State Assessment Refusal Documentation Form

Please print the following information:

Student’s Name ________________________________________________________________

Parent/Guardian’s Name ________________________________________________________

School ________________________________________________________________________

Student’s Grade Level __________________________________________________________

Date(s) 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 him/her to not participate in the following:

- Entire MSP or HSPE
- Entire WAAS-Portfolio
- Certain subtests: __________________________ (Reading, Writing, Math, Science)
- End-of-Course Exam in: Algebra ________ Geometry ________ Biology ________
- WELPA Washington English Language Proficiency Assessment (for 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, I understand that:

- If my child does not pass the High School state assessment in Reading and Writing or a state-approved alternative, my child will not be able to obtain a high school diploma.
- **Class of 2012 and older**
  - If my child has not passed the High School state assessment in Math (or an approved alternative) and does not earn 2.0 math credits past 10th grade, my child will not be able to obtain a high school diploma.
  - If my child has not attempted the High School state assessment in Math at least once, my child is not eligible to meet the math requirement through any approved alternative (including earning credits option).
- **Class of 2013 and 2014**
  - If my child has not passed the End-of-Course exam in Algebra **or** Geometry, my child will not be able to obtain a high school diploma.
- **Class of 2015 and beyond**
  - If my child has not passed the End-of-Course exams in Algebra **and** Geometry **and** Biology, my child will not be able to obtain a high school diploma.
- Practice on the Measurements of Student Progress (MSP) at younger grades can help students show their best performance on the High School state assessments.
- If my child is an English Language Learner (ELL) but does not take the WELPA, my child will not be eligible to receive services in this area.

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. The test booklet must be marked REFUSED for all relevant test sections.

Revised November 2011
Benefits for Students Taking the State Assessment (MSP/HSPE)

✓ The MSP and HSPE assess critical Grade-Level Expectations (GLEs), 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 Measurements of Student Progress (MSP) 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 Proficiency Exam (HSPE) as a graduation requirement.

✓ Each student's MSP/HSPE performance provides a profile of the student's strengths and weaknesses in each subject area tested. For students in Grade 8, a Student Learning Plan is developed to address areas in which the student did not meet standard, outlining appropriate instructional strategies.

✓ Through a request to the state, parents can view their child's answers on their completed MSP/HSPE booklets 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 WAAS-Portfolio (for students with significant cognitive disabilities)

✓ The student's growth on key learning targets is documented three times a year, showing the student's progress toward state standards.

✓ The evidence submitted in a portfolio 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 both challenging and attainable.

Benefits for Students Taking the WELPA (for students who are English Language Learners)

✓ Based on a student's performance on the WELPA, school districts receive funding from the state to provide appropriate specialized services to students who are English Language Learners.

Consequences When Students Do Not Take the Various Forms of the State Assessment

✓ Students who do not pass the High School state assessment in Reading and Writing or an approved alternative will not obtain a high school diploma.

✓ Students in the Class of 2012 and older:
  o who do not pass the High School state assessment in Math (or an approved alternative) and do not earn 2.0 math credits past 10th grade will not obtain a high school diploma.
  o who do not attempt the High School state assessment in Math at least once are not eligible to meet the math requirement through any approved alternative (including the option of earning additional credits).

✓ Students in the Class of 2013 and 2014 who have not passed the End-of-Course exam in Algebra or Geometry, or an approved alternative, will not obtain a high school diploma.

✓ Students in the Class of 2015 and beyond who have not passed the End-of-Course exams in Algebra and Geometry and Biology will not obtain a high school diploma.

✓ Teachers and staff lack full information about 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.

✓ Students who do not take the MSP prior to Grade 10 will not have had the opportunity to practice and get feedback before taking the High School state assessment as a graduation requirement.

✓ Districts are unable to provide specialized ELL services to students who do not take the WELPA.