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Formal Assessment Debate Essay

Assessments are crucial for the development of a child while they are at school. Through assessment the decisions that are made will affect a child for the rest of their life. Saying that assessments are not individualized is not true (Pierangelo & Giuliani,2008). There are many different aspects to assessment. First you start with collection, analysis, evaluation, determination, and recommendation (Pierangelo &Giuliani, 2008). If Assessments were so general and open, then why would they have so many different specific parts to them. The purpose of assessment is to do the following: screen and identify, eligibility and diagnosis, IEP development and placement, instructional planning, and evaluation (Pierangelo &Giuliani, 2008). Again, because there are so many parts and pieces to assessment, that are specific, there is no way that it can’t be suited for young children.

Formal assessments help facilitate understanding of students’ behavior in learning, they cover specified samples of behavior and knowledge (Mindes & Jung, 2015). This proves that assessment can be specified, and teachers are collecting specific data about the child. The assessment is altered towards the child and benefits the child to figure out an outcome or end goal to be reached for the student and teacher. Teachers can use a variety of multiple assessments to evaluate children and programs to get a full and unique picture of where the child is at compared to other children of the same age and gender (Mindes & Jung, 2015).

No matter how old children are formal assessments are beneficial no matter what even if there are some drawbacks. As teachers we are trained to pull the positive out and use the information given to us to help better the environment for our students. They are never too young to be learning and developing, and even at a young age assessment could help a young child receive additional support and accommodations they need to be successful.

Works Cited

Mindes, G., & Jung, L. (2015). Assessing young children. Boston: Pearson.

Pierangelo, R., & Giuliani, G. A. (2015). *Understanding assessment in the special education process: A step-by-step guide for educators.* New York: Skyhorse Publishing.