



Mathematics Charts and Counters on Non-Calculator Section

Contact Information:

District Name: _____ Request Date: _____

School Name: _____

District Assessment Coordinator (UAR must be reviewed and signed by DAC): _____

Student Information:

Student Name: _____ SASID: _____ Grade: _____

Criterion 1: The student has a current special education plan or has a 504 plan.

Type of plan: ☐ IEP ☐ 504

Date of most recent plan: _____

Identify the disability that interferes with the student's access to the test:

Disability Category (Select all that apply):

- | | | |
|---|---|---|
| <input type="checkbox"/> Autism Spectrum Disorder | <input type="checkbox"/> Intellectual Disability | <input type="checkbox"/> Specific Learning Disability |
| <input type="checkbox"/> Deaf-Blindness | <input type="checkbox"/> Multiple Disabilities | <input type="checkbox"/> Speech or Language Impairment |
| <input type="checkbox"/> Developmental Delay | <input type="checkbox"/> Orthopedic Impairment | <input type="checkbox"/> Traumatic Brain Injury |
| <input type="checkbox"/> Hearing Impairment, Including Deafness | <input type="checkbox"/> Other Health Impaired | <input type="checkbox"/> Visual Impairment, Including Blindness |
| | <input type="checkbox"/> Serious Emotional Disability | |

Request:

District-Approved Unique Accommodation Request: Math Charts and Counters on the Non-Calculator Sections

Math Tools on the non-calculator section (Select all that apply):

- | | | |
|--|--|---|
| <input type="checkbox"/> Two-color chips | <input type="checkbox"/> Base 10 blocks | <input type="checkbox"/> Multiplication chart |
| <input type="checkbox"/> Arithmetic tables | <input type="checkbox"/> 100s chart | <input type="checkbox"/> Division Chart |
| <input type="checkbox"/> One-to-one counters | <input type="checkbox"/> Addition chart | |
| <input type="checkbox"/> Square tiles | <input type="checkbox"/> Subtraction chart | |

Note: A number line is **not** an allowable tool/device and cannot be used on the math assessment.

Do not submit the student's IEP or 504 Plan.

See the Unique Accommodation Guidance Document for additional support.

The use of a math calculation device on the non-calculator sections of the math test is intended to provide basic access to the math test. It is not intended for use by students who can complete basic computations but are below grade level in their general math knowledge.



Student Name: _____

Student SASID: _____

Criterion 2: The student has a documented disability that significantly limits or prevents the student from performing basic calculations.

The student has a documented disability that significantly limits or prevents the student from performing basic mathematical calculations.

☐ **No. STOP HERE.**

☐ **Yes.** If one or more is “No” in the supporting data area:
CONTINUE TO CRITERION #3.

Complete the section below for 3rd through 8th grade students:

The student can complete single-digit addition problems:

☐ Yes ☐ No

The student can complete single-digit subtraction problems:

☐ Yes ☐ No

Complete the section below for 5th through 8th grade students only.

The student can complete single digit multiplication problems:

☐ Yes ☐ No

The student can complete division involving single-digit factors:

☐ Yes ☐ No



Student Name: _____ Student SASID: _____

Criterion 3: The student's inability to perform basic mathematical calculations is documented by evaluation(s) on at least one recent locally administered assessment.

A commercially produced diagnostic or benchmark assessment that measures number sense and basic mathematical calculations has been administered within the current academic year.

☐ **No. STOP HERE.**

Name of diagnostic or benchmark assessment:

☐ **Yes.** The diagnostic assessment indicates the student is below grade level in math; however, the student is able to perform single-digit computation. The student's disability prevents the student from performing multi-digit computation(s).
STOP HERE.

Administration date of most recent assessment:

☐ **Yes.** The diagnostic assessment indicates the student has a disability that severely limits or prevents the student's ability to perform basic calculations, even after varied and repeated attempts to teach the student to do so.
COMPLETE THE SUPPORTING DATA AND CONTINUE TO CRITERION #4.

Score(s) (assessment must be administered without accommodation):

Attach the student's diagnostic or benchmark assessment score report as supporting documentation

See District Approved Unique Accommodation Guidance Document.



Student Name: _____ Student SASID: _____

Criterion 4: The student receives regular math intervention and regularly uses a calculation device during daily instruction and classroom/benchmark assessment.

The student receives regular and ongoing calculation instruction in addition to mathematics instruction and research-based interventions.

- ☐ **No. STOP HERE.**
- ☐ **Yes.** The student has access to math tools *upon request.* **STOP HERE.**
- ☐ **Yes.** The student has access to math tools, but does not use them regularly (less than 55% of the time) during math instruction to perform basic calculations. **STOP HERE.**

Identify the type of research-based math intervention the student receives:

AND

The student has access to and uses math tools the majority of the time during instruction and assessment.

- ☐ **Yes.** The student has access to math tools and uses them regularly (more than 55% of the time) during math instruction to perform basic calculations, but does not use them during classroom assessments or benchmark assessments. **STOP HERE.**
- ☐ **Yes.** The student has access to math tools and uses them regularly (more than 55% of the time), but only to perform complex (multi-digit) math calculations. **STOP HERE.**

Percentage of time the student uses math tools during math instruction:

Percentage of time the student uses math tools during classroom/benchmark assessment:

- ☐ **Yes.** The student uses math tools to perform (single digit) calculations 55% or more of the time during math instruction and math intervention to perform basic calculations. **COMPLETE THE SUPPORTING DATA AND SUBMIT THE UAR.**

Math Tools:

- ☐ Two-color chips
- ☐ Arithmetic tables
- ☐ One-to-one counters
- ☐ Square tiles
- ☐ Base 10 blocks
- ☐ 100s chart
- ☐ Addition chart
- ☐ Subtraction chart
- ☐ Multiplication chart
- ☐ Division Chart

Note: Number lines are **not** allowed on the mathematics assessment.



District Approved UAR Form: Math Charts and Counters on Non-Calculator Section

Student Name: _____ Student SASID: _____

Unique Accommodation Request:

In sending this form to the District for consideration for approval, the principal/designee assures that:

- ☐ The school team met and considered all allowable accommodations before proposing this unique accommodation.
- ☐ This accommodation is documented on the student's IEP or 504 plan.
- ☐ The proposed accommodation is used *regularly and with fidelity* for routine class instruction and assessment.
- ☐ The student is practiced and proficient in using the proposed accommodation.
- ☐ The UAR form and accompanying data has been reviewed by the principal/designee and believes the student meets all the preceding criteria for the math charts and counters on non-calculator section accommodation.
- ☐ Parents have been notified of this accommodation.

Principal/Designee Signature: _____

Date: _____