

Since the feds are very consistent with their wording, if they use "high-quality assessment" in one document you can apply their definition for the term from another document.

RTTT info from the Federal Register July 2009

<http://www2.ed.gov/legislation/FedRegister/proprule/2009-3/072909d.html>

Such assessments are structured to enable measurement of student achievement (as defined in this notice) and student growth (as defined in this notice); are of high technical quality (e.g., are **valid, reliable**, and aligned to standards); and include the assessment of students with disabilities and limited English proficient students.

Race to the Top Program Executive Summary defines high-quality assessments

<http://www2.ed.gov/programs/racetothetop/executive-summary.pdf>

High-quality assessment means an assessment designed to measure a student's knowledge, understanding of, and ability to apply, critical concepts through the use of a variety of item types and formats (e.g., open-ended responses, performance-based tasks). Such assessments should enable measurement of student achievement (as defined in this notice) and student growth (as defined in this notice); be of high technical quality (e.g., be **valid, reliable**, fair, and aligned to standards); incorporate technology where appropriate; include the assessment of students with disabilities and English language learners; and to the extent feasible, use universal design principles (as defined in section 3 of the Assistive Technology Act of 1998, as amended, 29 U.S.C. 3002) in development and administration.

NCLB Waiver Requirements requires use of high-quality assessments

www.ed.gov/esea/flexibility/documents/esea-flexibility-acc.doc

To receive this flexibility, an SEA must demonstrate that it has college- and career-ready expectations for all students in the State by adopting college- and career-ready standards in at least reading/language arts and mathematics, transitioning to and implementing such standards statewide for all students and schools, and developing and administering annual, statewide, aligned, **high-quality assessments**, and corresponding academic achievement standards, that measure student growth in at least grades 3-8 and at least once in high school.

NCLB

<http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1111>

It is in NCLB. Section 1111 paragraph (3)C Academic Assessments, Requirements:

(C) REQUIREMENTS- Such assessments shall--

- (i) be the same academic assessments used to measure the achievement of all children;
- (ii) be aligned with the State's challenging academic content and student academic achievement standards, and provide coherent information about student attainment of such standards;
- (iii) be used for purposes for which such assessments are **valid and reliable**, and be consistent with relevant, nationally recognized professional and technical standards;
- (iv) be used only if the State educational agency provides to the Secretary evidence from the test publisher or other relevant sources that the assessments used are of adequate technical quality for each purpose required under this Act and are consistent with the requirements of this section, and such evidence is made public by the Secretary upon request;

RTTT Assessment Program develop valid assessments

<http://www2.ed.gov/programs/racetothetop-assessment/index.html>

Authorized under the American Recovery and Reinvestment Act of 2009 (ARRA), the Race to the Top Assessment Program provides funding to consortia of States to develop assessments that are **valid**, support and inform instruction, provide accurate information about what students know and can do, and measure student achievement against standards designed to ensure that all students gain the knowledge and skills needed to succeed in college and the workplace.

Federal Register April 2010 RTTT Assessment Program requires development of valid and reliable assessments

<http://www.gpo.gov/fdsys/pkg/FR-2010-04-09/pdf/2010-8176.pdf>

Purpose and Overview of Program: Authorized under the American Recovery and Reinvestment Act of 2009 (ARRA), the Race to the Top Fund Assessment Program provides funding to consortia of States to develop assessments that are **valid**, support and inform instruction, provide accurate information about what students know and can do, and measure student achievement against standards designed to ensure that all students gain the knowledge and skills needed to succeed in college and the workplace.

The priority is:

Comprehensive Assessment Systems Measuring Student Achievement Against Common College- and Career-Ready Standards. Under this priority, the Department supports the development of new assessment systems that will be used by multiple States; are **valid, reliable**, and fair for their intended purposes and for all student subgroups; and measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts.

Program Requirements

An eligible applicant awarded a grant under this category must—

1. Evaluate the **validity, reliability**, and fairness of the summative assessment components of the assessment system, and make available through formal mechanisms (e.g., peer-reviewed journals) and informal mechanisms (e.g., newsletters), and in print and electronically, the results of any evaluations it conducts;

Program Requirements

An eligible applicant awarded a grant under this category must—

1. Evaluate the **validity, reliability**, and fairness of the assessments in its high school course assessment program;

(A)(5) Research and Evaluation (up to 30 points). The extent to which the eligible applicant's research and evaluation plan will ensure that the assessments developed are **valid, reliable**, and fair for their intended purposes and for all student subgroups. In determining the extent to which the research and evaluation plan has these attributes,