

114TH CONGRESS
1ST SESSION

H. R. 452

To amend the Elementary and Secondary Education Act of 1965 to clarify when certain academic assessments shall be administered.

IN THE HOUSE OF REPRESENTATIVES

JANUARY 21, 2015

Mr. GIBSON (for himself, Ms. SINEMA, Mr. JOYCE, Mr. MEEHAN, Mrs. NAPOLITANO, Mr. SIRES, Mr. CARTWRIGHT, Mr. DEFazio, Mr. UPTON, Ms. TITUS, Mr. VALADAO, Mr. NOLAN, Mr. KATKO, Mr. TAKANO, Mr. THOMPSON of Pennsylvania, Mr. REED, and Mr. SIMPSON) introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To amend the Elementary and Secondary Education Act of 1965 to clarify when certain academic assessments shall be administered.

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 “Student Testing Im-
5 provement and Accountability Act”.

6 **SEC. 2. FINDINGS.**

7 Congress finds the following:

1 (1) The Elementary and Secondary Education
2 Act supports programs to level the playing field for
3 the most vulnerable, including children of poverty,
4 students with disabilities, and English-language
5 learners.

6 (2) Prior to 2001, Federal law required States
7 only to test students once per grade span.

8 (3) Following the enactment of the No Child
9 Left Behind Act of 2001, which amended the Ele-
10 mentary and Secondary Education Act of 1965,
11 Federal education policy has placed an increased
12 emphasis on testing assessments, requiring students
13 to undergo standardized testing every year in grades
14 3 through 8.

15 (4) Annual Federal testing required by the Ele-
16 mentary and Secondary Education Act of 1965 has
17 failed to deliver increased student achievement.

18 (5) Reducing the frequency of federally required
19 testing will allow more time for student learning and
20 inspire their natural curiosity and creativity.

21 (6) Students will have more time to receive one-
22 on-one instruction and develop critical thinking and
23 problem-solving skills through a well-rounded edu-
24 cation and curriculum.

1 (7) Moving away from the practice of annually
2 “teaching to the test” will empower educators to
3 provide instruction in a way that best inspires and
4 prepares our country’s next generation of leaders.

5 (8) With grade span testing, our educators will
6 be more able to focus on those students who are
7 most in need but who also lose the most class time
8 preparing for annual tests.

9 (9) Grade span testing will allows states the
10 flexibility to develop more meaningful, tailored as-
11 sessment systems that provide valid, reliable data.

12 (10) The yearly testing currently required by
13 Federal law should be replaced with grade span test-
14 ing.

15 **SEC. 3. ACADEMIC ASSESSMENTS.**

16 Section 1111(b)(3)(C) of the Elementary and Sec-
17 ondary Education Act of 1965 (20 U.S.C. 6311(b)(3)(C))
18 is amended—

19 (1) in clause (v)(I)—

20 (A) by striking “except as otherwise pro-
21 vided for grades 3 through 8 under clause vii,”;
22 and

23 (B) by inserting “and the achievement of
24 students against the challenging State academic

1 content and student academic achievement
2 standards” after “proficiency of students”;
3 (2) by striking clause (vii); and
4 (3) in clause (viii), by striking “, (vi), (vii)” and
5 inserting “and (vi)”.

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