

State Assessment Refusal Documentation Form

Please print the following information:

Student's Name _____ Grade _____
 State Student ID _____ District Student ID _____
 Parent/Guardian's Name _____
 School _____

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:

| | |
|---|--|
| <input type="checkbox"/> SBA and WCAS (entire test) | <input type="checkbox"/> ELA subtest of SBA or WA-AIM |
| <input type="checkbox"/> WA-AIM (entire test) | <input type="checkbox"/> Math subtest of SBA or WA-AIM |
| <input type="checkbox"/> WCAS Only | <input type="checkbox"/> WIDA ACCESS or Alternate ACCESS |

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 attempt the high school state assessment this reduces the pathways by which my student may earn a diploma.
- ✓ Practice on the Smarter Balanced Assessment (SBA) at younger grades can help students show their best performance on the High School state assessments.
- ✓ If my child is a Multilingual Learner (ML) but does not take the WIDA, my child may not receive appropriate services and support in English language development, potentially hindering their progress in core academic areas.

Parent/Guardian Signature: _____ Date: _____

School Representative: _____ Date: _____

School Use:

- | | |
|--|---|
| <input type="checkbox"/> Original in Cumulative Record | <input type="checkbox"/> Notify School Assessment Coordinator |
| <input type="checkbox"/> Copy to Assessment & Research | <input type="checkbox"/> Notify Classroom Teacher/s |

Benefits for Students Taking the State Assessment (SBA/WCAS)

- ✓ 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 pathway.
- ✓ 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 WIDA (for Multilingual Learners)

- ✓ WIDA assesses critical language standards in reading, writing, speaking, and listening. Teachers and staff gain information about students' progress toward achieving English language proficiency and can plan instruction accordingly.
- ✓ WIDA provides a profile of the student's strengths and weak areas in each area of language.
- ✓ Parents and students can see student growth from year to year.
- ✓ Because the state assessment measures students' progress toward meeting standards, information regarding the performance of students can help district and school staff make decisions about resource allocations and the effectiveness of various instruction 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

- ✓ All students are required to fulfil a graduation pathway in English Language Arts and math in order to earn a diploma. The high school state assessment is one of those pathways. ([Refer to Graduation Pathways documentation for your student's graduating class](#))
- ✓ 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 Grade 10 will not have had the opportunity to practice and get feedback before taking the high school state assessment as a graduation pathway.