

# Considering Breadth and Depth of Enrolled Grade-Level Curriculum

**Students with Disabilities Are Required to Have Access to the Breadth and Depth of the Curriculum**  
(Academic Content Standards for a Grade or Age)

**IEP Determines How the Student will Access the Breadth and Depth of the Curriculum**

- Student accesses and participates in enrolled grade-level standards with or without accommodations.
- Student's IEP does not significantly change the complexity of the curriculum.
- Student's performance expectations are as outlined in the standards.
- Student's goal(s) do not change the nature of the tasks or target skills within the enrolled grade-level curriculum.

Accessing Curriculum with or without Accommodations

- Student accesses and participates in enrolled grade-level standards with extensive accommodations and modifications.
- Student's IEP significantly changes the complexity of the curriculum and performance expectations.
- Student's goal(s) are aligned to enrolled grade-level standards, change the nature of the task or target skill contained within enrolled grade-level curriculum, and reflect how content is simplified and/or scaffolded.

Accessing Curriculum through Modifications

- Student accesses and participates in the enrolled grade-level standards through instruction at a prerequisite skill level with individualized supports and materials.
- Student's goals are linked to the enrolled grade-level standards and communicate that the student primarily demonstrates knowledge and skills through performance tasks.

Accessing Curriculum through Prerequisite Skills

## References:

2010–2011 TEA Accommodations Manual, TEA IEP Annual Goal Q&A, March 26, 2013  
2010–2011 TEA ARD Manual