
Handbook of Accessible Instruction and Testing Practices

Stephen N. Elliott · Ryan J. Kettler
Peter A. Beddow · Alexander Kurz
Editors

Handbook of Accessible Instruction and Testing Practices

Issues, Innovations, and Applications

Second Edition

 Springer

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To all the teachers who make learning accessible for children often assumed to not understand and for all the future teachers who aspire to do the same. Your efforts make a difference for many.

Stephen N. Elliott

To Cary Cherniss, Susan Forman, Stanley Messer, and Linda Reddy, for giving me the job I love, and to Kelly and Austin, the family I love.

Ryan J. Kettler

To all the students for whom school experiences have wounded your hope and stolen your natural joy of learning: you are infinitely valuable. And to all the teachers: may your love of teaching return to you a thousandfold.

Peter A. Beddow

To Gavin and Zak, the sons I love and always wanted. To Madison and Ariza, the girls I love and never knew I needed. And to Kaylee, the woman I love and laugh with.

Alexander Kurz

Preface

The fundamental premise for this book is that *access is an essential part of high-quality instruction and fair testing*. When access is denied or poorly managed, learning suffers and assessment of that learning is inaccurate.

This book is an update and expansion of *Handbook of Accessible Achievement Tests for All Students* published by Springer in 2011. It has been motivated by the increasing demand for accessible instruction and testing practices from the professional community. Specifically, in 2014, the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education published a new set of *Standards for Educational and Psychological Testing* and in it included an entire chapter on fairness with accessibility and opportunity to learn (OTL) as critical concepts. In addition, national testing consortia such as the Smarter Balanced Assessment Consortium and the Partnership for Assessment of Readiness for College and Careers now require a high level of access for their interim and summative tests and are pushing the envelope with innovative computerized assessments that have embraced a number of accessibility innovations. Practitioners have also begun to include opportunity to learn data in their teacher evaluation and professional development efforts, as evidenced by projects such as the School System Improvement Project in New Jersey. Finally, the Center for Applied Special Technology (CAST) has continued to advance Universal Design for Learning principles and has gained substantial traction in mainstream education with teachers of all types of students, not just students with disabilities.

There is a growing national and international interest in making education – both instruction and testing – highly accessible and equitable for all students. With advances in technology, strong professional endorsements, and growing legal expectations for accessibility, the publication of a more expansive and updated account of accessibility research and practices was needed. Throughout this book, *accessibility is defined as the extent to which a product, environment, or system eliminates barriers and permits equal access to all components and services for all individuals*. In summary, this

book is the collective response by 30 dedicated scholar educators motivated to do more to improve accessibility for learners to valued lessons, tests, and educational outcomes.

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