



## State Assessment Parent Refusal Documentation Form

**Please print the following information:**

Student Name \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_

School \_\_\_\_\_

Student Grade Level \_\_\_\_\_ Date(s) of Assessment \_\_\_\_\_

As the parent/guardian of the above named student, I choose for my child to not participate in a Washington State Assessment. I choose for him/her to not participate in the following (check all that apply):

- Math Smarter Balanced Assessment (grades 3-8 and 10)
- ELA Smarter Balanced Assessment (grades 3-8 and 10)
- Washington Comprehensive Assessment of Science (grades 5, 8 and 11)
- WIDA Access (English Language Learners only)
- WIDA Alternate Access (English Language Learners receiving special education services and identified by IEP team only)
- The WA-AIM (Students receiving special education services and identified by IEP team only)
- Other tests (please specify)

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:

- Teachers and staff gain information about students' progress toward meeting Washington State Standards and whether or not they are on-track for college-and-career readiness.
- At the high school level, the Smarter Balanced assessments are one of the graduation pathways that a student can access for graduation. By not taking and passing the Smarter Balanced assessment, I understand that my child will need to access one of the other graduation pathways available to students in order to receive a high school diploma.
- By taking the Smarter Balanced Assessments in grades 3-8, students become familiar with the test and have several chances to get feedback on their performance, before taking the High School Smarter Balanced Assessment. The high school assessment is one of the multiple graduation pathways available to a student.
- If my child is an English Language Learner (ELL) but does not take the WIDA Access or WIDA Alternate Access, my child will not be eligible to receive services in this area.

Signature of Parent/Guardian: \_\_\_\_\_

Date Signed: \_\_\_\_\_

*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 state on-line Assessment Management system*

<b>School Office Use Only</b>
Date Received: _____
School Representative: _____

### **Benefits for Students Taking the Smarter Balanced Assessments**

- The Smarter Balanced Assessments assess Washington State Standards including higher-level thinking, communication, reasoning, problem-solving, and application of knowledge and skills in real-world situations.
- At the high school level, the Smarter Balanced assessments are one of the graduation pathways that a student can access for graduation. By not taking and passing the Smarter Balanced assessment, I understand that my child will need to access one of the other graduation pathways available to students in order to receive a high school diploma.
- By taking the Smarter Balanced Assessments in grades 3-8, students become familiar with the test and have several chances to get feedback on their performance, before taking the High School Smarter Balanced Assessment. The high school assessment is one of the multiple graduation pathways available to a student.
- Teachers and staff gain information about students' progress toward meeting Washington State Standards and whether or not they are on-track for college-and-career readiness.
- High school students that score at college-ready levels of 3 or 4 on the Smarter Balanced assessments may use the score to enroll directly into college-level courses at Washington's public community and technical colleges.
- Because the Smarter Balanced Assessment has been designed to be a predictor of success in the freshman year in college, students in high school can use their Smarter Balanced Assessment performance as an indicator of areas they might want to strengthen prior to graduation.
- Assessment results are necessary in order to have a complete High School and Beyond Plan. In addition, the results from the 10th grade ELA and math tests are used to inform course-taking for the next two years of high school. When a 10th grade student demonstrates they have met standard on the test, they will have greater course-taking flexibility.
- Because the Smarter Balanced Assessment assesses 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.

### **Consequences for Students Not Taking the Smarter Balanced Assessments**

- Students in high school will need to meet one of the other graduation pathways to receive a diploma.
- Teachers and staff lack full information about 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.
- Test refusals penalize schools and districts. Students who do not test are counted among the number of students who do not meet standard. Schools and districts that fall below a 95 percent participation rate on state tests jeopardize eligibility for any state or federal awards or recognitions.

### **Benefits for Students Taking the WIDA Access or WIDA Alternate Access (for students who are English Language Learners)**

- Based on a student's performance on the WIDA Access or WIDA Alternate Access, school districts receive funding from the state to provide appropriate specialized services to students who are English Language Learners.

### **Consequences for Students Not Taking the WIDA (for students who are English Language Learners)**

- English Language Learners who do not take the WIDA Access or WIDA Alternate Access will not be eligible to receive services in this area.

### **Benefits for Students Taking the WA-AIM (for students who are identified by IEP team)**

- The WA-AIM is an alternate assessment based on alternate achievement standards aligned to the Common Core State Standards for students with significant cognitive challenges.
- Teachers and staff gain information about students' progress along a continuum of access points to the standards.

### **Consequences for Students Not Taking the WA-AIM (for students who are identified by IEP team)**

- Students in the class of 2019 and later who do not meet standard on the High School WA-AIM may not receive a high school diploma unless the student meets another graduation pathway.