



Keeping Score for All:: The Effects of Inclusion and Accommodation Policies on Large-Scale Educational Assessment

Committee on Participation of English Language Learners and Students with Disabilities in NAEP and Other Large-Scale Assessments, Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education, National Research Council

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U.S. public schools are responsible for educating large numbers of English language learners and students with disabilities. This book considers policies for including students with disabilities and English language learners in assessment programs. It also examines the research findings on testing accommodations and their effect on test performance.

Keeping Score for All discusses the comparability of states' policies with each other and with the National Assessment of Educational Progress (NAEP) policies and explores the impact of these differences on the interpretations of NAEP results. The book presents a critical review of the research literature and makes suggestions for future research to evaluate the validity of test scores obtained under accommodated conditions. The book concludes by proposing a new framework for conceptualizing accommodations. This framework would be useful both for policymakers, test designers, and practitioners in determining appropriate accommodations for specific assessments and for researchers in planning validity studies.

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