



Equipping every student to engage, thrive, and contribute in an ever-changing world.

State Testing Refusal Documentation Form

Please print the following information:

Student's Name: _____

Parent/Guardian's Name: _____

School: _____

Student's Grade Level: _____

Date of Assessment: _____

As the parent/guardian of the above named student, I choose for my child to not participate in the following Smarter Balanced Assessment: (check one)

- The entire Smarter Balanced Assessment
- Certain subtests (please specify): _____
(English Language Arts, Math)
- The Washington Comprehensive Science Assessment

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:

- My child is expected to attend school during the assessment time and will participate in alternative learning activities at the teacher's discretion.
- If my child does not take the state assessments, teachers and staff lack sufficient information about instructional needs and consequently my student may not receive targeted support such as Highly Capable services.
- If my child does not take and pass the High School State Assessments, my child will not be able to obtain a high school diploma.

Signature of Parent/Guardian: _____

Date Signed: _____

School Representative: _____

This form is to be filed within the student's cumulative record located at the school building and a copy will be sent to the District Assessment Coordinator.

Benefits for Students Taking the State-Mandated Assessments

- The assessments are the only standardized tests given that measure attainment of the State standards in English language arts, mathematics, and science including higher-level thinking, communications, reasoning, problem solving, and application of knowledge and skills in new situations. In other words, students can show what they know and what they can do in formats that allow them to construct their own responses (rather than just choosing the best option from pre-determined choices).
- 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 English language arts and math, and can plan instruction accordingly.
- Each student's Smarter Balanced Assessment performance provides a profile of the student's strengths and weaknesses in each subject area tested.
- Because the assessments measure a student's 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. Vashon Island School District uses results from this assessment to help determine whether a student meets Highly Capable eligibility.
- Students who meet college and career ready benchmarks on the high school exam will not need to take remedial classes in college.
- By taking the required 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 as a graduation requirement.

Consequences When Students Do Not Take the State-Mandated Assessments

- Teachers and staff lack full information about the instructional needs of students who do not take the Smarter Balanced Assessments, which could lead to some students not receiving all the instructional support they might need to be successful later in school.
- Our school district is deprived the opportunity to fully analyze district performance in the core content areas of English language arts and mathematics.
- Students who do not take the assessment prior to high school will not have had the opportunity to practice and get feedback before taking the assessment as a graduation requirement.
- Students who do not meet standard on the required state assessments will not receive a high school diploma.