

Bedömning för alla? En smart forskningsöversikt över specialpedagogiska behov och kunskapsbedömning.

Assessment for all? A resourceful research review of special needs education and assessment of knowledge.

WHAT IS RESEARCH FOR? The interest in this review lies in two research fields: Special Education and Classroom Assessment and explores if and how these fields interrelate. A review of classroom assessment with regards to special educational needs has not yet been published; the knowledge of the impact of assessment in education concerning children and students in special needs is thus scarce. Therefore, this study aims to contribute with knowledge about how assessment practices can be understood in relation to special educational needs. From a broad overview of present research within the two fields, 17 articles from 2010 to 2020 were selected and analyzed. The focus of these articles is on content that overlaps in both assessment of knowledge and special needs. Four dyadic themes were found showing practices of inclusive assessment in the research: equity & equivalence, inclusion & access, interaction & relation and self-regulation & identity, and are considered important strategies in inclusive assessment practices. Intersections between disability, language- and cultural background as well as class, make visible dimensions of marginalization and special needs on various levels of education. These aspects are informative to policy makers, education staff as well as academic researchers concerning the subjects within these separated albeit entangled areas of knowledge.

Key words: inclusive assessment, intersections, special needs, education, classroom.