

Content Modifications vs. Instructional Accommodations
A CHART TO FACILITATE COMMUNICATION

	Instructional Accommodation	Instructional Modification
EXPLANATION	<p>Changes <u>how</u> the content is</p> <ul style="list-style-type: none"> • taught, • made accessible, and/or • assessed. <p>Accommodations DO NOT change what the student is expected to master. The objectives of the course/activity remain intact.</p>	<p>Also changes <u>how</u> the content is</p> <ul style="list-style-type: none"> • taught, • made accessible, and/or • assessed. <p>Modifications DO change <u>what</u> the student is expected to master. Course/activity objectives are modified to meet the needs of the learner.</p>
EXAMPLES	<ul style="list-style-type: none"> • One-on-one or small group instruction • Extended time on assignments and/or assessments • Braille or large print materials • Shortened assignments and/or assessments • Slant boards or study carrels • Oral administration of subject-area tasks that do not assess decoding/reading comprehension 	<ul style="list-style-type: none"> • Instruction that focuses on selected off grade-level standards instead of all of the standards for the grade-level course • Changes in the scoring rubrics or grading scale • Reducing the complexity of the activity (e.g., only one step as opposed to multiple steps to solve a problem) • Cueing or prompting the student during a grade-level activity

MODIFICATION = What SEP **ACCOMMODATION = How**