Should My Student Take the Alternate Assessment?

MI-Access is Michigan's alternate assessment based on alternate achievement standards. The following are the Michigan guidelines to determine if a student should be taking the alternate assessment or the general assessment.

It is the role of the Individualized Education Program (IEP) team to determine which assessment a student should take using these guidelines.



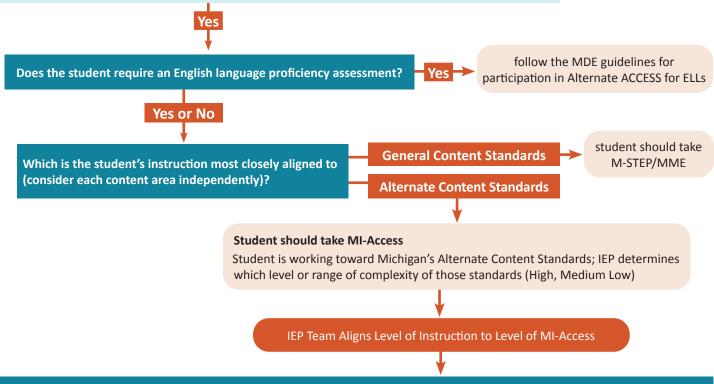
Does the student have a SIGNIFICANT, cognitive disability?

Students with significant cognitive disabilities, for the purpose of determining instructional targets and state assessment selection, have a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.

Adaptive behaviors are essential to live independently and to function safely in daily life. When adaptive behaviors are significantly impacted, the individual is unlikely to develop the skills necessary to live independently and function safely in daily life. Students with significant cognitive disabilities are supported with an Individualized Education Program (IEP) and the instruction is based on Michigan's alternate content standards in English Language Arts (ELA), mathematics, science and/or social studies.

student
should take
M-STEP/MME

Significant cognitive disabilities impact students both in and out of the classroom and across multiple life domains, including academic domains.



If the student is working toward alternate content standards, which of the following are most closely aligned to the student's goals and objectives and instructional approach?

Functional Independence

 Student's instruction aligns closest to the High range of complexity for ELA and Mathematics

Supported Independence

 Student's instruction aligns closest to the Medium range of complexity for ELA and Mathematics

Participation

 Student's instruction aligns closest to the Low range of complexity for ELA and Mathematics

For additional information regarding each of the three populations listed, refer to the <u>Assessment Selection Training</u> found on the <u>MI-Access web page</u> (www.michigan.gov/mi-access)



Factors to Consider

(all should be true)

Student has an IEP

Student's disability impacts the student across multiple life domains

Student has a significant cognitive disability which also affects adaptive function

Student's primary instruction is based on alternate content standards (such as the Essential Elements with Michigan Range of Complexity)

Student requires extensive individualized instruction and/or supports

Student cannot show learning using the general assessment (cannot show learning is not the same as scoring proficient)

in consideration (none should be used)

Social, cultural, linguistic, or environmental factors

Disability eligibility category, placement, or services

Need for Accommodation

Foreseen emotional issues

Foreseen disruptive behavior

Poor performance of impact on school accountability determination

Administrator decision

Student's predicted performance on the general assessment

Special Note: MI-Access is **not** designed for most students whose primary disability is a specific learning disability, speech language impairment, emotional impairment or other health impairment.

Parent Notification: If the IEP team determines that MI-Access is the most appropriate state level assessment for any given student, the school must provide information to that student's parents regarding any implication this decision may have on the student completing the requirements for a regular high school diploma.