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# Assessment Practices for Students with Disabilities: A Literature Review with Insights from the Albanian Context

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## Abstract

Inclusive education aims to ensure equal learning opportunities for all students, including those with disabilities, by promoting participation, accessibility, and fairness in educational processes. Within this framework, inclusive assessment serves as a key mechanism for understanding students' learning needs, guiding instructional decisions, and supporting academic progress through flexible and individualized approaches.

This paper presents a systematic literature review of international and Albanian studies on inclusive assessment practices published between 2010 and 2025. Following the PRISMA guidelines, peer-reviewed articles were identified and analyzed using databases such as Scopus, ERIC, and Google Scholar. The review explores contemporary assessment approaches, including formative, dynamic, and individualized assessment models, with particular attention to frameworks such as Universal Design for Learning (UDL) and Multi-Tiered Systems of Support (MTSS).

The findings reveal that while inclusive assessment practices are increasingly integrated into educational systems internationally, their implementation in the Albanian context remains limited. Key challenges include insufficient teacher preparation, predominant use of traditional assessment methods, lack of appropriate resources and assessment tools, and inconsistencies in the application of inclusive education policies. As a result, a noticeable gap persists between internationally recognized best practices and everyday assessment realities in Albanian schools.

The study emphasizes the need for the development of a coherent national framework for inclusive assessment, targeted professional development for teachers, culturally responsive assessment tools, and greater involvement of parents and students in the assessment process. The paper concludes by offering



recommendations aimed at strengthening inclusive assessment practices and supporting more equitable educational outcomes for students with disabilities in Albania.

**Keywords:** inclusive education in Albania, assessment challenges, special educational needs, educational reform, policy implementation