

Accommodations vs. Modifications

**TEA Division of IDEA Coordination –Texas Project FIRST
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 <u>DO NOT</u> 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 <u>DO</u> 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 <p>Oral administration of subject-area tasks that do not assess decoding/reading comprehension</p>	<ul style="list-style-type: none"> • Instruction that focuses on selected grade-level TEKS instead of all of the TEKS 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) <p>Cueing or prompting the student during a grade-level activity</p>

**MODIFICATION = What
ACCOMMODATION = How**

