

MI-Access: Who Takes an Alternate Assessment?

Relevant assessments:

■ MI-Access

- » MI-Access Functional Independence (FI)
- » MI-Access Supported Independence (SI)
- » MI-Access Participation (P)

- ☐ Alternate Assessment Overview
- ☐ Determining Who Takes a MI-Access Assessment
- ☐ Combining Assessment Levels
- ☐ MI-Access Resources

NOTE to Reader:

The **Assessment Coordinator Training Guide** is composed of a series of documents published by the Michigan Department of Education (MDE) to provide information to District and Building Assessment Coordinators regarding their assessment-related roles and responsibilities. This guide provides the resources and knowledge base necessary to establish sound test administration practices and procedures that will allow for the reporting of valid and reliable test results. It will introduce you to Michigan's state assessment systems in general and will link you to the people, trainings, materials, tools, and resources needed throughout the process of coordinating state-provided assessments in your district.

This document is one chapter of the **Assessment Coordinator Training Guide** series. The **Assessment Coordinator Training Guide** is not meant to replace assessment-specific testing manuals, guides, training resources, or other documentation associated with each assessment program.

The web pages referenced in this document are active links. For the full URLs to these pages, please see the **Assessment Coordinator Training Guide Quick Reference** chapter. In that resource you will find an interactive list, along with the full URLs of the assessment-related web pages you will need to access, as well as:

- A preface for the **Assessment Coordinator Training Guide**, which includes information on how to use the guide
- An interactive **Table of Contents** for the training guide
- A reference list of acronym definitions, and
- Important contact information

It is recommended that you keep the **Quick Reference** chapter readily available for future use.



608 W. Allegan St.
P.O. Box 30008
Lansing, Michigan 48909

Website: www.michigan.gov/oeaa
Email: mde-oeaa@michigan.gov
Phone: 877-560-8378
Fax: 517-335-1186

© Michigan Department of Education, 2022

Intro

This chapter discusses the **MI-Access** assessment, and provides an overview of how students are selected to participate in a MI-Access assessment, by answering the following questions:

- ▶ What is the alternate assessment?
- ▶ What is the process for determining who should take a MI-Access assessment and, specifically, which one?
- ▶ Can students take both a M-STEP and a MI-Access assessment if it is appropriate?
- ▶ Where can I find MI-Access Assessment Coordinator resources?

What is the Alternate Assessment?



MI-Access is Michigan's alternate assessment program, and is based on alternate content expectations. It is designed for students with the most significant cognitive impairments, for whom

the IEP team has determined inappropriate for them to participate in the state's general education assessments, and whose instruction is primarily based on Michigan's alternate content expectations.

What is the process for determining who should take a MI-Access assessment and, specifically, which one?



Individualized Education Program (IEP) teams determine which students should take an alternate assessment. IEP teams must use the state guidelines for participation in an alternate assessment to make this determination.

MI-Access offers three levels of assessment. IEP teams should select the level that matches the student's instructional experience. All of these levels should be considered for students who have or function as if they have a significant cognitive impairment.

- **Functional Independence (FI)** – for students whose instruction is most closely aligned to the High range of complexity of the alternate content

expectations and who require some basic supports to function independently but cannot work toward general content standards.

- **Supported Independence (SI)** – for students whose instruction is most closely aligned to the Medium range of complexity of the alternate content expectations and who need ongoing supports for many major life roles.
- **Participation (P)** – Low range of complexity of the alternate content expectations and who will require extensive ongoing support for much of their life.

Multiple guidance resources for participation in MI-Access are available on the [MI-Access web page](#),

including an [Interactive Decision-Making Tool](#) and an [Assessment Selection Guidance Training](#) video. These resources discuss state guidelines and include a flowchart matrix for use in deciding:

- » whether or not a student should take a MI-Access assessment
- » which specific MI-Access assessment type should be used to assess the student

Additional documents supporting the decision-making process, also located on the [MI-Access web page](#) are:

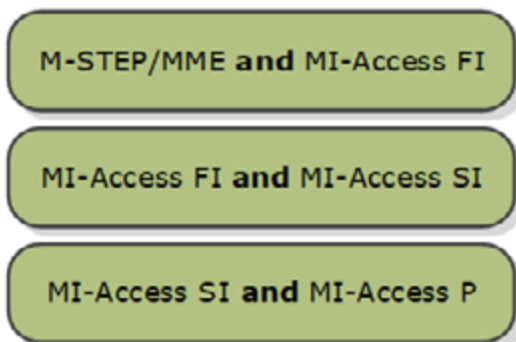
- [Should My Student Take the Alternate Assessment?](#) flow chart – the Interactive Decision Making Tool is based on this flow chart
- [Guide to State Assessments](#) – provides guidance to help teams understand the full array of Michigan’s assessments

Can students take both a M-STEP and a MI-Access assessment if it is appropriate?



Yes! There is flexibility guiding IEP team decisions to allow students to be tested in MI-Access (FI) and M-STEP in different content areas. **Note:** the student must not take the same content area test in the two different assessment programs.

The assessment program flexibility includes adjacent levels of the MI-Access assessments. Based on a student’s instructional needs, an IEP team may determine that the student should take MI-Access assessments at different levels, provided the student is not taking more than a total of two levels, and provided those levels are adjacent to one another. In other words, only the following assessment combinations are permitted:



There are several policy requirements to be aware of:

- » An M-STEP assessment cannot be combined with any level of a MI-Access assessment other than the Functional Independence (FI) level.

- » A student may only take adjacent levels of any assessments; in other words, any combination of assessments other than the three previously listed is not permitted.
- » Students may only be assessed with one type of assessment per content area.
- » In grade 8, ELA and mathematics cannot be split between PSAT™ 8/9 and MI-Access FI, as the PSAT 8/9 ELA and mathematics tests are considered to be a set. Students must be administered both content areas with either the PSAT 8/9 or the MI-Access FI.
- » In grade 11, ELA and mathematics cannot be split between SAT® with Essay and the MI-Access FI. Students must be administered both content areas with either the SAT with Essay or the MI-Access FI.
- » Students must not be pre-identified for multiple assessment programs and/or levels in the same content area. Review the [Pre-Identification of Students for State Assessments](#) chapter of this training guide for more information.

For further details, see the Assessment Flexibility section of the [MI-Access Test Administration Manuals \(TAMs\)](#). Be sure to review the weekly MDE [Spotlight on Student Assessment and Accountability](#) newsletter for notifications regarding when the manuals will be available.



Where can I find MI-Access Coordinator resources?

The [MI-Access web page](#) provides a comprehensive range of resources designed to assist in every facet of the assessment. The resources are listed by category to simplify your search for materials. They include:

- What's New
- Current Assessment Window
- Student Supports and Accommodations
- Participation, Supported Independence, and Functional Independence
- Reporting
- Assessment Training and Resources for Educators
- General Information
- Parent/Student

