

Michigan Educational Assessment System (MEAS) Version Selector

Using Student Information to Determine the Appropriate State Assessment

Level of Independence	Student Characteristics	Anticipated Life Roles	Curriculum	Instruction	Likely State Assessment
Full Independence	Have physical, emotional, or learning disabilities. Function in the normal range of intelligence. Have the cognitive ability to transfer or generalize learning across performance contexts. Have the capacity to apply knowledge and skills to the tasks, problems, or activities encountered in life.	Are expected to achieve full independence in adulthood.	Based on the <i>Michigan Curriculum Framework's</i> content standards and GLCEs - benchmarks.	May require accommodations, assistive devices, adaptive strategies, and/or technology to assure student success in the general curriculum. Must address knowledge and skills needed to effectively use the above	MEAP with or without accommodations. Content areas: English language arts, mathematics, science and social studies.
Functional Independence	Have, or function as if they have, mild cognitive impairments that impact their ability to transfer and generalize learning across performance contexts. Learning rate is significantly slower than age-level peers (roughly one-half to three-quarters the rate). Restricted knowledge base. Tend not to be very aware of environmental cues or details. Do not learn incidentally.	Are expected to achieve a functional level of independence in adulthood.	Based on the <i>Michigan Curriculum Framework's</i> standards and extended GLCEs/benchmarks. Focuses on basic academics, social effectiveness, health and fitness, community access and use, work, and personal and family living. Stresses minimal reliance on others and maximum functional independence.	Direct instruction and repetition with practical, authentic, and concrete experiences reflecting real-world contexts. After mastery should continue to present concept/skill through gradually varying contexts and instructional situations to maximize knowledge/skill transfer. Includes frequent reminders to be alert to environmental cues. Highlights salient information and reduces distracting and irrelevant stimuli.	MI-Access Functional Independence Content areas: English language arts and/or mathematics.
Supported Independence	Have, or functional as if they have, moderate cognitive impairments that seriously impact their ability to generalize or transfer learning	Are expected to achieve supported independence in adulthood. Will require some supervision through- out lives, but can learn skills to maximize independence.	Based on the <i>Michigan Curriculum Framework's</i> standards and extended GLCEs/benchmarks as well as the instructional strategies provided in such tools as the AUEN.	Direct instruction, in context, and targeted towards specific, essential independent living skills and basic academics. Focus is on completing activities of daily living, enhanced quality of life, and maximizing personal effectiveness.	MI-Access Supported Independence Version 1.5 Content areas: English language arts and mathematics.
Participation	Have, or function as if they have, severe or profound cognitive impairments that preclude their ability to (or our skills to ascertain their abilities to) generalize learning.	Are expected to participate in major adult living roles. Will require extensive, ongoing support in all areas of functioning throughout life. Will be dependent on others for most, if not all, daily living needs.	Based on the <i>Michigan Curriculum Framework's</i> standards and extended GLCEs/benchmarks as well as the instructional strategies provided in such tools as the AUEN.	Requires collaboration among teachers, parents, and therapists to determine the "maximum extent possible concept" for each student. Encourages consistent instructional focus among educators. Requires that home, school, and community work together to integrate each student as much as possible into major life roles. Includes use of assistive devices and accommodations.	MI-Access Participation Version 1.5 Content areas: English language arts and mathematics.

Source: MI-Access, Michigan's Alternate Assessment Program Web Site:
 "Draft Guidelines for Determining Participation in State Assessment for Students with Disabilities"
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