TAKS–Modified Participation Requirements

Students receiving special education services who have a disability that significantly affects academic progress in the grade-level curriculum and precludes the achievement of grade-level proficiency within a school year will be assessed with TAKS–M.

Admission, review, and dismissal (ARD) committees may decide that a student's knowledge and skills in one or more subject areas can best be assessed with TAKS–M if the student meets **all** of the following eligibility criteria.

The student

- needs extensive modifications and accommodations to classroom instruction, assignments, and assessments to access and demonstrate progress in the grade-level Texas Essential Knowledge and Skills (TEKS),

- demonstrates academic progress in such a way that even if significant growth occurs during the school year, the ARD committee is reasonably certain that the student will not achieve grade-level proficiency as demonstrated by multiple valid measures of evidence,

- requires an alternate form of TAKS which is more closely aligned with instructional modifications in order to demonstrate knowledge of the grade-level TEKS, and

- meets some but not all of the following criteria:
  - requires supports to access the general curriculum that may include assistance involving communication, response style, physical access, or daily living skills;
  - requires direct, intensive, individualized instruction in a variety of settings to accomplish the acquisition, maintenance, and generalization of skills;
  - accesses and participates in the grade-level TEKS through activities that focus on prerequisite skills;
  - demonstrates knowledge and skills routinely in class by methods other than paper-and-pencil tasks; or
  - demonstrates performance objectives that may include real-life applications of the grade-level TEKS as appropriate to the student's abilities and needs.