

111TH CONGRESS
1ST SESSION

H. R. 655

To increase assessment accuracy to better measure student achievement and provide States with greater flexibility on assessment design.

IN THE HOUSE OF REPRESENTATIVES

JANUARY 22, 2009

Mr. PETRI (for himself, Mr. WU, Mr. PAUL, Mr. EHLERS, Mr. BAIRD, Mr. HONDA, and Mr. CASTLE) introduced the following bill; which was referred to the Committee on Education and Labor

A BILL

To increase assessment accuracy to better measure student achievement and provide States with greater flexibility on assessment design.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Assessment Accuracy
5 and Improvement Act”.

6 **SEC. 2. USE OF ADAPTIVE ASSESSMENTS.**

7 Section 1111 of the Elementary and Secondary Edu-
8 cation Act of 1965 is amended by adding at the end the
9 following:

1 “(n) USE OF ADAPTIVE ASSESSMENTS.—

2 “(1) IN GENERAL.—Notwithstanding any other
3 provision of this Act, a State may provide that the
4 assessments to be used to measure student achieve-
5 ment by that State, and by the schools and local
6 educational agencies of that State, shall be adaptive
7 assessments (rather than the assessments otherwise
8 required by this Act) that accurately assess student
9 achievement above and below grade level while also
10 measuring grade-level performance.

11 “(2) DEFINITION.—For purposes of paragraph
12 (1), an adaptive assessment is an assessment that
13 changes its difficulty according to the performance
14 of a student but reports the outcome of the assess-
15 ment on a scale that is common to all students.

16 “(3) EVALUATION.—The State shall ensure
17 that the protocol for evaluating the adaptive assess-
18 ments is included in peer review guidance docu-
19 ments.”.

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