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## Abstract

This article examines the troubles that the written portions of two standardized tests, the ISTEP+ and the English 10 ECA, create for students with Speech-Language Impairments. It also summarizes what a diagnosis of SLI means for students and the potentially problematic academic areas involved. While there are many accommodations allowed and used in the classroom, they are not always allowed on standardized tests. This lack of accommodations along with a flawed system of holistic evaluation makes it more difficult for students with SLI to be successful than it is for their typically developing peers. Standardized test scores are used to determine a student's academic placement. To avoid misplacement, there needs to be adjustments made to support students with deficits.

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