



RED 6540
Assessment in Developing Literacies
87312 900
Fall 2026

Instructor Name

Elizabeth Hadley

University Course Description

RED 6540 is a classroom based course in pk-6 literacy assessment. Students use reading assessments to improve reading of all pk-6 students. Students will develop their capacity for integrating literacy assessment and intervention with in STEM content areas for young readers.

Course Requisites

Prerequisite(s):

(LAE 6315 Minimum Grade: C
and RED 6544 Minimum Grade: C
and RED 6545 Minimum Grade: C)

Corequisite(s):

Course Format

This course is delivered online and will meet synchronously as indicated in the course schedule. Class sessions will include a mix of instructor-led presentation, discussion, and collaborative learning activities. Students are expected to attend

live sessions, complete assigned readings or other preparatory work in advance, and participate actively in class.

Student Learning Outcomes

In this course, students will:

1. Summarize and explain key measurement concepts and characteristics of reading assessments to identify students' strengths and needs (FL Read Competencies 3.1, 3.5)
2. Identify, administer, and interpret a range of assessments, describing and evaluating their purposes and triangulating data from those assessments to plan instruction that meets the needs of all learners (3.2-3.4, 3.6, 3.9, 3.12)
3. Demonstrate their understanding of how to use assessment data as part of a problem-solving process, including how to monitor progress, intensify interventions, and identify reading difficulties, including when to refer students for further assessment (3.7, 3.8, 3.10, 3.11)
4. Explain how to share assessment results with a variety of audiences, including families/caregivers, and share strategies for supporting reading development (3.16)

Course Objectives

In this course, the instructor aims to:

1. Build students' theoretical and practical knowledge of K–12 literacy assessment.
2. Introduce students to a range of literacy assessments and their purposes.
3. Support students in using assessment data to make informed instructional decisions.
4. Engage students in evaluating assessment tools and interpreting assessment results thoughtfully and critically.
5. Provide opportunities to connect assessment to intervention, problem solving, and literacy improvement.
6. Develop students' capacity to communicate assessment findings to professional and family audiences.
7. Strengthen students' development as reflective practitioners and literacy leaders.

Required Texts and/or Readings and Course Materials

- Stahl, K.A.D., Flanigan, K., McKenna, M.C. (2019). *Assessment for Reading Instruction*. (4th Edition). Guilford Press.

- Other course readings on Canvas as listed in the course schedule below

Supplementary (Optional) Texts and Materials

American Psychological Association. (2019). *Publication manual of the American psychological association* (7th ed.). Washington, DC: American Psychological Association.

Grading Scale

Grading Scale	
Number Grade	Letter Grade
94-100	A
90 – 93	A-
87 – 89	B+
84 – 86	B
80 – 83	B-
77 – 79	C+
74 – 76	C
70 – 73	C-
67 – 69	D+
64 – 66	D
60 – 63	D-
0 – 59	F

Grade Categories and Weights

Course Schedule

Grade Category	Points	Percentage
Perusall Assignments	80	21.6%
Quizzes	100	27.0%
Synchronous Sessions	30	8.1%
Assessment Administration Assignments	50	13.5%
Assessment Grid	50	13.5%
Infographic Assignment	10	2.7%
Literacy Instructional Plan	50	13.5%
Total	370	100%

Major Topics and Course Schedule

Course Schedule

Topic	Assigned Readings/Resources	Assignments	Points	Due Date
Getting Started Module	Review all Canvas pages	Discussion – First Day Attendance & Learner Introductions	10	10/23
Module 1 Concepts of Assessment and Measurement	- Stahl (course text) Ch. 1 & 2 - Smartt, S., & Glaser, D. (2023). Next STEPS in Literacy Instruction (2nd ed.). Paul H Brookes Publishing Co, Inc. - Hougen & Smartt, Ch. 3 - Truckenmiller et al., 2024 – Uses and Misuses of Commercial Reading Assessment: An Applied Framework for Decision-Making in Grades K through 6	Perusall Quiz Synchronous Session	10 50 10	10/19 10/23 10/19
Module 2 Informal Reading Inventories and Oral Reading Assessments	- Stahl (course text) Ch. 3 - Duke – Listening to Reading/Watching While Writing Protocol	Perusall Assignment – Harmonize Video of Informal Reading Assessment	10 25	10/26 10/30

Topic	Assigned Readings/Resources	Assignments	Points	Due Date
Module 3 Early Literacy Assessments for Emergent Readers	- Stahl (course text) Ch. 4 - Review screening assessment (on Canvas)	Perusall Assignment – Harmonize Video of DIBELS Assessment Synchronous Session	10 25 10	11/2 11/6 11/2
Module 4 Assessing Phonics and Spelling	- Stahl (course text) Ch. 5 - Review phonics assessments (on Canvas)	Perusall Quiz Assessment Grid	10 25 50	11/9 11/11 11/13
Module 5 Assessing Fluency and Affective Factors	Stahl (course text) Ch. 6, Ch. 10	Perusall Literacy Instructional Plan DRAFT (optional) Synchronous Session	10 0 10	11/16 11/18 11/16
Module 6 Assessing Vocabulary and Comprehension	- Stahl (course text) Ch. 7-9 - Dougherty Stahl, K. A. (2011). Applying new visions of reading development in today's classrooms. <i>The Reading Teacher</i>, 65(1), 52-56. (Perusall)	Perusall Infographic Assignment	10 10	11/23 11/24

Topic	Assigned Readings/Resources	Assignments	Points	Due Date
Module 7 Identifying and Supporting Children with Reading Difficulties	- Academic Screening Tools chart (see Canvas) - Vaughn, S., & Fletcher, J. M. (2021). Identifying and Teaching Students with Significant Reading Problems. <i>American Educator</i>, 44(4), 4. (Perusall) - Truckenmiller, A. (2024). New and Not-Well-Known Research about Reading Disabilities: Teachers Want to Know. <i>The Reading Teacher</i>, 77(5), 705-711. (Perusall)	Perusall Discussion – Screening Reflection Quiz Synchronous Session	10 10 25 10	11/30 12/2 12/4 11/30
Module 8 Putting It All Together	- Stahl (course text) Ch. 12, Appendix (Case Studies) - Garas-York, K. (2019). Organizing and Implementing a Parent–Literacy Specialist Conference. <i>The Reading Teacher</i>, 73(1), 99–102. https://doi.org/10.1002/trtr.1792 - Chapter 2 only, Walpole, S., & McKenna, M. C. (2017). <i>How to plan differentiated reading instruction: resources for grades K-3</i> (Second edition.). The Guilford Press.	Perusall Literacy Instructional Plan	10 50	12/7 12/11

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious

observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

First Day Attendance Policy

The “First Day Attendance & Learner Introductions” Discussion at the end of the Getting Started Module will be counted as First Day Attendance. This must be completed by **10/23** for the **Fall 2026** semester.

Students who do not complete this activity run the risk of being dropped from the course.

Late Work Policy

Please submit work on the due dates listed above. You will have one opportunity to submit work late (on **12/4**)

– all late work must be submitted by this date. Work submitted after this date will not receive credit. No extra credit will be offered in this course.

Grades of "Incomplete"

An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

Canvas

This course is offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please consult the [Canvas Student Guides](#). You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Recordings

In this class, software will be used to record live class lectures and discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the

student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.

- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website.](#)

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training

that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)