

# Note to Readers

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## **HOW TO USE THIS MANUAL**

This manual is designed to inform District and School MI-Access Coordinators, as well as teachers and other professional staff (hereafter referred to as "assessment administrators"), about how to obtain, distribute, use, and return MI-Access assessment materials. It also includes important information about how the MI-Access assessments are designed and how they should be administered.

The manual starts with a "General Information" section, which contains important information that is relevant to everyone involved with MI-Access, regardless of the role they play in the assessment administration process. Then, it has one section dedicated specifically to District MI-Access Coordinators and another section dedicated specifically to School MI-Access Coordinators.

There are two other sections dedicated specifically to assessment administrators—one section is for those who are administering the MI-Access Participation and Supported Independence assessments, and the other is for those who are administering the MI-Access Functional Independence assessments. Both sections start with important information about how the assessments are designed, and are followed by detailed instructions on (1) the assessment administration process, and (2) how and when to use and complete the assessment materials. Each section in the manual is clearly labeled at the top of the page and marked with a tab at the side of the page so you can find it quickly and easily.

The Michigan Department of Education's (MDE) Office of Educational Assessment and Accountability (OEAA) recommends that you read the entire manual, if possible, so you understand who is responsible for what and how all the pieces of the assessment administration process work together. If you cannot read the entire manual, please be sure to read, at a minimum, the "General Information" section and the section (or sections) that pertain to your role in the assessment administration process. Doing so will ensure not only that students are appropriately and meaningfully assessed, but also that their efforts are accurately scored, reported, and counted for No Child Left Behind Adequate Yearly Progress purposes.