WEIGHING COWS WON’T MAKE ‘EM FATTER:
HOW ASSESSMENT CAN INFORM INSTRUCTIONAL
DECISION MAKING IN BEGINNING READING

Time: Friday, October 26 11:30-1:00  {October 19 registration due}

Presenter: Michael Coyne, Ph.D.
Assistant Professor, UConn Neag School of Education, Educational Psychology
Phone: 860 486-8326; Email: mike.coyne@uconn.edu

Session Description:
Recent scientific advances in early literacy assessment have provided schools and educators with access to critical information about students’ foundational beginning reading skills. In this presentation, we will describe how assessment of early literacy skills can help teachers promote beginning reading success for all children. First, we present a conceptual framework for thinking about early literacy assessment across four distinct purposes: (a) screening, (b) diagnosis, (c) progress monitoring, and (d) evaluating student outcomes. Next, we provide school-based examples that illustrate how assessment can be used to measure students' early literacy skills across each of these four purposes and facilitate informed and ongoing instructional decision making.

Learner Objectives:
At the conclusion of this presentation, participants will:

- Understand that reading assessment data must answer important questions and enable informed instructional decision making
- Be familiar with examples of how reading assessment data can be used for screening, diagnosis, progress monitoring, and evaluating student outcomes

The Neag School of Education is excited. Throughout 2007-2008, we are sponsoring a series of colloquia on the important topic of assessment. These colloquia will focus on the diverse range of assessment across each of our programs in our five departments. Each session will be held 11:30-1:00. For our presentation by Dr. Coyne, we ask that interested faculty, staff, students and others pre-register at http://www.education.uconn.edu/events/soa by October 19. Please indicate if you are interested in a lunch being provided when pre-registering.