

112TH CONGRESS
1ST SESSION

H. R. 507

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

IN THE HOUSE OF REPRESENTATIVES

JANUARY 26, 2011

Mr. PETRI (for himself and Mr. WU) introduced the following bill; which was referred to the Committee on Education and the Workforce

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 (20 U.S.C. 6311) is amended by add-
9 ing at the end the following:

10 “(n) USE OF ADAPTIVE ASSESSMENTS.—

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

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

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

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