

Quick Reference Guide



Section 6: Assessment—Participation and Provisions

Tips for Developing a Quality and Compliant Individualized Education Program (IEP)



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

The purpose of this section is to meet required assessment standards of the Michigan Educational Assessment System (MEAS), which includes: Michigan Merit Exam (MME), Michigan Educational Assessment Program (MEAP), MEAP-Access, MI-Access, and English Language Proficiency Assessment (ELPA).

Most students with Individualized Education Programs (IEPs) will participate in the MEAP or the MME with or without standard accommodations. For a student to be considered for participation in an alternate assessment (e.g., MEAP-Access, MI-Access), the student must have goals and objectives/benchmarks based on academic content standards for the grade in which the student is enrolled. Goals and objectives/benchmarks must also be aligned to the content area of the alternate assessment. See *Quick Reference Guide Section 4* for more detail.

Decisions about participation in the statewide assessment program may be based on:

- The student's grade level.
- Curriculum-based instruction/course of study.
- Present level of performance (Section 2).
- Grade level content expectations identified in goals (Section 4)—(e.g., EGLCEs, GLCEs, EHSCEs, HSCEs).
- Instructional level.
- Administrative conditions of the assessment (e.g., setting, time allotment, delivery of instruction).
- If the student can demonstrate what he or she knows for the assessment under consideration.

Decisions about participation may NOT be based solely on any of the following factors:

- The student's disability.
- The services and programs the student receives.
- The effect the student's participation in a particular assessment has on the school's/district's overall performance.

Checklist

- The IEP team determined if the student is in a grade being assessed by the state or district.
- The assessment options in the MEAS were reviewed.
- The student's present level of performance, curriculum, and instruction were reviewed to determine the most appropriate assessment.
- The assessment chosen was based on factors other than only the student's disability.
- More than one data source was used to choose the assessment.
- Decisions about the appropriate assessment were made for each content area (e.g., reading, writing, math, social studies).
- A rationale for not selecting the MEAP/MME/district-wide assessment is provided, if applicable.
- A rationale for selecting the alternate assessment is provided, if applicable.
- The accommodations identified are based on need.
- The accommodations identified reflect the accommodations necessary for instruction and assessment in Supplementary Aids and Services (Section 5).
- If nonstandard accommodations and/or an alternate assessment are selected, the parent and student understand the consequences of this decision.
- All assessment and accommodation decisions are recorded in the IEP forms.

Grades K-9

**Section 6: Grades K-9
Assessment—Participation and Provisions**
Based on Grade Level, Independence Level, and English Language Proficiency

State Assessments: Grades 3-9
Is a state assessment administered at the grade level(s) covered by this IEP? Yes No

Michigan Educational Assessment Program (MEAP) Administered: All students in grades 3-9 are to participate in a state assessment. Indicate if state assessments are administered at the student’s grade level(s) during the time covered by the IEP. If state assessments are not administered, proceed to the District-wide Assessment section.

Assessment Area	Assessment	Rationale	Accommodations
Reading Grades 3-8 Writing Grades 4 and 7	<input type="checkbox"/> MEAP <input type="checkbox"/> MEAP-Access <input type="checkbox"/> MI-Access: <input type="checkbox"/> Functional <input type="checkbox"/> Supported <input type="checkbox"/> Participation	The MEAP is not appropriate because: The alternate assessment is appropriate because:	
Mathematics Grades 3-8	<input type="checkbox"/> MEAP <input type="checkbox"/> MEAP-Access <input type="checkbox"/> MI-Access: <input type="checkbox"/> Functional <input type="checkbox"/> Supported <input type="checkbox"/> Participation	The MEAP is not appropriate because: The alternate assessment is appropriate because:	
Science Grades 5 and 8	<input type="checkbox"/> MEAP <input type="checkbox"/> MI-Access: <input type="checkbox"/> Functional <input type="checkbox"/> Supported <input type="checkbox"/> Participation	The MEAP is not appropriate because: The alternate assessment is appropriate because:	
Social Studies* Grades 6 and 9	<input type="checkbox"/> MEAP <input type="checkbox"/> District-Determined Assessment	The MEAP is not appropriate because: The alternate assessment is appropriate because:	

* If the MEAP Social Studies Assessment is not appropriate for the student, the IEP team MUST identify a district-determined assessment until there is a state-developed MI-Access Social Studies Assessment.

MEAP and Alternate Assessments

Assessment: For each assessment administered at the student’s grade level, indicate in which assessment the student will participate. If the IEP team determines the student will participate in MI-Access, the team must then identify if the student will participate in MI-Access Functional Independence, Supported Independence, or Participation. If the student will participate in MI-Access Supported Independence or Participation in any area, then the student must participate in the Supported Independence or Participation assessment in all areas assessed.

Rationale: If the IEP team determines the student will participate in an alternate assessment, the IEP team must provide an explanation in the Rationale column regarding:

1. Why the student cannot participate in the standard assessment.
 2. Why the selected alternate assessment is appropriate.
- [§ 300.320(a)(6)(ii)(A-B)]**

MEAP and Alternate Assessments continues on next page

Resources

- *Michigan Administrative Rules for Special Education (MARSE)*
www.michigan.gov/documents/mde/MARSE-April09_274156_7.pdf
- *Individuals with Disabilities Education Act (IDEA, Federal Regulations)*
<http://idea.ed.gov>
- *A Seven-Step Process to Creating Standards-Based IEPs*
www.cenmi.org/documents/sevensteps.pdf
- *Revised Assessment Accommodation Summary Table*
www.michigan.gov/documents/mde/Updated_Revised_Accommodation_Summary_Table_092909_294052_7.pdf
- *MEAP-Access Eligibility Criteria and Guidelines for Participation*
www.michigan.gov/documents/mde/MEAP-Access_Eligibility_Criteria_and_Guidelines_030209_273134_7.pdf
- *MME Chart of Accommodations Dates – ACT-Approved and State-Allowed*
www.michigan.gov/documents/mde/Accoms.Chart.March_Spr10_309098_7.pdf

Resources
continues on next page

Accommodations: The IEP team must specify what accommodations (if any) are needed for each assessment in the Accommodations column. The only appropriate accommodations for the IEP team to consider are accommodations provided for the student in day-to-day instruction. Therefore, any accommodation selected for assessment is to have been identified as a necessary support in Supplementary Aids and Services (Section 5) and be derived from a need identified in the present level (Section 2).

The IEP team must be aware of the differences between standard and nonstandard accommodations as well as the consequences to the student and to the school if deciding to use nonstandard accommodations. **[§ 300.160(b)(2)(ii)]**

Standard (S) accommodations:

- Do not change the construct of the test.
- Result in valid scores for Adequate Yearly Progress (AYP).

Nonstandard (NS) accommodations:

- Change the construct of the test.
- Do not count toward valid scores for AYP.
- Prevent student scores from being recorded as tested for reporting on State Performance Plan (SPP) Indicator 3.

Please reference the *Revised Assessment Accommodation Summary Table* to determine if the accommodation is S or NS.

District-wide Assessments: Grades K-9
Is a district-wide assessment administered at the grade level(s) covered by this IEP? Yes No

District-wide Assessments Administered: Indicate if district-wide assessments are administered at the student’s grade level(s) during the time covered by the IEP.

Assessment	Rationale	Accommodations
<input type="checkbox"/> District-wide Assessment	The district-wide assessment is not appropriate because:	
<input type="checkbox"/> Alternate Assessment	The alternate assessment is appropriate because:	
<input type="checkbox"/> District-wide Assessment	The district-wide assessment is not appropriate because:	
<input type="checkbox"/> Alternate Assessment	The alternate assessment is appropriate because:	

District-wide Assessments and Alternate Assessments

Assessment: For each assessment administered at the student’s grade level, indicate in which assessment the student will participate. Identify the name of the assessment.

Rationale and Accommodations: The expectations for completing the rationale and accommodations are consistent throughout the IEP. See instructions for rationale and accommodations in “MEAP and Alternate Assessments” section above.

- *Michigan Merit Exam (MME) Student Eligibility*
www.michigan.gov/documents/mde/MME_Student_Eligibility_302859_7.pdf
- *Frequently Asked Questions Regarding the National Assessment of Educational Progress (NAEP)*
www.michigan.gov/documents/mde/NAEP_FAQ_289576_7.pdf

Grades 10-12

**Section 6: Grades 10-12
Assessment—Participation and Provisions**
Based on Grade Level, Independence Level, and English Language Proficiency

State Assessment—Michigan Merit Exam: Grades 11-12
For students at grade level 11: In which assessment will the student participate? Michigan Merit Exam (MME) MI-Access

For students at grade level 12: For **MME retest** eligibility, see details in the *MME Student Eligibility* document at www.michigan.gov/mme. Will the student participate in the MME? Yes No

Michigan Merit Exam (MME) Administered: For grade 11 state assessments, the IEP team must indicate in which assessment the student will participate [the Michigan Merit Exam (MME) or MI-Access].

For grade 12 state assessments, the IEP team must indicate if the student will participate in the MME, based on MME retest eligibility.

If state assessments are not administered, proceed to the District-wide Assessment section of this form.

Assessment Area	Accommodations
ACT Reading Comprehension	
ACT English	
ACT Mathematics	
ACT Science	
ACT Writing	
WorkKeys Reading for Information	
WorkKeys Applied Math	
WorkKeys Locating Information	
Michigan Mathematics	
Michigan Science	
Michigan Social Studies	

MME Accommodations: The IEP team must specify what accommodations (if any) are needed for each assessment in the Accommodations column. The only appropriate accommodations for the IEP team to consider are accommodations provided for the student in day-to-day instruction. Therefore, any accommodation selected for assessment is to have been identified as a necessary support in Supplementary Aids and Services (Section 5) and be derived from a need identified in the present level (Section 2).

The IEP team must be aware of the differences between standard and nonstandard accommodations as well as the consequences to the student and to the school if deciding to use nonstandard accommodations. **[§ 300.160(b)(2)(ii)]**

Standard (S) accommodations:

- Do not change the construct of the test.
- Result in valid scores for Adequate Yearly Progress (AYP).

Nonstandard (NS) accommodations:

- Change the construct of the test.
- Do not count toward valid scores for AYP.
- Prevent student scores from being recorded as tested for reporting on State Performance Plan (SPP) Indicator 3.

Please reference the *Revised Assessment Accommodation Summary Table* to determine if the accommodation is S or NS.

Assessment Area	MI-Access/ Alternate Assessment	Rationale	Accommodations
English Language Arts Grade 11	<input type="checkbox"/> Functional <input type="checkbox"/> Supported <input type="checkbox"/> Participation	The MME is not appropriate because: _____ The alternate assessment is appropriate because: _____	
Mathematics Grade 11	<input type="checkbox"/> Functional <input type="checkbox"/> Supported <input type="checkbox"/> Participation	The MME is not appropriate because: _____ The alternate assessment is appropriate because: _____	
Science Grade 11	<input type="checkbox"/> Functional <input type="checkbox"/> Supported <input type="checkbox"/> Participation	The MME is not appropriate because: _____ The alternate assessment is appropriate because: _____	
Social Studies* Grade 11	<input type="checkbox"/> District-Determined Assessment _____	The MME is not appropriate because: _____ The alternate assessment is appropriate because: _____	

* If the MME Social Studies Assessment is inappropriate for the student, the IEP team MUST identify a district-determined assessment until there is a state-developed MI-Access Social Studies Assessment.

MI-Access

Assessment: The IEP team must then identify if the student will participate in MI-Access Functional Independence, Supported Independence, or Participation. If the student will participate in MI-Access Supported Independence or Participation in any area, then the student must participate in the Supported Independence or Participation assessment in all areas assessed.

Rationale: The IEP team must provide an explanation in the Rationale column regarding:

1. Why the student cannot participate in the standard assessment.
2. Why the selected alternate assessment is appropriate.

[§ 300.320(a)(6)(ii)(A-B)]

Accommodations: The expectations for completing the accommodations are consistent throughout the IEP. See instructions for accommodations in "MME Accommodations" section above.

District-wide Assessments: Grades 10-12
 Is a district-wide assessment administered at the grade level(s) covered by this IEP? Yes No

District-wide Assessments Administered: Indicate if district-wide assessments are administered at the student's grade level(s) during the time covered by the IEP.

Assessment	Rationale	Accommodations
<input type="checkbox"/> District-wide Assessment	The district-wide assessment is not appropriate because:	
<input type="checkbox"/> Alternate Assessment	The alternate assessment is appropriate because:	
<input type="checkbox"/> District-wide Assessment	The district-wide assessment is not appropriate because:	
<input type="checkbox"/> Alternate Assessment	The alternate assessment is appropriate because:	
<input type="checkbox"/> District-wide Assessment	The district-wide assessment is not appropriate because:	
<input type="checkbox"/> Alternate Assessment	The alternate assessment is appropriate because:	

District-wide Assessments and Alternate Assessments

Assessment: For each assessment administered at the student’s grade level, indicate in which assessment the student will participate. Identify the name of the assessment.

Rationale: The expectations for completing the rationale are consistent throughout the IEP. See instructions for rationale in “MI-Access” section above.

Accommodations: The expectations for completing the accommodations are consistent throughout the IEP. See instructions for accommodations in “MME Accommodations” section above.

English Language Proficiency Assessment (ELPA)

Section 6: ELPA/NAEP (Grades K-12)
Assessment—Participation and Provisions: ELPA
 Based on Grade Level, Independence Level, and English Language Proficiency

State Assessment: English Language Proficiency Assessment (ELPA)
 The Home Language Survey (HLS), a Title VI reporting requirement, is given to all students at the time of enrollment. Please consider these two questions annually:
 Is the student's native tongue a language other than English? Yes No
 Is a language other than English spoken in the student's home or environment? Yes No
 When either answer is **Yes**, complete the following section.

English Language Proficiency Assessment (ELPA): The questions provide the basis for decision-making regarding the administration of the ELPA. The answers to these questions are taken from the results of the Home Language Survey (HLS).

Assessment Level and Grade for Spring ELPA and ELPA Initial Screening	Initial Screening	Spring ELPA
Level I—Grade K		
Level II—Grades 1-2		
Level III—Grades 3-5		
Level IV—Grades 6-8		
Level V—Grades 9-12		

ELPA Proficiency Level: If the student has been identified as Limited English Proficient (LEP) through the HLS, the student participates in the Initial Screening. If the student has previously participated in the Initial Screening, and the student remains identified as LEP, the student participates in the Spring ELPA.

Document the proficiency level for the most recent administration of the Initial Screening or Spring ELPA.

Assessed Domains	Accommodations
Listening	
Reading	
Writing	
Speaking	

Accommodations: The IEP team must specify what accommodations (if any) are needed for each assessment in the Accommodations column. The only appropriate accommodations for the IEP team to consider are accommodations provided for the student in day-to-day instruction. Therefore, any accommodation selected for assessment is to have been identified as a necessary support in Supplementary Aids and Services (Section 5) and be derived from a need identified in the present level (Section 2).

Accommodations continues on next page

The IEP team must be aware of the differences between standard and nonstandard accommodations as well as the consequences to the student and to the school if deciding to use nonstandard accommodations. **[§ 300.160(b)(2)(ii)]**

Standard (S) accommodations:

- Do not change the construct of the test.
- Result in valid scores for Adequate Yearly Progress (AYP).

Nonstandard (NS) accommodations:

- Change the construct of the test.
- Do not count toward valid scores for AYP.
- Prevent student scores from being recorded as tested for reporting on State Performance Plan (SPP) Indicator 3.

Please reference the *Revised Assessment Accommodation Summary Table* to determine if the accommodation is S or NS.

National Assessment of Educational Progress (NAEP)

Assessment—Participation and Provisions: NAEP

Based on Grade Level, Independence Level, and English Language Proficiency

National Assessment: National Assessment of Educational Progress (NAEP)
 Is a NAEP assessment administered to the student's district at the grade level(s) covered by this IEP? Yes No
 Has the student participated in the Michigan Educational Assessment Program (MEAP) in the subject being tested? Yes No
 Can the student participate in the NAEP with allowable accommodations? See the *Revised Assessment Accommodation Summary Table* at www.michigan.gov/nasb. Yes No
 Can the student participate in the NAEP with allowable accommodations, even if the student did not participate in the MEAP, or needs accommodations not allowed by the NAEP? Yes No

The state of Michigan participates in the National Assessment of Educational Progress (NAEP), otherwise known as the Nation's Report Card, which informs the public about the academic achievement of elementary and secondary students in the United States. Schools are selected nationwide for participation in the NAEP. The administration of the NAEP is coordinated through the Michigan Department of Education (MDE) and appointed school coordinators. Districts receive advanced notice if they are to participate in the NAEP. Michigan law requires that schools administer the NAEP. Federal law authorizes withdrawal of specific funds from elementary and middle schools who do not participate. **[MCL 380.1280(b)]**

This section is only completed if the student is to participate in the NAEP.

Assessment	Participation	If YES, for each content area, indicate any assessment accommodation(s) that the student may need. If NO, state the reason why a specific NAEP assessment is not appropriate.
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	

National Assessment of Educational Progress (NAEP)

Assessment and Participation: In the first column, identify each NAEP assessment administered at the student's grade level. For each assessment, indicate if the student will participate.

Rationale: If the IEP team determines the student will not participate in the assessment, the team must provide a rationale for why the assessment is not appropriate.

Accommodations: If the IEP team determines the student will participate in the assessment, the team must specify what accommodations (if any) are needed for each assessment.

The expectations for completing the accommodations are consistent throughout the IEP. See instructions for accommodations in "Accommodations" in the ELPA section above.



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