

**AMENDMENT TO THE RULES COMMITTEE PRINT  
OF H.R. 5  
OFFERED BY MRS. McMORRIS RODGERS OF  
WASHINGTON**

Page 22, line 14, insert “in each subject being assessed” after “student”.

Page 22, line 15, insert, “alternate academic achievement” before “standards”.

Page 22, line 17, strike “standards” and insert “content standards for the grade in which the student is enrolled”.

Page 22, line 19, strike “promote” and insert “provide”.

Page 22, line 20, strike “and”.

Page 22, line 23, strike the period and insert a semicolon.

Page 22, after line 23, insert the following:

- 1 “(IV) are vertically aligned;
- 2 “(V) reflect concepts and skills
- 3 that students should know and under-
- 4 stand for each grade and the enduring

1 understandings of the content being  
2 tested (such as concepts and skills  
3 that identify core concepts, principles,  
4 theories, and processes, serve to orga-  
5 nize important facts, skills, or actions  
6 around central ideas, and are trans-  
7 ferable to other contexts or other dis-  
8 ciplines); and  
9 “(VI) are supported by evidence-  
10 based learning progressions to age  
11 and grade-level performance.”.

Page 28, beginning on line 20, strike “aligned with” and insert “based on”.

Page 28, line 21, strike “standards” and insert “achievement standards”.

Page 29, line 11, strike “are informed” and insert “, as part of the individualized education program team for such students, are involved in the decision”.

Page 29, line 14, strike “standards” and insert “academic achievement standards”.

Page 29, line 16, strike “precludes” and insert “may preclude”.

Page 29, line 20, strike “demonstrates” and insert “provides evidence”.

Page 29, line 21, strike “, to the extent practicable,”.

Page 29, after line 24, insert the following:

1                   “(iv) certifies that the State’s require-  
2                   ments for academic assessments under this  
3                   paragraph and subparagraphs (A) and (B)  
4                   are universally designed to be accessible to  
5                   students, including students with sensory,  
6                   physical, and intellectual disabilities;”.

Page 30, line 1, strike “(iv)” and insert “(v)”.

Page 30, line 2, insert “make available,” after “about,”.

Page 30, line 2, strike “appropriate” and insert “reasonable adaptations and appropriate”.

Page 30, line 4, strike “disabilities” and insert “the most significant cognitive disabilities”.

Page 30, line 4, strike “who” and insert “participating in grade-level academic instruction and takes steps to ensure the use of appropriate accommodations to in-

crease the number of students with the most significant cognitive disabilities who”.

Page 30, beginning on line 6, strike “for the grade in which a student is enrolled”.

Page 30, line 7, strike “and”.

Page 30, line 8, strike “(v)” and insert “(vi)”.

Page 30, line 11, strike “assessments” and insert “assessments based on alternate academic achievement standards adopted in accordance with paragraph (1)(D)”.

Page 30, line 13, strike the period and insert a semicolon.

Page 30, after line 13, insert the following:

- 1 “(vii) requires separate determina-
- 2 tions about whether a student should be
- 3 assessed using an alternate assessment for
- 4 each subject assessed;
- 5 “(viii) ensures that, if a student’s in-
- 6 dividualized education program includes
- 7 goals for a subject assessed based on alter-
- 8 nate academic achievement standards, such
- 9 goals are based on academic content stand-
- 10 ards for the grade in which the student is
- 11 enrolled; and

1                   “(ix) ensures that students assessed  
2                   on alternate academic standards are not  
3                   precluded from the opportunity to earn a  
4                   secondary school diploma.”.

Page 34, after line 23, insert the following:

5                   “(C) STUDENTS WITH THE MOST SIGNIFI-  
6                   CANT COGNITIVE DISABILITIES.—When meas-  
7                   uring the academic achievement of students  
8                   against the State’s academic content standards  
9                   under subparagraph (B)(I) or, if applicable,  
10                  measuring adequate student growth against  
11                  such standards under such subparagraph,  
12                  States and local educational agencies may in-  
13                  clude, for all schools in the State or local edu-  
14                  cational agency, the performance of the State’s  
15                  or local educational agency’s students with the  
16                  most significant cognitive disabilities on alter-  
17                  nate assessments described in subsection  
18                  (b)(2)©) in the subjects included in the State’s  
19                  accountability system, if the total number of the  
20                  students taking such alternate assessments  
21                  based on alternate academic achievement stand-  
22                  ards in all grades assessed and for each subject  
23                  in the accountability system does not exceed 1  
24                  percent of all students at the State and local

1 educational agency levels, separately, in the  
2 grades assessed in each subject.”.

Page 34, line 24, strike “(C)” and insert “(D)”.

Page 35, line 5, strike “(D)” and insert “(E)”.

Page 429, line 11, strike “SIGNIFICANT” and insert  
“THE MOST SIGNIFICANT”.

Page 429, line 13, strike “aligned to” and insert  
“based on”.

Page 429, lines 17 through 21, strike “diploma”  
and all that follows through “Education Act” and insert  
the following: “diploma aligned with the State’s academic  
content standards, which has been developed by a team  
of experts including organizations representing such stu-  
dents and their families”.

Page 429, line 23, insert after “Act” the following  
“, except that not more than 1 percent of students served  
by a State or a local educational agency, as appropriate,  
shall be counted as graduates with a regular high school  
diploma under this subparagraph”.

