

Call for Papers

Testing and Assessing African Americans: Past, Present, and Future Problems and Promises

The Journal of Negro Education (JNE) issues a Call for Papers for a special issue to be published in the Summer 2012 issue to advance scholarship focused on the historical, current, and future problems and promises of evaluating the cognitive abilities, academic aptitude, personality and vocational performance of African Americans across the lifespan. **Donna Y. Ford**, professor of special education and professor of teaching and learning, Vanderbilt University, and **Janet E. Helms**, Augustus Long professor and director of the Institute for the Study and Promotion of Race and Culture, Boston College, will serve as guest co-editors.

Testing individuals for grade promotion, special education, gifted education, Advanced Placement classes/programs, scholarships, college admission, and employment is a major industry riddled with controversy, debates, and inequities. Scholarly work to establish best practices for testing and assessing Black people is imperative, given pending revisions to federal legislation, such as No Child Left Behind and the Equal Opportunity Employment Act, that are occurring in a variety of societal contexts in which decision makers are obsessed with using test scores to delimit the intelligence of African Americans. With this context in mind, the editors seek to feature research and theoretical articles that paint a comprehensive picture of some type of assessment/evaluation for specified age/developmental groups with recommendations for change. In addition, the guest editors seek articles that propose strategies that improve the equitable evaluation of African Americans of all ages.

Manuscripts acceptable for this volume will address one or more of the following:

- How has past scholarship (i.e., research and theory) addressed intelligence, achievement, proficiency, aptitude, and/or employment testing of African Americans?
- How does current scholarship (i.e., research and theory) address intelligence, achievement, proficiency, aptitude, and/or employment testing of African Americans?
- What is the influence of federal and state-level testing policies on Black students?
- What promising instruments, strategies, and procedures significantly reduce or eliminate inequities (i.e., bias, unfairness, disparate impact) when testing African Americans?
- What are the key considerations to equitable evaluation across and within genders in the Black community?
- What are the key considerations to equitable evaluation across income and class in the Black community?
- How do we combat individual racism, institutional racism, and culturally biased assessments when training test administrators to evaluate and interpret the intellectual and academic proficiency, aptitude, and/or vocational performance of African Americans?

Final manuscripts will undergo anonymous peer review. This special issue will be distributed to a wide range of educators and advocates, including teacher education programs, teachers, school administrators, policymakers, activists and families. Therefore, invited authors are encouraged to use graphs and charts, summaries in layperson language, and numbered practical recommendations and policy implications.

For initial consideration, please submit an abstract no longer than 500 words by e-mail to journalnegroed@gmail.com by **February 6, 2012**. All inquiries regarding submissions should be directed to Dr. Donna Y. Ford at donna.ford@vanderbilt.edu. Invited authors will need to submit completed manuscripts by **April 15, 2012**.

For more than 76 years, *The Journal of Negro Education* has been the leading purveyor of a wealth of scholarly research concerning Black academia. The quarterly journal is operated under the auspices of the Howard University (HU) School of Education (SOE). With world-wide readership and subscribers, JNE has published distinguished scholars that include Horace Mann Bond, Ralph J. Bunche, W. E. B. Du Bois, and Kenneth B. Clark. The current Editor-in-Chief is Dr. Ivory A. Toldson itoldson@howard.edu.