Should My Student Take the Alternate Assessment?

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

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 impairment?**

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.

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

**Does the student require an English language proficiency assessment?**

Yes

- follow the MDE guidelines for participation in Alternate ACCESS for ELLs

No

- student should take M-STEP/MME

**Which is the student’s instruction most closely aligned to (consider each content area independently)?**

- General Content Standards
  - student should take M-STEP/MME

- Alternate Content Standards
  - student should take MI-Access

**Student should take MI-Access**

Student is working toward Michigan’s Alternate Content Standards; IEP determines which level or range of complexity of those standards (High, Medium Low)

**IEP Team Aligns Level of Instruction to Level of MI-Access**

**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 Assessment Selection Training found on the MI-Access web page (www.michigan.gov/mi-access).

Updated November 7, 2019
### 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)

### Factors NOT TO BE USED 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.