
Preface

For several decades, the concept of access has been emphasized by educators, researchers, and policy makers in reference to the critical need for educational equity for all students. Recently, the term *accessibility* has been used to describe the degree to which achievement tests permit the full range of test-takers to demonstrate what they know and can do, regardless of disability status or other individual characteristics. This handbook contains the perspectives of experts in policy, research, and practice who share the common goal of defining and operationalizing accessibility to advance the development and use of tests that yield valid inferences about achievement for all students.

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Handbook of Accessible Achievement Tests for All
Students

Bridging the Gaps Between Research, Practice, and
Policy

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