State Assessment Refusal Documentation Form

Please print the following information:

Student's Name: ____________________________
State Student ID: ____________ District Student ID: ____________
Parent/Guardian's Name: ____________________________
School: ____________________________
Student's Grade Level: ____________ Assessment Date(s): ____________

As the parent/guardian of the above named student, I choose for my child to not participate in the Washington state assessment. I choose for him/her to not participate in:

□ Smarter Balanced ELA  □ Smarter Balanced Math  □ Science
□ Math End-of-Course  □ ELPA21 (for ELL only)  □ WA-AIM (for students indicated in IBP only)

My reason for this decision is: ____________________________

________________________________________________________________________

I have read and understand the benefits and consequences listed on the back of this form.
In particular, I understand that:
The state assessments assess critical state standards, including higher-level thinking, communication, reasoning, problem solving, and application of knowledge and skills in new situations. Teachers gain information about students' progress toward meeting grade-level expectations (what students should know and be able to do) in the core academic areas of reading, writing, math, and science, and can plan instruction accordingly.
If my child does not pass the High School state assessment in required subjects, with state testing or by an approved alternative, my child will not be able to obtain a high school diploma.
If my child does not attempt the High School state assessment at least once in each content area, my child will not be eligible to access graduation alternatives in that content area.
Experiences with the Smarter Balanced Assessment (SBA) in grades 3-8 can help students show their best performance on the High School state assessments.

Signature of Parent/Guardian: ____________________________ Date: ____________
School Representative: ____________________________ Date: ____________

This form is to be filed within the student's cumulative record located at the school building. The test record must be marked REFUSAL in the online state assessment management system for all relevant tests - noting Student Refusal and/or Parent Refusal where possible.

This sample form is provided as a service of the Washington Educational Research Association (WERA) for documentation of test refusals as required by state policy- Revised March 2017
Benefits for Students Taking the State Assessment (SBA/MSP/EOC)

The state assessments assess critical state standards, including higher-level thinking, communication, reasoning, problem solving, and application of knowledge and skills in new situations. Teachers and staff can gain information about students' progress toward meeting grade-level expectations (what students should know and be able to do) in the core academic areas of reading, writing, math, and science, and can plan instruction accordingly.

By taking the Smarter Balanced Assessment (SBA) in grades 3-8, students become familiar with the test and have several chances to get feedback on their performance, before taking the state assessment as a graduation requirement.

High school students who earn level 3 or 4 scores on the Smarter Balanced Assessment (SBA) may avoid further placement testing and costly remedial courses upon acceptance into college, university or community and technical college. Read more at this benefit online at: www.kl2.wa.us/resources/pubdocs/SmarterBalanced-HigherEd.pdf

Each student's state assessment performance provides a profile of the student's strengths and weak areas in each subject area tested.

Parents and students can see student growth from year to year.

Through a request to the state, parents can view their child's answers on his or her completed state assessment to gain a deeper understanding of how their child is progressing on state standards.

Because the state assessment measures students' progress toward meeting standards, information regarding the performance of district groups of students can help district staff make decisions about the effectiveness of various instructional programs.

Benefits for Students Taking the WA-AIM (for students with significant cognitive disabilities)

The student's growth on key tasks is documented two times a year, showing the student's progress toward state standards.

The evidence submitted ensures that students with the most intensive disabilities have an opportunity to "show what they know" and to receive instruction at a level that is challenging and attainable.

Consequences When Students Do Not Take the State Assessment

Students who do not pass the High School state assessment in the required subjects, or an approved alternative, will not obtain a high school diploma.

Students who do not attempt the High School state assessment at least once in a content area are not eligible to access alternative options in that content area (except for certain transfer students, according to state rules).

Teachers and staff lack full information about the instructional needs of students who do not take the state assessment, which could lead to some students not receiving all the instructional support they might need to be successful later in school.

Students who do not take the SBA prior to high school will not have had the opportunity to practice and get feedback before taking the High School state assessments as a graduation requirement.

Students who do not test are counted among the number of students who do not meet standard. This penalizes schools and districts, creating inaccurate proficiency measures and may cause them to be ineligible for state or federal awards or recognition when participation falls below 95 percent.