1. To start, determine if your student is in a grade assessed by the state. If so, proceed with the checklist.

2. Review the four “levels of independence” or how your student will likely function in adult life roles. Determine whether your student is Full, Functional, Supported, or Participation.

3. Review the assessment options in the Michigan Educational Assessment System (MEAS), including the Michigan Educational Assessment Program (MEAP) and MI-Access, Michigan’s Alternate Assessment Program.

4. Use your student’s level of independence, curriculum, and instruction to determine which state assessment program is most appropriate for him/her. Is it MEAP (with or without assessment accommodations) or MI-Access?

   **If the team chooses the MEAP, proceed to number 6. If it chooses MI-Access, skip to number 11.**

6. Will your student take all of the MEAP content-area assessments required at his/her grade level?

   **If yes, proceed to number 7. If no, skip to number 9.**

7. In each content area, determine whether your student will need assessment accommodations.

8. If so, specify which assessment accommodation(s) your team recommends for each content area.

   **CONSEQUENCE:** Keep in mind that if the accommodations are “standard,” your student will count as “assessed” for NCLB. If the assessment accommodations are “nonstandard,” your student will count as “not assessed” for NCLB.

   **Now, skip to number 15.**

9. As required by IDEA, if your team determines that it is not appropriate for your student to participate in one or more MEAP content-area assessment(s) (English Language Arts, as an example), the student’s IEP must indicate why that content-area assessment(s) is inappropriate for him/her.

10. The IEP must also indicate that your student will participate in MI-Access Functional Independence in those content areas and explain why that assessment is appropriate.

   **Now, skip to number 12.**

11. Will your student take MI-Access Participation, Supported Independence, or Functional Independence?

   **If the team chooses Participation or Supported Independence, skip to number 15. If it chooses Functional Independence, proceed to number 12**

12. **CONSEQUENCE:** If the team determines that your student should participate in MI-Access Functional Independence, his/her scores may count as “not proficient” for Adequate Yearly Progress (AYP).

13. In each content area for which your student is taking MI-Access Functional Independence, will he/she need assessment accommodations?

14. If so, specify which assessment accommodation(s) your team recommends for each content area.

   **CONSEQUENCE:** Keep in mind that if the accommodations are “standard,” your student will count as “assessed” for NCLB. If the assessment accommodations are “nonstandard,” your student will count as “not assessed” for NCLB.

15. Record all decisions in the student’s IEP.
A description of the three MI-Access alternate assessments (i.e., Functional Independence, Supported Independence, and Participation) is below.

**Functional Independence (FI)**

The MI-Access Functional Independence assessments are designed for students who have, or function as if they have, *mild* cognitive impairment. They also have a limited ability to generalize learning across contexts and their learning rates are significantly slower than those of their age-level peers. In adulthood, however, these students will most likely be able to meet their own needs and live successfully in their communities without overt support from others. They also will be able to assess their personal strengths and limitations, and access resources, strategies, supports, and linkages that will help them maximize their independence (2007/2008 MI-Access Coordinator and Assessment Administration Manual).

**Supported Independence (SI)**

The MI-Access Supported Independence assessments are designed for students who have, or function as if they have, *moderate* cognitive impairment. These students are expected to require ongoing support in adulthood. They may also have both cognitive and physical impairments that impact their ability to generalize or transfer learning; however, they usually can follow learned routines and demonstrate independent living skills (2007/2008 MI-Access Coordinator and Assessment Administration Manual).

**Participation (P)**

The MI-Access Participation assessments are designed for students who have, or function as if they have, *severe* cognitive impairment. These students are expected to require extensive, ongoing support in adulthood. They may also have considerable cognitive and physical impairments that make determining their abilities and skills difficult (2007/2008 MI-Access Coordinator and Assessment Administration Manual).

Extended standards were created by the state. The links between the extended standards to the grade level content standards were provided for all subjects except FI math. For the FI AA-AAS, ELA and math were not referenced to the grade level of the student, but were referenced to the previous grade level (e.g., the 3rd grade AA-AAS items were referenced to the 2nd grade extended standards) due to the state assessing students in the Fall of each academic year. For the SI and P assessments, the items were referenced to grade bands.