Accommodations and Modifications

Accommodations	Modifications
• Changes **HOW** the student will learn or demonstrate his/her knowledge, keeping content expectations the same • Help support **access** to the general curriculum. • **Do not change** what is taught. • Provide adaptations for a child with a disability **without** setting different expectations.	• Changes **WHAT** the student is expected to learn • Perform objectives **different** from those of the rest of the class. • Adjustments to an assignment or a test that **change** the standard of what the test or assignment is supposed to measure. • Practices that **change**, **lower**, or **reduce** learning expectations.

The following chart is intended to assist school teams in determining if provided supports should be considered an accommodation or a modification. Please note: A student might require an individual assignment modified and then demonstrate a full understanding of the content on a final assessment without modification. This student may be considered to be demonstrating mastery on non-modified instruction for the Special Permission Locally Awarded Verified Credit - Accommodation. This student may also be considered for return to in-person with group 5, Intensive Support Need, if they meet the additional criteria.

Instructional Support	Curriculum Expectation	Accommodation Example	Modification Example
Answer different test questions	Students will write a short answer explaining the classification keys used to identify rocks and minerals. *(Based on Earth Science standards)*	The student is provided multiple-choice questions explaining the classification keys to identify rocks and minerals.	The student will sort images of rocks, minerals, and organisms.
Answer fewer test questions	Students, given 10 questions, will solve to make the change from $5 dollars or less. *(Based on Mathematics standard 3.8)*	The student, given 5 questions, will solve to make the change from $5 dollars or less.	The student, given 5 questions, will identify a coin and the assigned value. OR Given manipulatives, the student will solve 5 questions to make the change from 25 cents or less.

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Complete fewer homework problems than peers	Students will solve 10 multistep linear equations in one variable with the variable on one or both sides of the equation. *(Based on Mathematics standard 8.15)*	The student is tasked to complete 3 multi-step linear equations with variables on one side of the equation. The student is given a second task to complete 3 multi-step linear equations with variables on both sides of the equation.	The student is tasked to complete one-step equations. OR The student is given the variable and tasked to complete the problem.
Complete fewer homework problems than peers	When given 10 problems, students will determine the slope of a line when given an equation of the line, the graph of the line, or two points on the line. (Based on Algebra standard 6.a)	When given 10 problems, the student will determine the slope of a line when given an equation of the line, the graph of the line, or two points on the line on the even numbered problems.	The student will draw a line on the graph when given the coordinates of two points of the line on 5 problems.
Create alternate projects or assignments	Students will draw pictures to demonstrate the relationship between force and energy. *(Based on Science standard 5.3)*	The student will demonstrate their understanding of the relationship between force and energy by responding orally to asked questions rather than drawing pictures.	When the teacher shows a video of an object in motion, the student will identify if the object is moving in a straight, circular, or spinning motion using picture cards.
Read reduced language level text	Provided text at grade level, students will identify statements which are facts and opinions. *(Based on English standard 4.5)*	Provided text at student's independent reading level, 3 years below grade level, student will identify statements which are fact and opinion.	Provided with statements written at the student's independent reading level, the student will indicate if the statements are true or false.
Read reduced language level text	Provided the World History text, students will read the chapter on ancient Greece and complete the graphic organizer describing the social and religious structure of ancient Greece. *(Based on World History 1 standard 5.b)*	Using a website which reduces the reading level of the textbook, the student will read the chapter on ancient Greece and complete the graphic organizer describing the social and religious structure of ancient Greece.	After reading a book at their independent reading level, the student will identify common gods and goddesses of Ancient Greece: Zeus, Hera, Apollo, and Athena.
Use of graphic organizer	Students will write an essay to explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras, specifically: haikus,	The student will use a graphic organizer to show the similarities and differences of haikus, sonnets, fables, and myths.	Given 2 pieces of writing, the student will identify which one is a fable and which is a haiku.

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	sonnets, fables, and myths. *(Based on English standard 10.3.d)*		
Use of graphic organizer	Students will draw a diagram of the rock cycle. *(Based on Science standard* 5.8.c)	The student will use a graphic organizer to demonstrate the key components of the rock cycle.	The student will use a T-chart to indicate whether the picture/photo card presented is a rock or not.
Use recognition tests (true-false, multiple-choice, or matching) instead of essays	In an essay, students will describe the processes of photosynthesis and respiration include the capture, storage, transformation, and flow of energy. *(Based on Biology standard 2.e)*	The student will answer multiple-choice questions to demonstrate their knowledge of the processes of photosynthesis and respiration include the capture, storage, transformation, and flow of energy.	When given 10 images, the student will identify if the given image uses photosynthesis to convert light to energy by selecting True or False.
Write shorter papers	Students will write a multi-paragraph essay that will describe the structure and powers of the local government. *(Based on Civics and Economics standard 8.a)*	The student will write one paragraph indicating the structure and powers of the local government.	Given pictures, students will label the picture with the power of the local government exemplified in the picture.