

HR 1513

To provide for fairness and accuracy in high stakes educational decisions for students.

Congress: 107 (2001–2003, Ended)

Chamber: House

Policy Area: Education

Introduced: Apr 4, 2001

Current Status: Referred to the Subcommittee on Education Reform.

Latest Action: Referred to the Subcommittee on Education Reform. (Jun 20, 2001)

Official Text: <https://www.congress.gov/bill/107th-congress/house-bill/1513>

Sponsor

Name: Rep. Scott, Robert C. "Bobby" [D-VA-3]
Party: Democratic • **State:** VA • **Chamber:** House

Cosponsors (11 total)

Cosponsor	Party / State	Role	Date Joined
Rep. Baca, Joe [D-CA-42]	D · CA		Apr 4, 2001
Rep. Capuano, Michael E. [D-MA-8]	D · MA		Apr 4, 2001
Rep. Carson, Julia [D-IN-10]	D · IN		Apr 4, 2001
Rep. Conyers, John, Jr. [D-MI-14]	D · MI		Apr 4, 2001
Rep. Jackson, Jesse L., Jr. [D-IL-2]	D · IL		Apr 4, 2001
Rep. Jefferson, William J. [D-LA-2]	D · LA		Apr 4, 2001
Rep. Lee, Barbara [D-CA-9]	D · CA		Apr 4, 2001
Rep. Owens, Major R. [D-NY-11]	D · NY		Apr 4, 2001
Rep. Payne, Donald M. [D-NJ-10]	D · NJ		Apr 4, 2001
Rep. Tierney, John F. [D-MA-6]	D · MA		Apr 4, 2001
Rep. Towns, Edolphus [D-NY-10]	D · NY		Apr 4, 2001

Committee Activity

Committee	Chamber	Activity	Date
Education and Workforce Committee	House	Referred to	Jun 20, 2001

Subjects & Policy Tags

Policy Area:

Education

Related Bills

Bill	Relationship	Last Action
107 S 460	Identical bill	Mar 6, 2001: Read twice and referred to the Committee on Health, Education, Labor, and Pensions.

Summary (as of Apr 4, 2001)

Establishes certain requirements relating to the use of large-scale standardized tests by State and local educational agencies (SEAs and LEAs) that receive funds under the Elementary and Secondary Education Act of 1965 (ESEA).

Prohibits performance on a large-scale test from being the sole determinant of any decision about an individual student's retention, graduation, tracking, or within-class ability grouping. Allows such test performance to be considered in making such decision only if specified criteria are met.

Requires evaluations of the impact of standardized tests used in high stakes decisions on students' education and educational outcomes, particularly on individuals and subgroups disaggregated by socioeconomic status, race, ethnicity, limited English proficiency, disability, and gender, to be carried out by: (1) SEAs receiving ESEA funds; (2) LEAs receiving ESEA funds located in States that do not do such evaluations; and (3) the Secretary of Education.

Actions Timeline

- **Jun 20, 2001:** Referred to the Subcommittee on Education Reform.
- **Apr 4, 2001:** Introduced in House
- **Apr 4, 2001:** Introduced in House
- **Apr 4, 2001:** Referred to the House Committee on Education and the Workforce.