

## HCISD Guidance on Alternate Assessments 2017-18 sy

[Michigan Department of Education's guidance on 1%](#) and  
[Flowchart for IEP Teams to assist in decisions for which state assessment for a student to take](#)

The rules surrounding what is meant by "1%" relative to Michigan's alternate assessment has changed under the Every Student Succeeds Act (ESSA). Under these new rules, no more than 1% of students assessed in each subject area may be assessed (participate) using an alternate assessment. This is a departure from the past, in which 1% only referred to proficiency rates related to the state's accountability system.

In mid-November, Intermediate School District (ISD) special education directors have received the 2017 data on participation in the alternate assessment (for the ISD and Local Education Agencies [LEA] within the ISD). ISDs have been asked to have conversations with any school that currently has a participation rate of over 1%. A key component of this conversation is to look further to determine if the state guidelines for participation in MI-Access are being followed. These guidelines are located on the MI-Access web page ([www.michigan.gov/mi-access](http://www.michigan.gov/mi-access)) under Current Assessment Administration.

The Michigan Department of Education (MDE) has not yet set a date or a methodology for collecting information on participation in the alternate assessment for ISDs and LEAs whose participation rate exceeds 1%. This information will eventually be collected and made available to the public. At this time, February is the projected timeline for ISDs to collect and submit this information to MDE using a format and template that MDE will provide. For now, ISDs and LEAs should focus on looking at data and having conversations. ESSA and the 1% Cap is a guide for ISDs that can help with these conversations. It can be found on the MI-Access web page ([www.michigan.gov/mi-access](http://www.michigan.gov/mi-access)) under General Information.

Therefore, Hillsdale County ISD has established guidance for IEP/IEP Amendment Teams to help document their decision. Please follow the steps below for each child's IEP.

### **Step #1:**

**When an alternative assessment option is selected for each or all subtests for a student,** a rationale statement is required. Given the new state guidance on decisions for alternate assessments, HCISD is requiring that the rationale statement include this language as well as any specific details pertaining to the student.

### **Functional Independence statement (Grades 3-8 and 11th):**

With guidance, *the student* can typically assess personal strengths and limitations and can access resources, strategies, and supports to help *him/her* maximize independence. However,

based on *his/her* disability, is not able to work toward the general content standards leading to a diploma and take the general assessment.

**Supported Independence statement (Grades 3-8 and 11th):**

*The student* requires ongoing support in major life roles and have *cognitive and/or physical impairments* that limits *his/her* ability to generalize or transfer learning. The instructional approach taken is usually direct, in context, and targeted toward specific, essential independent living and academic skills. Based on *his/her* disability, is not able to work toward the general content standards leading to a diploma and take the general assessment.

**Participation statement (Grades 3-8 and 11th):**

*The student* is expected to require extensive ongoing support in adulthood and has *significant cognitive and/or physical impairments* that limits *his/her* ability to generalize or transfer learning. *The student* is typically dependent on others for most, if not all, daily living needs. The instructional approach usually targets opportunities for integration into age-appropriate tasks, activities related to daily living skills, and academic content. Based on *his/her* disability, is not able to work toward the general content standards leading to a diploma and take the general assessment.

**PSAT 9/10** - Since there is not an alternate to this assessment, you must provide a rationale as to why the student is not taking the assessment at all. Modification of any of the above for this assessment is fine.

**Step #2:**

Given that the IEP Team decided to have the student take an alternate assessment, **the Notice page of the IEP/IEP Amendment** should address the reason for rejecting the general assessment. Therefore, the statement might look similar to this:

<p>Considered the student participating in the general statewide assessment (MSTEP) - <b>For grades 3-8th.</b></p>	<p>After careful review of the student's needs, progress monitoring data, goals/objectives and standards the student is working toward, the IEP team determined that MI-Access is the most appropriate state level assessment for <i>the student</i> for <i>these subtests</i>. The school provided information to <i>the student's</i> parents regarding the implication this decision may have on the student completing the requirements for a regular high school diploma.</p>
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Considered the student participating in the general statewide assessment (SAT) - **For grade 11th.**

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After careful review of the student's needs, progress monitoring data, goals/objectives and standards the student is working toward, the IEP team determined that MI-Access is the most appropriate state level assessment for *the student*. The school provided information to *the student's* parents regarding the implication this decision may have on the student completing the requirements for a regular high school diploma.

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Considered the student participating in the general statewide assessment (PSAT) - **For grades 9th and 10th.**

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After careful review of the student's needs, progress monitoring data, goals/objectives and standards the student is working toward, the IEP team determined that the student will not be taking the PSAT assessment for the 9th/10th grade year. Since there is not an alternate for this assessment, the student will not be taking any PSAT assessment .

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***I would then recommend the team's upload this [signed form into the IEP](#). Each district will want to put this on their own letterhead.***

***Here is the [information letter](#). Each district may want to update this as it is about 3-4 years old.***