Monroe School District

State Required Testing *Annual* Refusal Form

Please print the following information:

Student's Full Name:_____ Student State ID (if known): _____

School:_____ Grade:_____Student Date of Birth: _____

Name of Parent/Guardian/Adult Student: _____

As the parent/guardian of the above named student, I do not want my child to participate in the following Washington state assessment *(check all that apply)*:

Smarter Balanced Assessment in: ☐English/Language Arts ☐Mathematics

Washington Comprehensive Assessment of Science **(**WCAS) ☐

SBAC Alternative for students with Significant Cognitive Disabilities ☐ WA-AIM

WIDA ACCESS English Language Proficiency ☐

WIDA Alternate ACCESS for ELs with Significant Cognitive Disabilities ☐

Other tests (please specify): _____

My reason for this decision is: _____

_____

_____

I have read and understand the benefits and consequences listed on the next page, and I understand that:

- If my child does not pass the high school state assessment in ELA and Math (or an approved alternative), she/he will not obtain a high school diploma.
- If my child is eligible for the English Learner Program (ELL) I understand that the WIDA is the only assessment that can exit them from the ELL program.

Signature of Parent/Guardian:_____ Date Signed:____/____/_____

School/District Representative:_____ Date Signed:____/____/_____

Office Use Only: File this in the student's cumulative record located at the school building. Send a copy to the district assessment office. All relevant test materials or online databases must be marked REFUSED noting parent/guardian refusal. SSID #_____ Notes:

Benefits for Students Taking State Assessments

- The state tests are the only standardized tests given to assess the Washington State Learning 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 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 test as a graduation requirement in high school. Each student's test performance provides a profile of the student's stronger and weaker areas in each subject area tested. For students in grade 8, a High School & Beyond Plan is developed in any area where the student did not meet standard, and this plan outlines appropriate instructional strategies. Students who do not take the state tests prior to high school will not have had the opportunity to practice and get feedback before taking the state assessment as a graduation requirement.

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

- For students with significant cognitive disabilities taking the WA-AIM, a student's growth on key learning targets is documented several times during the year, showing the student's progress toward state standards. Evidence submitted in a portfolio ensures students with the most intensive disabilities have an opportunity to "show what they know" and receive instruction at a challenging yet attainable level.

- Parents who want to know what test questions their child took can submit a request to the state to view their child's answers on the tests booklets to gain a deeper understanding of what their child knows and can do.

- Because state test results can predict success in the freshman year in college, students in high school can use their test results to identify areas they need to strengthen prior to graduation. Some Washington colleges use test scores for scholarship, admissions, and course placement decisions. Students who pass the high school Smarter Balanced assessment will not be required to take a placement test when enrolling in credit-bearing courses at Washington's public community and 4-year colleges. "Not Taken" will be listed on a student's high school transcript when no required high school test is taken, and these students who do not take a high school test may be required to take a placement test before attending some college classes.

- The results of students who do not take the test are counted as not passing the test in the school and district test results reported to the public. As a result, the performance of students in the school and district appears to be worse than it really is and public perceptions about the educational quality of a school and district may be affected.

If you do not want your child to participate in a state assessment, please complete and sign the front of this form and submit it to your child's school principal.