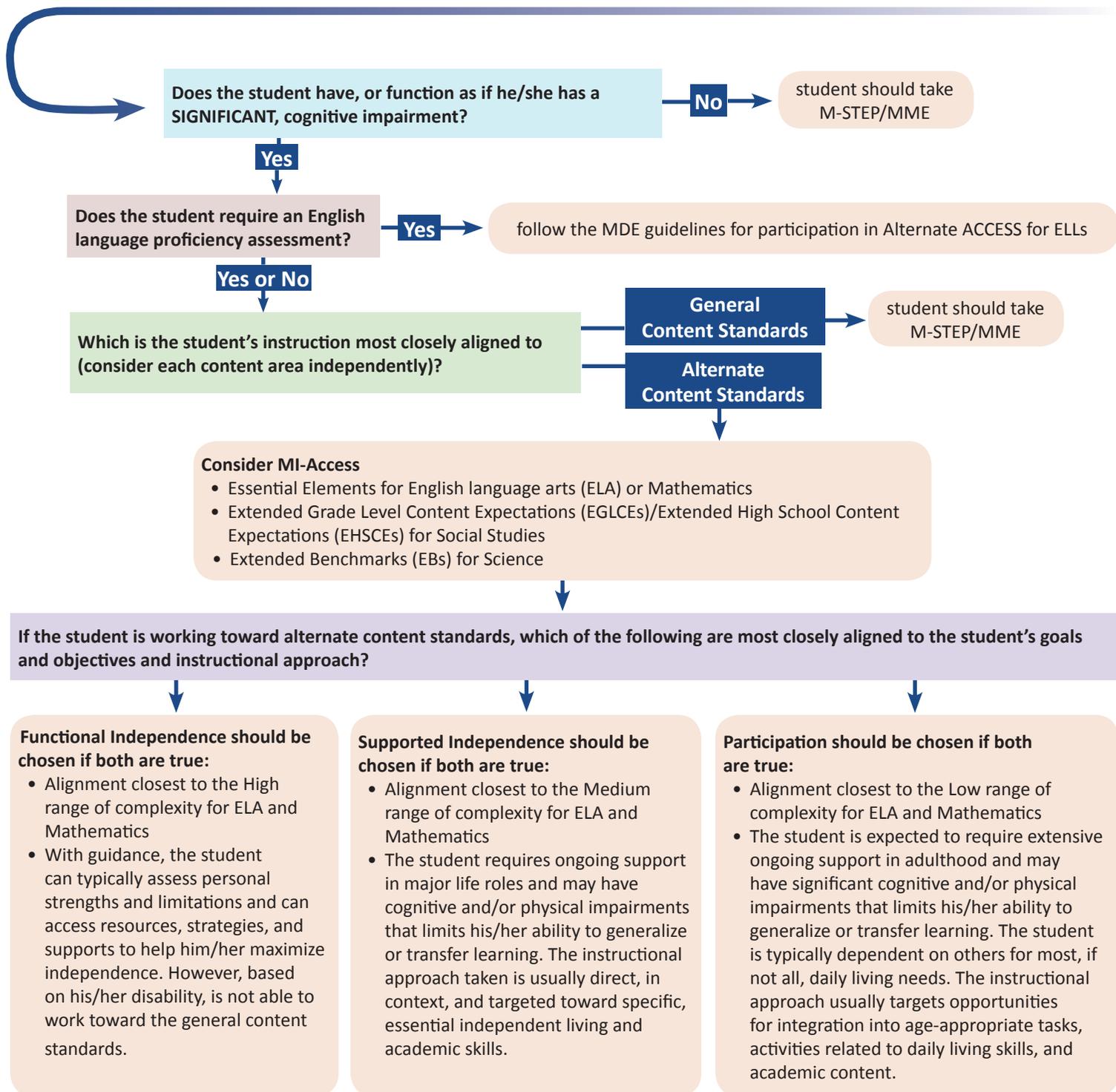


# Should My Student Take the Alternate Assessment?

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 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**

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