

Accommodation, Modification, or Neither?

<p>Accommodation = a change in the way instruction and assessments are presented or responded to that <i>does not change</i> what is being measured.</p>		<p>Modification – a change in the way instruction and assessments are presented or responded to that <i>alters the target</i> that is being measured.</p>
What is the instructional target or standard being measured?	What support(s) does the student need to access this measure?	Is the support an accommodation or a modification?
<ol style="list-style-type: none"> 1. Identify and give the value of different coins. 2. Read a variety of narrative and informational texts independently and fluently (written at grade 4 level of text complexity). 3. Ability to use positional words to describe the relationship of two or more objects. 4. Recognize the use of specific literary devices within text (e.g., setting, major events, problems, conflicts, resolutions). 	<ol style="list-style-type: none"> 1. A matrix with a picture of each coin and its value for the student to refer to during the activity/assessment. 2. Use of a variety of narrative and informational texts written at a grade 2 level of text complexity. 3. Use of a list of positional words. 4. Use of a model example for each literary device. 	<ol style="list-style-type: none"> 1. Modification – the provision of the value of the coins changes what is being measured. The student is matching coins to values, not coming up with the values independently. 2. Modification – Higher level skills reading skills must be applied in order to read more complex text. 3. Neither if all students use a list; an Accommodation if provided only to some students. The target of instruction and assessment is the ability to use the words to describe a relationship, not to have the produce a list of positional words from memory. 4. Neither if all students use the model. Accommodation if provided only to some students. The target of instruction and assessment is the ability to recognize specific literary devices within text, not memorization of a list of literary devices and their definitions.