

## Guidance on Accommodations for the Calculation Device and Math Tools on Non-calculator Sections for the CMAS: PARCC Mathematics Assessment

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The Calculation Device and Math Tools on Non-Calculator Sections accommodation may be available to a limited number of students with a disability which severely limits or prevents the student from **performing basic calculations**. At the educational team's discretion, any student may have this accommodation on their IEP or 504 plan for instructional purposes. Only a very limited number of students who meet specific guidance criteria may use the accommodation on the CMAS: PARCC Mathematics assessment and receive a valid score. In Colorado additional clarification is needed to what PARCC specifies in their manual.

Although a Unique Accommodation Request form is not required for the following mathematics tools, students must still meet all of the requirements on the guidance document:

- Arithmetic tables
- Two-color chips
- One-to-one counters or counting chips
- Square tiles
- Base 10 blocks
- 100s chart

In Colorado, if all guidelines are met, the District Assessment Coordinator must submit a Unique Accommodation Request for all other calculator devices or math tools, with **this** completed form as supporting documentation. The state deadline for Unique Accommodation Requests is December 15. Districts may implement earlier deadlines for their staff.

If the request is approved, the student may receive a valid score on the assessment when using this accommodation.

If the request is not submitted or not approved and the educational team uses the accommodation during the CMAS: PARCC Mathematics assessment, the district may be instructed to mark the assessment as a non-approved accommodation. This will result in the score being invalidated and the student being considered a "non-participant" for the Mathematics assessment.

There are five criteria determinations needed for each accommodation request. To complete this checklist, the team begins with Criterion #1 by marking the appropriate Response box. The team follows the instructions of either "stop here" or "complete the supporting data." The requested supporting data is then written into column three prior to moving on to the next criteria.

If at any time the Response box indicates "**stop here**," the team should stop the checklist. This is an indication that the student does not meet the requirements to receive a valid score when using this accommodation on the state assessment. The team should consider available alternative accommodations. If all criteria are met, a Unique Accommodations Request needs to be completed and submitted to CDE.

Student Name: \_\_\_\_\_

Criterion #1 -- The student is currently eligible for special education services or has a 504 plan.		
	Response:	Supporting Data:
<input type="checkbox"/> Current IEP <input type="checkbox"/> Current 504 plan	<input type="checkbox"/> <b>No. Stop here.</b>  <input type="checkbox"/> <b>Yes.</b> Complete supporting data and continue on to Criterion #2.	Date of latest IEP/504 team meeting:  <hr/>
Criterion #2 -- The student has a disability that severely limits or prevents basic calculation.		
	Response:	Supporting Data:
Is the student able to perform single-digit calculations without the use of a calculation device, arithmetic table or manipulative?	<input type="checkbox"/> <b>Yes. Stop here.</b>  <input type="checkbox"/> <b>No.</b> One or more “no” is marked in the supporting data area. Continue on to Criterion #3.	Can the student complete single-digit addition problems? <input type="checkbox"/> <b>Yes.</b> <input type="checkbox"/> <b>No</b>
		Can the student complete single-digit subtraction problems? <input type="checkbox"/> <b>Yes.</b> <input type="checkbox"/> <b>No.</b>
		Can the student complete single-digit multiplication problems? <input type="checkbox"/> <b>Yes.</b> <input type="checkbox"/> <b>No.</b>
		Can the student complete single-digit division problems? <input type="checkbox"/> <b>Yes.</b> <input type="checkbox"/> <b>No.</b>
Criterion #3 -- The student’s inability to perform mathematical calculations is documented by evaluation on at least one recent locally-administered diagnostic assessment.		
	Response:	Supporting Data:
A diagnostic mathematics assessment has been given within one academic year.	<input type="checkbox"/> <b>No. Stop here.</b> <input type="checkbox"/> <b>Yes.</b> The diagnostic assessment indicates the student is below grade level in math; however, the student is able to perform multi-digit computation in addition, subtraction, multiplication and division. <b>Stop here.</b> <input type="checkbox"/> <b>Yes.</b> The diagnostic assessment supports the student’s inability to basic mathematical calculations. Complete supporting data and continue on to Criterion #4.	Name of diagnostic assessment:  <hr/>
		Most recent date of assessment:  <hr/>
		Scores:  <hr/>
		Summary of results:  <hr/> <hr/> <hr/>

Student Name: \_\_\_\_\_

Criterion #4 -- The student is receiving supplemental calculation instruction.		
	Response:	Supporting Data:
The student is receiving regular and ongoing calculation instruction in addition to Mathematics instruction.	<input type="checkbox"/> <b>No. Stop here.</b> <input type="checkbox"/> <b>Yes.</b> The student is receiving ongoing, intensive instruction and/or intervention outside of regularly scheduled Mathematics instructional time. Complete supporting data and continue on to Criterion #5.	Frequency and duration (time allotted) for specific math/calculation instruction: _____ _____ _____ _____
Criterion #5 -- The student is using a calculation device, arithmetic table or manipulatives during instruction the majority of the time.		
	Response:	Supporting Data:
The student has access to <i>and uses</i> a calculation device, arithmetic table or math manipulatives the majority of the time during instruction.	<input type="checkbox"/> <b>No. Stop here.</b> <input type="checkbox"/> <b>Yes.</b> The student has access to math tools upon request. <b>Stop here.</b> <input type="checkbox"/> <b>Yes.</b> The student has access to math tools, but does not use them. <b>Stop here.</b> <input type="checkbox"/> <b>Yes.</b> The student uses math tools to perform basic calculations 55% or more of the time during instruction. Complete supporting data.	Math tools the student has access to and uses the majority of the time: <input type="checkbox"/> 4-function Calculator <input type="checkbox"/> Hundreds Chart <input type="checkbox"/> Addition Chart <input type="checkbox"/> Subtraction Chart <input type="checkbox"/> Multiplication Chart <input type="checkbox"/> Division Chart <input type="checkbox"/> Two color chips <input type="checkbox"/> Base 10 blocks <input type="checkbox"/> Square tiles <input type="checkbox"/> Other 1-to-1 counters Other: _____ _____
Unique Accommodation Request		
	Response:	Supporting Data:
The student needs a <b>calculator</b> or an "other" calculation device under criterion #5.	<input type="checkbox"/> <b>No.</b> A unique accommodation request is not required by CDE. <input type="checkbox"/> <b>Yes.</b> A UNIQUE ACCOMMODATION REQUEST is required. Check with your DAC for obtain correct paperwork and deadlines.	<input type="checkbox"/> Request completed and sent to DAC. <input type="checkbox"/> Guidance document submitted to DAC. <input type="checkbox"/> Approval/Denial received from CDE  Date: _____