



2200 M Avenue | Anacortes, WA 98221 | Phone 360-503-1200 | Fax 360-503-1201 | www.asd103.org

Form 2090F1
Instruction

State/District Assessment Refusal Documentation Form

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 Washington state assessment.

I choose for my student to not participate in:

the entire SBA

the entire WA-AIM

certain subtests:

- please specify: _____ (Reading, Writing, ELA, Math, Science)

NWEA Measures of Academic Progress (MAPs)

English Language Proficiency Assessment (for ELL students)

My reason for this decision is: _____

I have read and understand the benefits and consequences listed on 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 is an English Language Learner (ELL) but does not take the ELPA21, my child will not be eligible to receive services in this area.

Signature of Parent/Guardian: _____

Date Signed: _____

School Principal or Designee: _____

This form is to be filed within the student's cumulative record located at the school building. The online system or the demographic page of all relevant test booklets must be marked refused.

Benefits for Students Taking the State Assessment (SBA/MSP/HSPE/EOC)

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 requirement.
- ✓ 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 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 the State Assessment

- ✓ Students may not have assessment data required to access programs such as ELL, LAP, Title I, Challenge and Honors classes.
- ✓ 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.