

Protocol and Form for Parent/Student Refusal of Participation in the Washington Comprehensive Assessment Program:

Smarter Balanced Assessment (SBA)
Measurements of Student Progress (MSP) - Science
End-of-Course Math and Science Exams (EOC)
Collection of Evidence (COE)
Washington Access to Instruction & Measurement (WA-AIM)
English Language Proficiency Assessment (ELPA21)

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Table of Contents

Background Information	1
Professional Expectations	1
Specific Teacher/Administrator Responsibilities	1
Student/Parent Rights of Refusal	2
Student Refusal to Take the State Assessment – Suggested Steps	3
Parent Refusal to Allow Their Child to Take the State Assessment – Suggested Steps	3
Checklist of Steps to Follow if Student or Parent Refuses the State Assessment	6
Benefits for Students Taking the State Assessment	7
Consequences When Students Do Not Take the State Assessment	7
Sample State Assessment Refusal Documentation Form	8

Protocol and Form for Parent/Student Refusal of Participation in Washington Comprehensive Assessment Program (Washington State Assessments)

Background Information

To help educators interpret the Washington state legislation outlined in [RCW 28A.655.070](#) that mandates the administration of the Washington state assessment, the Spring 2016 Assessment Coordinators Manual states (pgs. 14-15):

Federal and state laws require public schools to administer assessments to students enrolled in the specified grades and subjects, the assumption being that participation on the part of the student or approval on the part of the parent would not be an issue. Because it is not specifically addressed in the legislation, adopted agency policy has been that students may refuse to participate or parents may refuse to have their children participate. The policy further requires the school to request that the refusal on the part of either the student or parent be put into writing by the parent and be kept on file at the school or district office. It is also recommended that the parent be requested to include the reason for not wanting the child tested. If any parent is unwilling to put the refusal in writing, the school should document that the request was made, but the parent would not put the refusal in writing. This refusal will not avoid any consequences for not testing, such as failure to graduate.

The Washington Educational Research Association has published an overview of how to manage parent/student refusals to take state assessments. This site also includes a template for documenting refusals. For further information, please contact your local school district or refer to: www.wera-web.org/publications/white-papers.

Because the number of students meeting, exceeding, or failing to meet the standards is based upon enrollment, the percentages for the schools and districts are impacted by refusals. The significance of the impact is proportional to the number of students who should be tested versus the number of those same students who were not tested for whatever reason.

Professional Expectations

Students show us what they know and can do in a variety of ways. Teachers gather student learning information through daily ongoing classroom assessment. In addition to classroom assessments, we need to collect student learning information that is common across classrooms, schools, and districts. Student learning information that is common across all students at a given grade level or all students in a certain program serves a number of purposes, including student placement, program evaluation, goal setting, system accountability, and monitoring student progress over time.

Our role as professionals requires us to create the most positive and supportive testing atmosphere possible, to help students optimally show us what they know and can do under a variety of assessment situations. As professionals, public school employees have a responsibility to communicate the expectation that students will participate in all assessments stipulated for their grade level.

Specific Teacher/Administrator Responsibilities

Prior to the administration of each state-mandated assessment, the district Assessment Office provides information about teacher/test administrator responsibilities to each building test coordinator. A key message is for teachers to set a positive climate, helping students understand the purpose of the assessment as well as to feel comfortable and prepared for the assessment. Specifically, two responsibilities are:

- ✓ Communicate with parents and students about the importance of the assessment (e.g., *results will give information to help us teach students better*).

- ✓ Provide positive encouragement to students and explain why the test is being given (e.g., *so we know how well you are learning*).

Only if a student or parent directly asks a staff member whether opting out of the state assessment is possible should this action be discussed.

In 1999, the Washington Educational Research Association (WERA) produced a White Paper entitled “Ethical Standards in Testing: Test Preparation and Administration.” This document, revised in 2015, outlines responsibilities that school personnel should follow in regard to test administration and test preparation.

In addition to the teacher’s role, the WERA White Paper describes the role of school administrators in test preparation and administration. A key responsibility for the administrator is to support teachers in fulfilling their responsibilities as well as to help parents understand the purpose of the assessment and how the results are used. Specifically, the role of the administrator includes:

- ✓ Informing both students and parents about what each test does and does not do, when and how it will be administered, and how the results will be reported and used.
- ✓ Indicating the importance of tests for students, staff, and the school.
- ✓ Stressing the importance of school attendance on the scheduled testing dates.

Copies of the WERA White Paper can be obtained on-line at www.wera-web.org. (Click on “Publications” and then “White Papers.”)

Student/Parent Rights of Refusal

The intent of state and district policy is that all students participate in state-mandated assessments. However, as noted in the first section of this document (under *Background Information*), parents have the right to refuse for their child to take the state assessment but must accept the consequences of the action. In cases where a student refuses to take the assessment, the parent should be contacted. In this way, parents should be a part of the decision in all cases.

If a student refuses or the student’s parent refuses to allow participation, the student test record must be coded “REFUSAL” for each subject in which the student did not test. This classification is treated as having “not met standard” on the school, district, and state results.

While parents and students have a legal right to refuse the assessment, it is the responsibility of school personnel to:

- make sure parents and students understand all ramifications of this decision, including the fact that refusing to participate in testing in no way releases the student from the consequences resulting from that action.
- document the refusal and the reason for the refusal.

The protocols outlined on the following pages are designed to ensure that these two criteria are met.

Student Refusal to Take the State Assessment—Suggested Steps

- ✓ If a student refuses to take the state assessment, talk with the student to try to determine the reason(s) behind the student's refusal.
- ✓ Often a student feels s/he may not do well (but rarely admits this outright) and might choose to not take the test rather than show poor performance. Explain that the purpose of the test is for the student to show what s/he has learned. The test results will help the student's teacher(s) improve their instruction to help all students learn better. It is important for the students to just do the best they can. If the student has difficulty in certain areas of the assessment, the teachers need to know this to plan instruction to meet the student's needs. But if the student does not take the test or leaves a lot of items blank, the teacher will not have useful information about the child's needs.
- ✓ Sometimes a child feels too much pressure about the importance of doing well, and the anxiety can be overwhelming. In this situation, the question is — what is the source of this pressure? If it stems from parents, then it is important to help parents put the assessment in perspective and to help alleviate the child's anxiety. If the pressure stems from teachers, then the administrator should work with the teacher(s) to help place the assessment in the proper context for the student. This situation often has been created over a long period of time and may be difficult to mitigate at the time of the test. If so, school staff might set a goal for the subsequent year to alter the messages being imparted to students and parents about the assessment.
- ✓ The objective should be to decrease the chances that students feel a need or desire to refuse to take the state assessment. An effective strategy is to create a positive school climate that emphasizes the importance of “showing what you know” without causing students to think that there are negative consequences if they do not perform well.
- ✓ With the state assessment administered at every grade level from 3-8, the long-term goal is for students to think, “Taking the state assessment is no big deal. I know how to do this; I do it every year.”
- ✓ If discussions with the student do not convince him/her to participate in the state assessment, then the teacher or administrator should contact the student's parents. Often the parent can help persuade their child to take the test and try their best. It is important for the parent to communicate a message about the importance of taking the test that is consistent with that of the school.

Parent(s) Refusal to Allow Their Child to Take the State Assessment—Suggested Steps

- ✓ If a parent(s) refuses to allow their child to be tested on the state assessment, ask about and discuss their reasons for this decision.
- ✓ Often parents have misconceptions about the test. Spend some time trying to get at the root of the issues they have. Sometimes they are upset about other concerns (e.g., *the school has spent too much time on test preparation; the test is too difficult for this grade level; the test is just serving a political agenda*) that can be addressed directly only when the true issues are surfaced.
- ✓ Let parents know they may **review sample items and practice tests** to see for themselves the kinds of questions on the test. For the Smarter Balanced Assessment (SBA), such resources are available at www.smarterbalanced.org/sample-items-and-performance-tasks/ or SBA Practice and Training Tests on wa.portal.airast.org. For other state assessments, see www.k12.wa.us/assessment/StateTesting/TestQuestions/Testquestions.aspx. Administrators should have a copy of sample Items in their school to show parents, as well as information as to how parents can view copies of sample items themselves.

- ✓ When showing sample items to parents, ask the following key question: *Do they see anything on the test that they would not consider valuable for their child to be able to know or be able to do?* Help relate the assessment outcomes to state standards and to the student's future success.

Let parents know that they can **request to see their child's completed state assessment** after the tests are scored. To do this, parents submit a written request to the state assessment office at OSPI, and the booklets or link to the child's online tests are sent to the district assessment director who then contacts the parents to schedule the viewing. Information about this is online at:

www.k12.wa.us/assessment/StateTesting/StudentRecordRequest.aspx and under General Information at wa.portal.airast.org/resources/?section=1.

High School students must pass the High School level of the state assessment to graduate:

- ✓ To earn a diploma, students in the Classes of 2017 and 2018 must meet standard on the Smarter Balanced English Language Arts high school test, either the Smarter Balanced Math high school test or one Math End-of-Course exam, and the Biology End-of-Course exam. State-approved graduation alternatives as well as options for students with Individualized Education Plans (IEP) are available.
- ✓ Students in the Class of 2019 must meet standard on the Smarter Balanced English Language Arts high school test, the Smarter Balanced Math high school test, and the Biology End-of-Course exam to earn a diploma. State-approved graduation alternatives as well as options for students with Individualized Education Plans (IEP) are available.

Make sure parents understand that:

- **If a parent refuses their child's participation in the High School state assessments required for their child, the student will not receive a diploma.**
 - Students will have multiple opportunities to take any of the high school state assessments.
 - English language learners (ELL) and students with disabilities are allowed accommodations and supports to help them access the test and show their achievement on state standards.
 - After attempting a high school state assessment at least once, Graduation Alternatives are available for the relevant content area. These may be helpful for students who can demonstrate proficiency with classroom-based assignments but for some reason are unable to show it on the state assessment. The Graduation Alternatives include the Collection of Evidence, using scores on college admissions tests, or grade comparisons with students who do meet standard on state tests.
 - When appropriate, students with disabilities may fulfill the state assessment graduation requirement by applying a CIA cut score (level 2) for a state exam. The students' IEP team may also determine that a regular assessment at an elementary or middle school grade level will meet their graduation requirement, available starting in spring of the student's tenth grade year.
 - An appeal process is in place for parents/students who question the results of their individual high school state assessment.
- ✓ **At any grade level**, make sure parents understand that:
 - The lack of information about their child's performance on a key assessment like the SBA may hinder school personnel in making the best decisions about the child's instructional needs.
 - Among other assessment information, state assessment results are used for instructional planning and are considered when placing students in special programs designed to address individual students' needs.
 - Students should get the practice of taking the test in the earlier grades for familiarity and confidence building for when they take the high school state assessments as a graduation requirement.

- Special interventions are provided for students in Grade 3 who score well below standard on the Grade 3 English Language Arts SBA.
 - Targeted instruction is provided for all students who do not meet standard on the state assessment in any subject.
 - Student Learning Plans (SLPs) are written for students in Grade 8 to address students' needs in areas in which they did not meet standard on the state assessment. The purpose of the SLP is to outline the steps needed to build success for the student. For Grade 7 students who do not take the state assessment, no SLP is developed.
 - When a student or parent refuses the student's participation in the state assessment, the result is counted as the student having "not met standard" on the school, district, and state results (but is listed as "not tested" for the individual student).
 - Schools and teachers are not required to create a distinct curriculum for students whose parents have asked that they not be tested on the state assessment. Schools are not obligated to provide an alternate curriculum or other lessons to students refusing testing during the time the state assessment is being administered. However, schools must provide supervision for students who are not testing for any reason.
- ✓ For students with significant cognitive challenges, the student's IEP team may determine that the Washington Access to Instruction & Measurement (WA-AIM) is the most appropriate state assessment. The WA-AIM is based on alternate achievement standards and used in lieu of the regular state assessments (such as the Smarter Balanced Assessment) to measure progress in grades 3-8 and to meet high school graduation requirements.
 - ✓ At any grade level, the English Language Proficiency Assessment (ELPA21) is designed to determine the level of services needed for students who are English Language Learners (ELL). If parents refuse their child's participation in this assessment, the district may have difficulty in providing appropriate ELL services to their child.

Checklist of Steps to Follow if Student or Parent Refuses the State Assessment

- Every school should designate one staff person who has lead responsibility for handling state assessment refusals. This might be the principal, assistant principal, counselor, building test coordinator, lead teacher, or anyone who becomes highly knowledgeable about the issues involved and feels comfortable talking with parents and students about these issues. The district Assessment Director is always available to help in these discussions.

Student Refusal

- If a student refuses to take one or more subtests, a teacher or staff person who knows this student and is comfortable with the issues should talk with the student and try to ascertain why the student is refusing. (See page 3 of this document for possible reasons.)
- If the student continues to refuse, the staff person designated to handle refusals should contact the student's parent(s).
- Explain to the parent the importance of the student taking the test. Hopefully, the parent will help convince the student to take the test. If not, follow the steps under Parent Refusal.

Parent Refusal

- If a parent refuses for his/her child to take the state assessment, the school contact person should try to ascertain the reasons for this refusal. (See pages 4-5 of this document for suggestions.)
 - Discuss the benefits of students taking the state assessment and consequences for not taking it. (See pages 4-5 and 7 of this document.)
 - Show the parent some sample items and explain that the parent can arrange to see their child's completed test after scoring. (See page 4 of this document for procedures to follow.)
- If the parent continues to refuse to allow the student to take the state assessment, have him/her complete a State Assessment Refusal Documentation Form. (A copy of this form is included at the end of this document.) Make sure to print the following Benefits and Consequences sheet on the back of the Documentation Form before having the parent sign it.
 - Put the completed form in the student's school folder to document why the student does not have a score. If parents refuse to sign this form, try to get them to put their refusal in writing, including their reason for refusing. If parents will not put their refusal in writing, document your attempts.
 - Indicate "REFUSAL" in the online state assessment management system for all relevant subtests – noting Student Refusal and/or Parent Refusal.

Benefits for Students Taking the State Assessment (SBA/MSP/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.
- ✓ High school students who earn level 3 or 4 scores on the Smarter Balanced Assessment (SBA) may avoid further placement testing and costly remedial courses upon acceptance into college, university or community and technical college. Read more at this benefit online at: www.k12.wa.us/resources/pubdocs/SmarterBalanced-HigherEd.pdf
- ✓ 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 his or her 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 who do not pass the High School state assessment in the required subjects, or an approved alternative, will not obtain a high school diploma.
- ✓ Students who do not attempt the High School state assessment at least once in a content area are not eligible to access alternative options in that content area (except for certain transfer students, according to state rules).
- ✓ 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.
- ✓ Students who do not take the SBA prior to high school will not have had the opportunity to practice and get feedback before taking the High School state assessments as a graduation requirement.
- ✓ Students who do not test are counted among the number of students who do not meet standard. This penalizes schools and districts, creating inaccurate proficiency measures and may cause them to be ineligible for state or federal awards or recognition when participation falls below 95 percent.

State Assessment Refusal Documentation Form

Please print the following information:

Student’s Name _____
State Student ID _____ District Student ID _____
Parent/Guardian’s Name _____
School _____
Student’s Grade Level _____ Assessment Date(s) _____

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:

- Smarter Balanced ELA Smarter Balanced Math MSP Science
- Math End-of-Course Biology End-of-Course ELPA21 (for ELL only)
- WA-AIM (for students indicated in IEP only)

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:

- ✓ 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 does not pass the High School state assessment in required subjects, with state testing or by an approved alternative, my child will not be able to obtain a high school diploma.
- ✓ If my child does not attempt the High School state assessment at least once in each content area, my child will not be eligible to access graduation alternatives in that content area.
- ✓ Experiences with the Smarter Balanced Assessment (SBA) in grades 3-8 can help students show their best performance on the High School state assessments.

Signature of Parent/Guardian: _____ Date: _____

School Representative: _____ Date: _____

This form is to be filed within the student’s cumulative record located at the school building. The test record must be marked REFUSAL in the online state assessment management system for all relevant tests – noting Student Refusal and/or Parent Refusal where possible.