State Assessment Refusal Documentation Form

(Turn in completed form to the main office no later than one week prior to testing.
For specific testing dates, please contact the main office.)

Please print the following information:

Student's name: _____

Grade level: _____

Parent/guardian name: _____

School date of assessment: _____

As the parent/guardian of the above-named student, I choose for my child NOT to participate in the following Washington state assessments. I choose for them not to participate in:

- ☐ Smarter Balanced (SBA) English language arts
- ☐ Smarter Balanced (SBA) math
- ☐ WCAS Science (5th, 8th, and 11th grade only)
- ☐ WA-AIM
- ☐ WIDA (for MLL (formerly ELL) students)

My reason for this decision is: _____

_____

I have read and understand the benefits and consequences listed on the back of this form. In particular, and I understand that:

- State assessments assess the Washington State Learning Standards. These assessments, along with district diagnostic assessments and classroom performance, allow teachers, specialists, and administrators to gain information about students' progress toward meeting grade-level expectations.
- Practice on the Smarter Balanced Assessment (SBA) at younger grades can help students show their best performance on the High School state assessments, which are currently required for graduation.

Signature of parent/guardian: _____

Date signed: _____

School representative: _____

Please turn in completed form to the main office. A copy of this form should be filed in the student's cumulative folder. This form must be filled out each school year, so refusal forms turned in for previous years do not count for the current year.

Benefits for students taking state assessments (SBA/WCAS/WIDA)

- State assessments assess 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 possible graduation requirement.
- Each student's state assessment performance provides a profile of the student's strengths and weaknesses in each subject area tested.
- Parents/guardians and students can see student growth from year to year.
- Through a request to the state, parents can view their child's answers on their 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 state assessments

- Students who do not take the state assessments are recorded as not meeting standard in school and district scores.

If you have any questions regarding state assessments, please contact Katherine Sizemore, district assessment coordinator, at 360-563-7256 or katherine.sizemore@sno.wednet.edu.

SNOHOMISH SCHOOL DISTRICT

5/5/2026