

Use the *Guidelines for Determining Participation in State Assessment for Students with Disabilities* to complete this checklist.

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.