

Abstract

In a review of current research and the No Child Left Behind (NCLB) legislation, this paper focuses on two specific issues: a) how students with developmental disabilities show adequate yearly progress, including a description of the assessments in which this population may participate, and b) the policy issues surrounding NCLB including technical requirements of alternate assessments, alignment of content standards, assessments, and instruction, the requirement of all teachers to be highly qualified, and the relationship between NCLB and the Individuals with Disabilities Education Improvement Act (IDEA, 2004). Areas for future research are identified through a review of relevant literature.