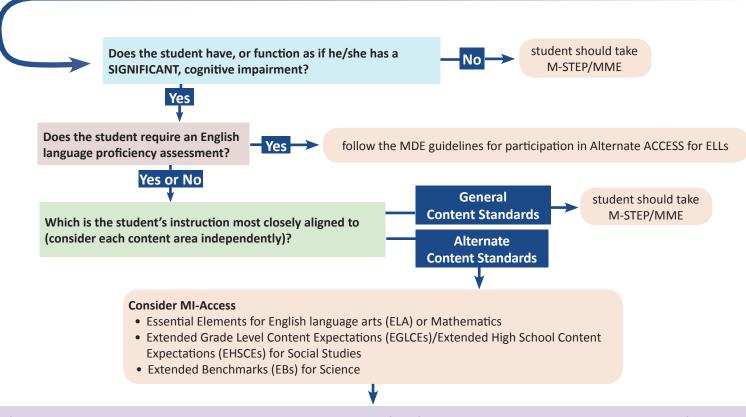
# Should My Student Take the Alternate Assessment?

MI-Access is currently Michigan's alternate assessment based on alternate achievement standards. The following guidance is helpful in considering 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. The following guiding questions are provided for the IEP team to consider:



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 should be chosen if both are true:

- Alignment closest to the High range of complexity for ELA and Mathematics
- With guidance, the student can typically assess personal strengths and limitations and can access resources, strategies, and supports to help him/her maximize independence. However, based on his/her disability, is not able to work toward the general content standards.

### Supported Independence should be chosen if both are true:

- Alignment closest to the Medium range of complexity for ELA and Mathematics
- The student requires ongoing support in major life roles and may have cognitive and/or physical impairments that limits his/her ability to generalize or transfer learning. The instructional approach taken is usually direct, in context, and targeted toward specific, essential independent living and academic skills.

#### Participation should be chosen if both are true:

- Alignment closest to the Low range of complexity for ELA and Mathematics
- The student is expected to require extensive ongoing support in adulthood and may have significant cognitive and/or physical impairments that limits his/her ability to generalize or transfer learning. The student is typically dependent on others for most, if not all, daily living needs. The instructional approach usually targets opportunities for integration into age-appropriate tasks, activities related to daily living skills, and academic content.

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.





## IEP Team: Factors to consider in determining if a student "functions as if" he or she has a significant cognitive impairment

Factors to consider	Factors NOT TO BE USED in
( <u>all</u> should be true)	consideration
	( <u>none</u> should be used)
Student has a disability and IEP	Social, cultural, linguistic or environmental factors
Student has a significant cognitive disability which also affects adaptive function	Disability eligibility category, placement or services
Student's primary instruction is based on alternate content standards (such as the Essential Elements with Michigan Range of Complexity)	Need for accommodations
Student requires extensive individualized instruction and/or supports	Foreseen emotional duress
Student cannot show learning using general assessment (cannot show learning is not the same as scoring proficient)	Foreseen disruptive behavior
	Poor performance or impact on school accountability determination
	Administrator decision