

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 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.

No → student should take M-STEP/MME

Yes

Does the student require an English language proficiency assessment?

Yes → follow the MDE guidelines for participation in Alternate ACCESS for ELLs

Yes or No

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 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](http://www.michigan.gov/mi-access) (www.michigan.gov/mi-access)

Factors to Consider (all should be true)	Factors NOT TO BE USED in consideration (none should be used)
Student has an IEP Student's disability impacts the student across multiple life domains	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 Accommodation
Student requires extensive individualized instruction and/or supports	Foreseen emotional issues
Student cannot show learning using the general assessment (cannot show learning is not the same as scoring proficient)	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.**