

## 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
<b>Full Independence</b>	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	<b>MEAP</b> with or without accommodations. Content areas: English language arts, mathematics, science and social studies.
<b>Functional Independence</b>	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.	<b>MI-Access Functional Independence</b> Content areas: English language arts and/or mathematics.
<b>Supported Independence</b>	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.	<b>MI-Access Supported Independence</b> Version 1.5 Content areas: English language arts and mathematics.
<b>Participation</b>	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.	<b>MI-Access Participation</b> 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"  
 Conference Draft 2 - 11/09/2006

## MEAS Assessment Accommodation Summary - For IEPs up to Grade 9

Adapted from Summary Tables published by the Office of Educational Assessment and Accountability (updated 4/13/06) \*

Non-Standard (NS) or Not-Permitted (NP) accommodations are purposefully excluded. Scores received using nonstandard assessment accommodation are not eligible for Michigan Merit Exam (MME) Award. Also, student will not count as assessed for No Child Left Behind (NCLB) participation rates. Other abbreviations used below: English Language Learners (ELL); English Language Arts (ELA).

### (T)iming / Scheduling

- |  |   |
|--|---|
| <p><b>T01</b> Extended Testing Time</p> <p><b>T02</b> Frequent/appropriate Supervised Breaks</p> | <p><b>T03</b> Supervised Time Most Beneficial to Student</p> <p><b>T04</b> Clock/Method indicating Time Remaining</p> |
|--|---|

### (P)resentation

- P18** Bilingual word-for-word non-electronic Translation Glossary
- P22** Use an Abacus
- P24** Use Actual Coins/Bills
- P25** Manipulatives for math (base 10 blocks, etc.)
- P26** State-produced video/audio English version if ELL-eligible \*\* (in math, science, social studies & MEAP or MI-Access ELA **Writing-Expressing Ideas section only**)
- P27** State-produced video/audio English version if ELL-eligible\*\* (**ONLY in reading section of MI-Access Functional Independence**)
- P28** State-produced video/audio Arabic or Spanish version if ELL-eligible\*\* (in math, science, social studies **ONLY if student receives bilingual instruction in native language in school setting**)
- P29** Read ALL Directions in Student's Native Language to ELL-eligible\*\* student
- P30** Student Restatement of directions in own words
- P31** Student Asking for Clarification of Directions
- P32** Provide Directions using Sign Language
- P33** Administer by Bilingual/ESL staff or similarly qualified person
- P34** Administration by Person Familiar to Student
- P37** Administer ELA, Science, Social Studies in any order
- P38** Administer Math assessments in any order
- P39** Read/Repeat Directions exactly as worded in booklet
- P40** Emphasize Key Words in directions
- P41** Visual, Auditory, Physical Cues to begin, maintain, finish (**not ELL**)
- P42** Read Aloud: MI-Access: Functional Independence-accessing print assessment
- P43** Read Aloud: MEAP mathematics, science & social studies assessments OR MI-Access mathematics assessment
- P44** Read Aloud: mathematics, social studies, & science assessment content & questions in native language if ELL-eligible\*\*
- P45** Sign math, science and social studies assessment (**not ELA**)
- P46** Sign ELA assessments (**ACT ONLY**)
- P47** Page-Turner
- P48** Teacher/Proctor near student
- P49** State-provided Ruler
- P50** Adapted or Braille rulers, protractors (**not ELL**)
- P51** State-provided List of Formulae (**MEAP only**)
- P52** Calculator/Talking Calculator on non-calculator sections (**MI-Access Functional Independence: Math ONLY**) (**not ELL**)
- P53** Calculator/Talking Calculator (**on permitted Math sections only**)
- P54** Calculator/Talking Calculator (**on science and social studies**)
- P55** Magnification devices
- P56** Auditory Amplification Devices/Special Sound Systems
- P57** Closed-Circuit Television
- P58** Acetate Colored Shield, highlighters/tape, page flags, reading guides (**not ELL**)
- P59** Non-Skid Surface (NOT tape, adhesive, etc that might damage answer document or scanning equipment)
- P60** State-produced Braille & Enlarged Print versions
- P61** State-produced Audio versions

### (S)etting

- S05** Comfortable Placement in Room (front/back/etc)
- S06** In Bilingual/ ESL Classroom
- S07** In Special Education Setting
- S08** In Homebound/Medical Care Facility with appropriate supervision of school professional
- S09** In Distraction-Free Space or Alternate Location with appropriate supervision
- S10** In Interim Alternative Ed Setting with appropriate supervision of school professional
- S11** Administration In Small Group
- S12** Administration of Assessment Individually (**not ELL**)
- S13** Tools to Assist with Concentration
- S14** Administration by Qualified Person familiar to the student
- S15** Appropriate Seating/Special Lighting/Furniture
- S16** Move/Stand/Pace (non-intrusive & non-distracting)
- S17** Background Music/Noise Buffers

### (R)esponse

- R63** Oral Responses (**not ELL**)
- R64** Use Scribe for Constructed-Response Items for ELA assessments (student must indicate punctuation, format & spell all key words)
- R65** Scribe for Constructed-Response Items for math, science and/or social studies
- R66** Dictate Responses onto tape for math, science, social studies (transcribed exactly by teacher as dictated)
- R67** Respond in Sign Language for ELA (**ACT ONLY**)
- R68** Respond in Sign Language (math, science, social studies)
- R69** Augmentative Communication Devices
- R70** Computer or Word Processor (**speller, thesaurus, grammar checker disabled for ELA**) (**not ELL**)
- R71** Computer or Word Processor (speller, thesaurus, grammar checker **NOT DISABLED** for math, science, social studies) (**IEP or 504 only**)
- R72** Student Point To or Writes Answers in Booklet (for teacher transfer to answer document)
- R73** Braille Writer for responses
- R74** Scribe for Constructed-Response Items (student must indicate punctuation & spell key words)
- R75** Adapted/Lined/Grid Paper for recording answers
- R76** Use Computer with Alternative Access (for alternative response mode)
- R77** Speech-to-Text word processing for ELA (**ACT ONLY**)
- R78** Speech-to-Text word processing for mathematics, science and social studies
- R79** Alternative Writing Position
- R80** Adaptive Writing Tools (pencil grip larger pencil, etc.)
- R81** Write Directly in Assessment Booklet

\* Michigan State Board of Education  
Approved 4/13/06

\*\* See State guidelines for ELL eligibility

# ACT/MME Accommodations Table for use at IEPs in Grades 10, 11 and 12

# Reference Page C-1

## Michigan Merit Examination (MME) Accommodations Summary Table (as of 11/27/2006)

ACT has noted whether each accommodation that requires approval will result in ACT scores that are fully reportable to colleges and other entities **when approved by ACT for an individual student with disabilities**. If specific restrictions must be met or documentation from the test administration provided, these are also noted. The use of accommodations that require approval and which have not been approved by ACT for an individual student will result in ACT scores that are reportable **only** for MME scores (i.e., "state-allowed" accommodations). If a student uses a combination of accommodations, and any of those accommodations that require approval were not approved by ACT, the resulting scores will not be college reportable; However, the results can be used for MME scores.

**NOTE:** The use of these Standard accommodations will result in valid MME scores that may be used for the Michigan Merit Award and accountability. This is true for both ACT-approved and state-allowed accommodations.

- 1) **"ACT-approved" accommodations** that result in ACT scores that are fully reportable to colleges, scholarships, and other entities *in addition to* being used for MME scores. Only students with professionally diagnosed and documented disabilities who receive accommodations in school should apply for ACT-approved accommodations.
- 2) **"State-allowed" accommodations** that result in ACT scores used only for MME scores.

<b>ACT and WorkKeys Components</b>		
<b>(T)iming/Scheduling</b>	<b>May Request</b>	<b>College Reportable ACT Scores</b>
T01 Extended Testing Time	Yes	Yes
T02 Frequent/appropriate Supervised Breaks	Yes	Yes
T03 Supervised Time Most Beneficial to Student	Yes	Yes
T04 Clock/Method indicating Time Remaining	Local decision but must adhere to all ACT directions	Yes
<b>(S)etting For Test Administration</b>		
<b>S05</b> Comfortable Placement in Room (front/back/etc)	Local decision unless requesting off site.	Yes
<b>S06</b> In Bilingual/ESL Classroom	Local decision unless requesting off-site	Yes
<b>S07</b> In Special Education Setting	Local decision unless requesting off site.	Yes
<b>S08</b> In Homebound/Medical Care Facility with appropriate supervision of school professional	Yes	Yes
<b>S09</b> In Distraction-Free Space or Alternate Location with appropriate supervision	Local decision unless requesting off-site	Yes
<b>S10</b> In Interim Alternative Ed Setting with appropriate supervision of school professional	Local decision unless requesting off-site	Yes
<b>S11</b> Administration in Small Group	Local decision	Yes
<b>S12</b> Administration of assessment Individually	Local decision unless required by approved accommodation	Yes
<b>S13</b> Tools to Assist with Concentration	Submit details with request	Depends on details
<b>S14</b> Administration by Qualified Person familiar to student.	No request necessary-staff must meet all ACT requirements	Yes
<b>S15</b> Appropriate Seating/Special Lighting/Furniture	Local decision	Yes
<b>S16</b> Move/Stand/Pace (non-intrusive & non- distracting)	Local decision	Yes
<b>S17</b> Background Music/Noise Buffers	Submit details with request	Depends on details
<b>(P)resentation</b>	<b>May Request</b>	<b>College Reportable ACT Scores</b>
<b>P18</b> Bilingual word-for-word non-electronic Translation Glossary (for ELL)	Yes	No
<b>P22</b> Use an Abacus	Yes	Yes
<b>P26</b> State-produced video/audio English version if ELL-eligible**(in math, science, social studies & MEAP or IVII-Access ELA (Writing-Expressing Ideas section only)	Yes	No
<b>P27</b> State-produced video/audio English version if ELL-eligible** (ONLY in reading section of MI-Access Functional Independence)	Yes	No
<b>P28</b> State-produced video/audio Arabic or Spanish version if ELL-eligible**(in math, science, social studies (ONLY if student receives bilingual instruction in native language in school setting)	Yes	No
<b>P29</b> Read ALL Directions in Student's Native Language to ELL-eligible** student	Yes	No
<b>P30</b> Student Restatement of Directions in Own Words	Yes	No
<b>P31</b> Student Asking for Clarification of Directions	Yes	No
<b>P32</b> Provide Directions using Sign Language	Yes	Yes
<b>P33</b> Administer by Bilingual/ESL staff or similarly qualified person	Local Decision-staff must meet all ACT requirements	Yes
<b>P34</b> Administration by Person Familiar to Student	Local Decision-staff must meet all ACT requirements	Yes

**ACT/MME Accommodations Table****ACT and WorkKeys Components****Reference Page C-2**

<b>(P)resentation</b>	<b>May Request</b>	<b>College Reportable ACT Scores</b>
<b>P39</b> Read/Repeat Directions exactly as worded in booklet	Yes	Yes
<b>P40</b> Emphasize Key Words in Directions	Yes	Yes
<b>P41</b> Visual, Auditory, Physical Cues to begin, maintain, finish (not ELL)	Yes	Yes
<b>P42</b> Read Aloud: Reading Components of ACT & WorkKeys.	Yes	Yes
<b>P43</b> Read Aloud: Mathematics, Science and Social Studies Components of ACT & WorkKeys	Yes	Yes
<b>P44</b> Read Mathematics, Social Studies and Science assessment Content in student's Native Language if eligible.	Yes	No
<b>P45</b> Sign Mathematics, Science and Social Studies assessments	Yes	Yes, only if EES approved by ACT. No if ASL or other sign language.
<b>P46</b> Sign English Language Arts Assessments	Yes	Yes, only if EES approved by ACT. No if ASL or other sign language.
<b>P47</b> Use of Page-Turner	Local Decision-staff must meet all ACT requirements	Yes
<b>P48</b> Placement of Teacher/Proctor near student	Local Decision	Yes
<b>P53</b> Use calculator/talking calculator on calculator-permitted sections of mathematics assessment.	Local Decision-staff must meet all ACT requirements	Yes
<b>P55</b> Use Magnification Devices	Yes	Yes
<b>P56</b> Use Auditory Amplification Devices or Special Sound systems	Submit details with request	Depends on details
<b>P57</b> Use Closed-Circuit Television	Yes	Yes
<b>P58</b> Acetate Colored Shield, highlighters/tape, page flags, reading guides (not ELL)	Yes	Yes
<b>P59</b> Non-Skid Surface that will not damage answer document or scanning equipment	Yes	Yes
<b>P60</b> State-produced Braille & Enlarged Print versions	Yes	Yes
<b>P61</b> State-produced Audio versions of Assessments (ELA, Mathematics, Science, Social Studies)	Yes	Yes
<b>(R)esponse</b>	<b>May Request</b>	<b>College Reportable ACT Scores</b>
<b>R63</b> Oral Responses	Yes	Yes
<b>R64</b> Scribe for Constructed-Response Items (student must indicate punctuation, format & spell all key words) - for ELA assessments	Yes	Yes, only if recording of test session returned to ACT
<b>R66</b> Student Dictates Responses into Tape Recorder; Teacher Transcribes Responses Exactly as Dictated for Mathematics, Science and Social Studies Assessments.	Yes	Yes, only if recording of test session returned to ACT
<b>R67</b> Respond in Sign Language for English Language Arts	Yes	Yes, only if recording of test session returned to ACT
<b>R68</b> Respond in Sign Language for Mathematics, Science and Social Studies Assessments	Yes	Yes, only if recording of test session returned to ACT and writing test signed EES
<b>R69</b> Augmentative Communication Devices	Submit details with request	Depends on details
<b>R70</b> Use of Computer or Word Processor with Spell Check, Thesaurus, and Grammar Checker Disabled for ELA	Yes	Yes
<b>R71</b> Use of Computer or Word Processor with Spell Checker, Thesaurus and Grammar Checker <b>NOT DISABLED</b> for Mathematics, Science and Social Studies	Yes	Yes
<b>R72</b> Student Points To or Writes Directly into Answer Booklet (Transferred to Answer Document by Teacher)	Yes	No
<b>R73</b> Braille Writer for responses	Yes	Yes
<b>R74</b> Scribe for Constructed-Response Items (student must indicate punctuation & spell key words)	Yes	Yes
<b>R75</b> Adapted/Lined/Grid Paper for recording answers	Yes	Yes, only if recording of test session returned to ACT
<b>R76</b> Computer with Alternative Access (for alternative response mode)	Yes	Yes
<b>R77</b> Speech-to-Text word processing for math, science and social studies (not ELA)	Submit details with request	Depends on details
<b>R79</b> Alternative Writing Position	Yes	Yes
<b>R80</b> Adaptive Writing Tools (pencil grip larger pencil, etc)	Yes	Yes
<b>R81</b> Write Directly in Assessment Booklet	Yes	Yes

### **What Parents Need to Know about Giving Permission For Medicaid School Based Services**

Since 1993 the Macomb Intermediate School District and its local districts have participated in the Medicaid School Based Services program. This program allows the districts to bill the Medicaid program for reimbursement for health services provided in the schools to special education students who are eligible for Medicaid.

#### **The Medicaid School Based Services Program in Michigan:**

- Provides partial reimbursement for services such as Occupational Therapy, Physical Therapy, Speech Therapy, Psychological Services, Social Work Services, Orientation and Mobility Services, Transportation, Nursing Services, Case Management and Assistive Technology Services.
- Does NOT affect a family's Medicaid insurance benefits or other insurance plans (Blue Cross/Blue Shield, HAP, MiChild, etc.) and there is NO cost to the family, now or in the future.
- Helps school districts because it offsets some of the costs of health care that we provide to children and students.
- Is voluntary and requires parent or guardian to provide written consent to release information about their child in order to bill Medicaid. This consent may be revoked at any time by the parent or guardian.
- Requires information about your child's school based services (which could include date of birth, disability, gender, school, date of therapy, type of therapy, and progress reports) by the Michigan Medicaid and billing agencies to obtain this reimbursement.

If your child receives any of the above services and qualifies for Medicaid benefits at any time during the school year, we request your permission for Macomb Intermediate School District and its local school districts to bill your child's Medicaid insurance to receive reimbursement.

You have the right to refuse consent to bill Medicaid, and you have the right to revoke this consent to bill Medicaid. If you do not provide consent, the district will still provide the services but the district will not receive any Medicaid reimbursement for these services.

Source:

Michigan School-Based Health Services Workgroup, Spring, 2007

Based on IEPT determination, alternative services and support pursuant to R340.1832(e) may be provided to meet the unique needs of the individual student. All parts of the rules listed apply, except for the following:

<u>Current Rule</u>	<u>Exceptions</u>
340.1738a	1832 Programs for students with <b>Severe Cognitive Impairment</b> : Consist of one teacher and three aides with 16 students. The third aide is assigned with the 13th student.
340.1738b	1832 <b>Severe Cognitive Impairment</b> programs: 218 days of instruction and exceed the 1150 clock hour requirement. No breaks for more than 2 consecutive weeks.
340.1741	1832 <b>Emotionally Impaired</b> programs: One teacher with 1-2 aides to serve 12 students in a classroom at any one time with the total number of students on the teachers caseload to be no more than 15 different students. No more than 12 students can be in the room at any one time; an aide will be assigned when the 11th student is added.
340.1742a	1832 <b>Hearing Impaired</b> caseload: Seven students at elementary level. Average of 10 students per hour at the secondary level. No more than 12 students at any one time.
340.1743	1832 <b>Visually Impaired</b> programs: The teacher of the VI shall have an enrollment of not more than the equivalent of 10 full-time students.
340.1744(1)	1832 Programs for students with <b>Physical Impairments or Other Health Impairment</b> : A total of 12 students in the classroom at any one time with the addition of an aide while maintaining the maximum caseload for the specific teacher at not more than 15 different students. The aide will be added with the 11th student.
340.1745c	1832 <b>Speech and Language Impaired Instruction</b> : Maintain caseload at 60 students. Students being evaluated will not count on caseload.
340.1747	1832 <b>Learning Disabled</b> : Maximum student class size shall be 12, not to exceed a caseload of 18 students.
340.1748(1)	1832 <b>Severely Multiply Impaired</b> : Provide 1 teacher and 2 instructional aides for a maximum of 10 students.
340.1748(2)	1832 <b>Severely Multiply Impaired</b> : 218 days of instruction and a minimum of 1150 clock hours. No breaks for more than 2 consecutive weeks.
340.1749a(2)(4)	1832 <b>Elementary Resource Program</b> : Maximum of 15 students at any one time, with a caseload of 20 students. The teacher can provide evaluation for 5 additional students.
340.1749b(2)	1832 <b>Secondary Resource Program</b> : A maximum of 15 students at any one time.
340.1749c(4)	1832 <b>Departmentalized Program</b> : An average of 13 students per class period per instructional day.
340.1756(1)(b)	1832 <b>Program for the Severely Language Impaired</b> : An aide to assist with the increased class size will be assigned with the addition of the 12th student. Maximum number of students at any one time is 12 students.
340.1758b	1832 <b>Autistic Impaired Elementary or Secondary classroom programs</b> class size consists of an AI teacher, 8 students, and 2 instructional aides. The second aide will be added with the 6th student. The IEPT will describe its consideration of the ability of the student with autism to function in the placement determined, in the context of class size and student-to-staff ratio.

**Source:**

**Macomb County Special Education County Plan, Approved by Michigan Department of Education, April, 2004**