

Quick Reference Guide



Tips for Making Quality and Compliant Decisions Regarding Appropriate Assessments and Possible Accommodations That Enhance a Student's Individualized Education Program (IEP)



**Michigan Department of Education
Office of Special Education and Early Intervention Services**

Points to Consider Regarding Assessment

Every public school is required to assess all students, using the appropriate statewide assessment authorized by the Michigan Department of Education (MDE).

If a student's Individualized Education Program (IEP) determines it is not appropriate for the student to participate in the general state assessments [the Michigan Educational Assessment Program (MEAP) or the Michigan Merit Exam (MME)], the student must be assessed using an appropriate alternate assessment (MEAP-Access or MI-Access). The same is true for district-wide assessments.

The components of the Michigan Educational Assessment System (MEAS) include the:

- MME.
- MEAP.
- MEAP-Access.
- Michigan's Alternate Assessment based on Modified Achievement Standards (AA-MAS).
- MI-Access, Michigan's Alternate Assessment based on Alternate Achievement Standards (AA-AAS).
- English Language Proficiency Assessment (ELPA).

Most students with disabilities will participate in the MEAP or MME with or without standard, appropriate accommodations.

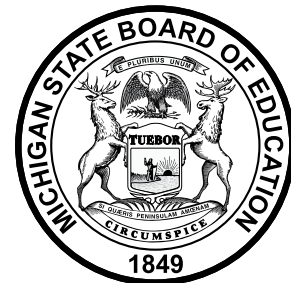
The IEP team must choose the appropriate state assessment for the student and the appropriate accommodations if any are needed.

The IEP team may designate any accommodations it deems necessary based on student needs. Designated accommodations must be routinely used in instruction.

The State Board of Education has reviewed many accommodations and determined if they are appropriate for use on statewide assessments. The *Accommodations Summary Table* is available at www.michigan.gov/mi-access.

Standard (S) accommodations do not change the construct of the test and result in valid scores. Nonstandard (NS) accommodations do change the construct of the test and do not count toward valid scores. The NS accommodations also prevent eligibility for the Michigan Promise Scholarship and prevent students from being counted as tested.

Forms



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Points to Consider Regarding Assessment continued

The IEP team needs to make decisions about which test and which accommodations are the most appropriate for each content area (mathematics, reading, science, etc.). This requires a discussion of the student's current functioning in each content area using current assessment data, observations, classroom performance data, etc.

The IEP team needs to consider specific learning accommodations, modifications, learning strategies, and the level of the student's independence based on current data.

IEP teams have the flexibility to allow students to be assessed with MEAP, MEAP-Access, or MI-Access Functional Independence separately for each content area. Students are permitted to take only one state assessment (MEAP, MEAP-Access, or MI-Access Functional Independence) in each content area. MI-Access Participation and Supported Independence (P/SI) assessments are not included in this option.

If an IEP team determines that a student will take MI-Access Supported Independence or Participation in one content area, they must take the same P/SI assessment in all content areas.

Decision-Making Checklist Regarding Assessment

- ☐ The IEP determined if the student is in a grade being assessed by the state.
- ☐ The assessment options in the MEAS were reviewed.
- ☐ The IEP team made a decision regarding the most appropriate assessment for the student.
- ☐ The student's level of independence, curriculum, and instruction were reviewed to determine the most appropriate assessment.
- ☐ The assessment was not chosen based solely on disability category.
- ☐ The assessment decision was based on more than one data source.
- ☐ A decision was made for each content area: reading, writing, math, social studies, etc.
- ☐ The IEP team made a decision regarding the need for accommodations for the student.
- ☐ Accommodations were selected based on student needs and have been routinely used as part of instruction.
- ☐ The parents and students were notified regarding the consequences of selecting non-standard accommodations and/or an alternate assessment.
- ☐ All assessment and accommodation decisions have been recorded in the IEP forms.