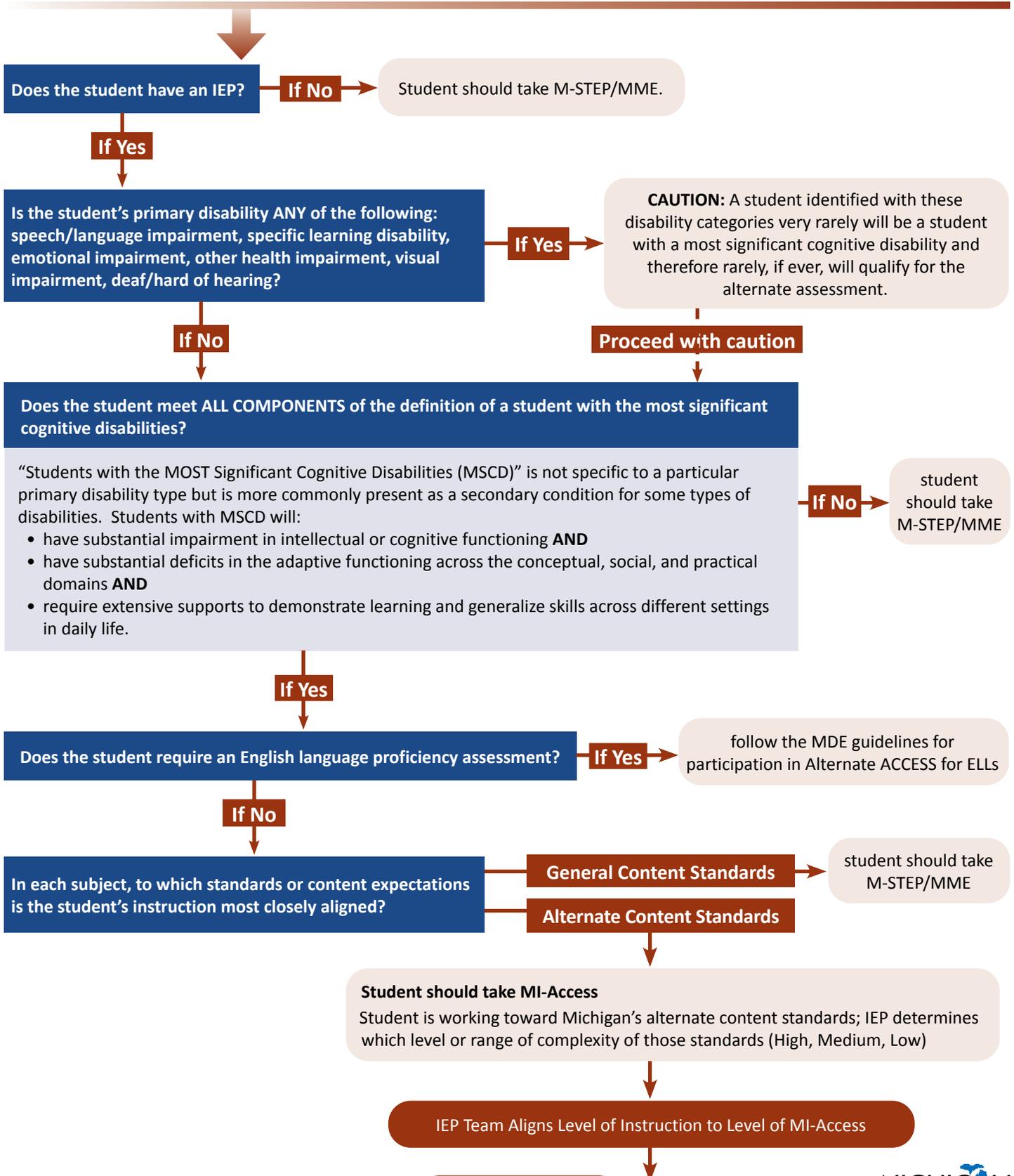


Should My Student Take the Alternate Assessment?

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.

The IEP team has the front-line role in determining which assessment a student should take, but the decision-making process must follow federal law and state policy.



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](https://www.michigan.gov/mde/Services/Student-Assessment/mi-access) found on the [MI-Access web page](https://www.michigan.gov/mde/Services/Student-Assessment/mi-access) (<https://www.michigan.gov/mde/Services/Student-Assessment/mi-access>).

**Factors to Consider
(ALL MUST BE TRUE)**

- Student has an IEP
- Student has substantial impairment to intellectual or cognitive functioning
- Student has substantial impairment to adaptive functioning and skills across the daily life domains of conceptual, social, and practical adaptive behaviors
- Student requires extensive individualized instruction and supports
- Majority of student's primary instructional goals are based on the alternate content expectations (i.e., Michigan's Essential Elements)
- Student does not demonstrably show learning or growth using general assessments, even with optimizing available universal or designative testing accommodations

**Factors not to be considered
(NONE SHOULD BE USED AS A
DETERMINING FACTOR)**

- Decision based on type of disability
- Type of program in which student is placed
- Anticipated poor performance or lack of proficiency on the general assessment
- Need for accommodation (universal, designated, or otherwise) while testing
- Social, cultural, linguistic, or environmental factors
- Administrative decisions purely to reduce the percent of students taking alternate assessments
- Anticipated emotional issues or disruptive behaviors during testing
- Anticipated impact on school accountability determinations

For ALL students working toward alternate content expectations:

Parent Notification Required: If the IEP team determines that MI-Access is the most appropriate state level assessment for any given student, **then 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.**