use of Generative AI Permitted Within Guidelines

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 them of 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&M-San Antonio's standards of academic integrity.

### Option 4: Customized Policy Generative AI Policy

Faculty may create a customized policy that is unique for a specific course with consultation from the department chair. Faculty are encouraged to view Texas A&M University's Generative AI Syllabus Statement Considerations when preparing a customized AI policy.

(Note: [There is guidance for how to cite AI-generators, like ChatGPT on the APA website.](#)