

Table 1

Summary of Studies in this Special Issue

Study	Student Groups Investigated	Grades, Subjects	Questions Addressed	Analyses	Novel Features
Laitusis et al.	Severe cognitive impairments, autism, orthopedic impairments	2-11, ELA and Math	Do any items function differentially across these different SWD groups? Can DIF be predicted based on item attributes?	DIF, item attribute coding	Students with cognitive impairments used as the reference group, coding of item attributes
Cook et al.	Reading-based learning disabilities	4 Reading	Does a read-aloud accommodation alter the construct measured?	Exploratory & confirmatory FA	Experimental design used to look at factor invariance across read-aloud and standard administrations <i>within</i> non-SWD and SWD groups.
Steinberg et al.	Deaf, hard of hearing, ELL	4 and 8, ELA	Is the factor structure and item functioning invariant across student groups?	Exploratory & confirmatory FA, DIF	Analysis of deaf/hearing impaired students, some of whom were ELL.
Abedi	English language learners with disabilities	3-5, 8 Reading, Math	Are ELL with disabilities properly identified and accommodated?	Descriptive statistics, Exploratory & confirmatory FA	Comprehensive review of issues and literature related to ELL with disabilities. Comparison of data across pre- and post-NCLB.
Moen et al.	Potentially “less accurately measured”	4-8, Reading	Can teachers identify students likely to be less accurately measured by reading tests?	Interviews, surveys, observations	Comparison of teachers’ judgments with students’ performance.

Notes: ELL=English language learner, ELA=English language arts test, SWD=students with disabilities, DIF=differential item functioning, FA=factor analysis.