

## State Testing Parent Opt Out

Parents may refuse to allow their children to take the Standards-Based Accountability (MCA) and English Language Proficiency Assessments (Access for ELL). A parent refusal must be submitted to the district in writing before testing.

If a student has started or completed the assessment at the time of the parent refusal, the test will be submitted as is for scoring. The district cannot invalidate the test because the portion the student completed is still valid; however, the district should indicate on the Test Administration Report that the parent's request for refusal could not be honored. The district will determine with the parent if the student report generated will be provided to the parent.

Parent Information about MCA and Access for ELL testing:

- The primary purpose of MCA, MTAS, ACCESS, and Alternate ACCESS assessments is to measure the success of instruction based on the Minnesota Academic Standards and Minnesota Standards for English Language Development. Assessment results can be used to determine whether all students are mastering key content knowledge or language proficiency and attaining the skills necessary for future success in education and the workforce. Administrators and teachers can use the results to pinpoint possible gaps in instruction and redirect curriculum and instruction activities accordingly.

- Performance on the MCA is a strong predictor of future ACT performance, as well as of the need for remedial coursework in college.

- Parents should not be concerned that statewide assessment results are the sole basis of student retention, promotion, or curriculum decisions. Districts and schools are to use the results as only one part of the comprehensive information they have about students and their performance.

- Opting out of state assessments can adversely impact a school's eligibility for recognition. MCA and MTAS results are used to determine school and district accountability, which are used to help identify schools that need additional support as well as recognize schools that are demonstrating high performance. If students do not participate in the assessments, the data for the district and school may not be accurate and there may be consequences for the district or school.

- The amount of time spent preparing for and taking statewide assessments is a very small percentage of instructional time in a school year (on average, less than one percent).