

Course: ED 638 N Literacy Assessment for Guided Instruction
Credit: 3 credit hours
Semester: Fall, 2026 Session 2
Dates: October 19 – December 11, 2026
Instructor: Dr. Karen Hange
Location: East Education, Room 125
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I. DESCRIPTION

This course provides educators with an opportunity to increase their understanding of how to assess students' literacy skills and how to use assessment results to provide effective instruction. The course will emphasize combining “will with skill” by focusing on self-efficacy, choice, interest, executive functioning skills, and a growth mindset in addition to numerous specific strategies and digital resources designed to enhance the literacy skills of students with diverse needs. (Prerequisite: ED610 or declare Elementary Education emphasis track.)

This course is offered in two formats: in-person and online. Students registered for inperson attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.

II. DEPARTMENTAL THEME STATEMENT

The Education Department at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

III. OBJECTIVES

A. General competencies to be achieved:

1. Exemplify an active practice of the principles of biblical truth, professionalism, and a commitment to scholarship and life-long learning in ministry.
 - a. PLO-1; PSEL-6.f, 6.g
 - b. Assignments: A1, A3, B1, B2, C1, C2
 - c.
2. Exhibit the ability to think critically, discuss constructively, and produce academic writing related to contemporary educational issues for curriculum and instruction.
 - a. PLO-2; PSEL-4.c, 4.d
 - b. Assignments: A1, A2, A3, B2, B3, C1, C2

3. Explain the distinctions in teacher education roles in service to the church and as elementary educators in a variety of settings, while also developing skills for strong decision-making from a biblical foundation in light of current educational practices.
 - a. PLO-3, 4; PSEL- 3.g, 4.c, 5.f, 6.g
 - b. Assignments: A3, B1, B2
4. Articulate the professional expectations and standards of the Professional Standards for Educational Leaders.
 - a. PLO-5; PSEL-3, 4, 5, 6
 - b. Assignments: A3, B1, B2, C1, C2

B. Specific competencies to be achieved:

1. Develop an understanding of the theoretical and practical aspects of the components of reading and diagnostic assessments.
 - a. PLO-1, 2, 3; MTS 1, 2, 3, 4
 - b. Assignments: A1, A2, B1, B3, C1, C2
2. Identify the nature and causes of reading difficulties and explore scientifically-based reading strategies and specific intervention/remediation strategies to meet individual student needs.
 - a. PLO-1, 2, 4; MTS-1, 2, 3, 5, 7
 - b. Assignments: A1, B2, B3, C1, C2
3. Administer and interpret diagnostic instruments to evaluate the literacy learner's strengths and weaknesses for word recognition, phonics, fluency, and vocabulary.
 - a) PLO-1, 2, 4; MTS-1, 2, 3, 5, 6, 7
 - b) Assignments: C1, C2
4. Demonstrate problem-solving skills based on knowledge, skills, and dispositions to create a literacy plan comprised of assessments, strategies, interventions, remediation, and technologies.
 - a) PLO-1, 2, 4; MTS-1, 2, 3, 4, 7
 - b) Assignments: B3, C1, C2

Note: The objectives developed for this course are aligned to the Program Learning Objectives for Calvary University's Graduate in Education program, as well as the Professional Standards for Educational Leaders, and the Missouri Teacher Standards.

PSEL-- https://www.npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf

Missouri Teacher Standards-- <https://dese.mo.gov/media/pdf/oeq-ed-standardsinformationdocument>

III. MATERIALS

The Bible (see note below in course policies)

DeVries, Beverly A. *Literacy Assessment and Intervention for Classroom Teachers*, Taylor & Francis, 2023. ISBN: 9781032131283 (Retail: \$75.99).

Supplemental Resources (Recommended)

Blevins, Wiley Phonics From A to Z, 4th edition. Scholastic Teaching Resources, 2023 ISBN: 978-1338879025 (Retail Price: \$21.34)

Serravallo, Jennifer. *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers*. Heinemann Publishing, 2023. ISBN: 978-0325132679 (Retail Price: \$47.39)

IV. REQUIREMENTS

A. Reading Assignments

1. Textbook Reading

Read the assigned textbook chapters according to the reading schedule provided in the Course Modules Class Schedule. Reading the text thoroughly will provide context for class discussion and activities.

2. Supplemental Reading

Read all supplemental material assigned by the instructor throughout the course.

3. Discussion Questions

An article or discussion question will be posted through CANVAS. Students are expected to respond with a 200-250 word response and respond to their peers. Peer responses should contribute meaningfully with suggestions or ideas that can continue the line of thought or present a new idea or concept.

B. Research & Writing

1. Class Video Reports

Instructor videos will be posted for each module. Students are expected to watch the video and complete a Reflection Summary that responds to questions and indicators posed in the video as well as articulate the learning targets and content presented.

2. Research Paper: Best Practices for Supporting Literacy for At-Risk Learners

Research the common challenges for students with reading struggles and ELL learners. Identify specific practices from academic research that have proven to be successful intervention strategies in the areas of decoding and comprehension. The paper should be 2,000 - 2,500 words with at least 4 academic sources published in the last 5 years.

3. **Assessment Resources Portfolio**

Assemble a portfolio that reflects an understanding of assessment tools and remediation resources that can be used with at-risk elementary students. The collection will consist of at least 20 instruments that is organized within the following categories of literacy development including Phonemic Awareness, Phonics & Spelling, Fluency, Vocabulary & Comprehension, and Writing. Further details will be provided in CANVAS, but each section is expected to include suggested artifacts, assessment tools, intervention strategies, and samples of forms that can be easily implemented in a classroom setting.

C. Pedagogical Practice

1. Case Study & Diagnostic Intervention with ELL student

Students will identify an ELL learner in their community who is struggling with emergent literacy. Using tools presented in class, students will conduct a variety of reading assessments and then analyze them to develop a Diagnostic Intervention plan that could be implemented to provide support for the learner. Four sessions will be conducted over the course of 2 weeks with each session lasting approximately 1 hour. Further details will be provided in CANVAS.

2. Case Study & Diagnostic Intervention with Below-Grade level reader

Students will identify a Below-Grade Level reader in their community who is struggling with language comprehension concepts. Using tools presented in class, students will conduct a variety of reading assessments and then analyze them to develop a Diagnostic Intervention plan that could be implemented to provide support for the learner. Four sessions will be conducted over the course of 2 weeks with each session lasting approximately 1 hour. Further details will be provided in CANVAS.

IV. METHODS

A. Teaching

1. Lectures
2. Discussions
3. Research and reading
4. Projects
5. Writing
6. Practicing skills

B. Grading

1. Weight given to assignments:

Class Video Reports	8 weeks x 10 points	80
Reading Reports	8 weeks x 20 points	140
Discussion Questions	7 questions x 20 points	140
Research Paper		200
Pedagogical Practice case studies (2 x 150)		300
Assessment Resources Portfolio		140
Total points for the class		1000 points

2. Late Assignments

Late assignments may be penalized 10 points of the grade on that assignment per week.

3. Letter / Numerical Grade Scale

The grading scale listed in the current College Catalog will be used for this course.

VII. COURSE POLICIES

A. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

B. Academic Honesty

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated.

Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources.

AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

Additionally, submission of work for this class must express original thought and should be written in the voice of the student. Research should be conducted using academic, peer-reviewed sources (not blogs or other opinion/editorial sites). However, even when citing sources, students must explain the ideas/concepts presented in their own words. Extensive copying of source material is not permitted, even if the source is cited on the reference page.

C. Academic Activity & Participation

Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics.

D. Accommodations Statement

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any condition that may require support.

E. Style Guide

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

F. The Clark Academic Center

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. CAC assists with all facets of the writing process, tutors in various subject areas, prepares students for exams, facilitates with time management options and proctoring of tests. Please take advantage of this service.

About Changes to this Syllabus: The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.

VIII. TENTATIVE SCHEDULE

Week	Dates	Class Topics	Assignments
1	Week of October 19	Deepening Understanding of Literacy Assessment Process Chapters 1-3	
2	Week of October 26	Speaking, Listening & Phonological Awareness Chapters 4 & 5	
3	Week of Nov 2	Phonics, Spelling & Word Recognition Chapters 6 & 7	Due Case Study # 1
4	Week of Nov 9	Vocabulary & Reading Comprehension Chapters 8 - 10	
5	Week of Nov 16	Fluency Chapter 11	Due: Case Study # 2
6	Week of Nov 23	Writing Assessments Chapter 12	
7	Week of Nov 30	Working with Students with Diverse Needs Chapter 13	Due: Research Paper
8	Week of Dec 7	Collaborating with the Community Chapter 14	Due: Assessment Resources Portfolio