



Testing Deaf Students in an Age of Accountability

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Despite the idealism represented by the No Child Left Behind law's mandate for accountability in education, deaf students historically and on average have performed far below grade level on standardized tests. To resolve this contradiction in deaf education, this collection presents a spectrum of perspectives from a diverse corps of education experts to suggest a constructive synthesis of worthy ideals, hard realities, and pragmatic solutions. Contributors to this study include volume editors Robert C. Johnson and Ross E. Mitchell, Ed Bosso, Michael Bello, Betsy J. Case, Patrick Costello, Stephanie W. Cawthon, Joseph E. Fischgrund, Courtney Foster, Christopher Johnstone, Michael Jones, Jana Lollis, Pat Moore, Barbara Raimondo, Suzanne Recane, Richard C. Steffan, Jr., Sandra J. Thompson, Martha L. Thurlow, and Elizabeth Towles-Reeves.

These noted educators and researchers employ experiences from Massachusetts, Delaware, Maryland, North Carolina, Illinois and California to support their findings about the dilemma facing deaf students and their teachers. They assess the intent and flexibility of federal law; achievement data regarding deaf students; potential accommodations and universal design to make tests more accessible; possible alternatives for deaf student not ready for conventional assessments; accounts of varying degrees of cooperation and conflict between schools and state education departments; and the day-to-day efforts of teachers and school administrators to help deaf students measure up to the new standards. By presenting these wide-ranging insights together, *Testing Deaf Students in an Age of Accountability* provides a unique opportunity to create genuine means to educate deaf students for the only test that matters, that of life.

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