



## State Assessment Test Refusal Documentation

Student's Name: \_\_\_\_\_

School: \_\_\_\_\_ Grade Level / School Year \_\_\_\_\_

Federal and state laws require public schools to administer annual tests to students enrolled in specified grades and subjects.

This form is used for documentation in instances when parents or guardians refuse to have their children participate in state testing.

The intent of completing this form is to provide an opportunity to ensure that:

- Parents/guardians are informed of the role of state assessment in attaining educational outcomes
- Parents/guardians have an opportunity to share any concerns and reasons for the test refusal
- The benefits of testing and consequences of not testing are known to parents/guardians
- The principal has documentation to note why test scores will not be available and that an attempt was made to make parents/guardians aware of the consequences of the test refusal.

Schools are not obligated to provide alternate lessons or learning experiences for students refusing to test during the time that the state tests are being administered. However, schools must provide supervision for students who are attending school but not participating in testing.

As the parent or guardian of the above named student, I refuse to have my child participate in the following test(s) this year:

- |   |  |                                      |
|---|--|--------------------------------------|
| <input type="checkbox"/> Smarter Balanced ELA | <input type="checkbox"/> Smarter Balanced math | <input type="checkbox"/> MSP Science |
| <input type="checkbox"/> Biology EOC          | <input type="checkbox"/> WA-AIM                | <input type="checkbox"/> ELPA-21     |

I have read the benefits of taking state assessments and the consequences of not participating. My reason(s) to refuse my child's participation in the above tests are as follows:

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*(continued)*

### Benefits for Students Taking the State Assessments

- Assessments measure critical learning standards, including communication, reasoning, problem solving, and application of knowledge and skills in new situations. Teachers gain information about students' progress toward meeting grade-level expectations in the core academic areas of English language arts, math, and science and can plan accordingly.
- Parents and students get a measure of student growth from year to year.
- Because assessments measure students' progress toward meeting standards, information regarding the performance of students can help district and school staff make decisions about the effectiveness of various instructional programs.
- By taking the state tests in grades 3-8, students become familiar with the test and have several chances to get feedback on their performance before taking the tests for graduation requirements.
- High school students who score at the college-ready proficiency level on the Smarter Balanced tests will automatically place into college-level math and English classes upon enrollment in more than 220 college, universities, and community and technical colleges in eight states, including Washington. This means they can bypass traditional placement tests students typically take when they enroll in college and avoid costly remedial courses.

### Consequences when students do not take the State Assessment

- Teachers and staff lack full information about the instructional needs of students who do not take the state assessment. This information helps with identifying needs for support, acceleration, and in high school, coursework senior year designed to prepare students for post-high school plans.
- Students who do not pass the high school state assessment in each required subject, or pass with 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 all alternative options in that content area.

I understand the benefits and consequences noted above.

Parent/guardian \_\_\_\_\_ / \_\_\_\_\_ date \_\_\_\_\_  
*signature* *printed name*

Principal/designee \_\_\_\_\_ / \_\_\_\_\_ date \_\_\_\_\_  
*signature* *printed name*

*If a parent or guardian does not complete this form, the principal will document that a request was made and complete the known information. This completed form is to be placed in the student's cumulative folder to document the reason why no test scores are available, and a copy sent to the district's Assessment & Accountability office.*