



All students must have access to the appropriate grade-level curriculum; however, not everyone has the same skills and abilities for learning. There are differences in how individual learners access curriculum. Some students require changes to materials or procedures while others may require changes to the structure or complexity of content.

Accommodations do not substantially alter content or performance criteria, nor do they reduce learning expectations. They provide a student with special needs, disabilities or language barriers with access to grade-level instruction and assessment. Accommodations are not to provide a student with an advantage over other students, but rather to allow effective and equitable opportunity to learn and demonstrate understanding.

Examples of accommodations include: shortening the length of tests, providing extra time to complete assignments, formatting pages to help with clarity and visual organization, providing additional notes, tapes, materials, and other assistive technology.

Modifications to content are made to allow students to participate more meaningfully and productively in school learning experiences. Although a student receiving access to curriculum through modifications is responsible for all tested objectives for each subject, the modifications do change or reduce learning expectations.

Examples of modifications include: reducing the length of assignments and number of answer choices, reducing the complexity of vocabulary and sentence structure, omitting extraneous information on assignments, reducing the complexity of problems by limiting the number of steps in multi-step problems.

The use of accommodations and/or modifications during testing should be based on the individual student need in accordance with the student's educational disability as guided by the ARD committee and documented in the student's IEP. An accommodation must be documented in the student's files and be regularly used in order to be allowable during TAKS testing. It strives to improve the assessment of student learning by assuring that content mastery is measured unhindered by the effects of the student disability to the greatest extent possible.

References: www.tea.state.tx.us

[Texas Student Assessment Program 2010-2011 Accommodations Manual](#), published by Texas Education Agency

[ARD Committee Decision-Making Process for the Texas Assessment Program Revised Reference Manual for the 2010-2011 Testing Year](#), published by Texas Education Agency