

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.

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## 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

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## 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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