



Mathematics Calculator 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:

CMAS Mathematics UAR: Calculator/Calculation Device on Non-Calculator Sections (select one):

- Grades 3-5: Four-function calculator (includes percentage function)
- Grades 6-7: Five-function calculator (includes square root and percentage function)
- Grade 8: Scientific calculator

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

If the student is approved for use of this unique accommodation and is testing online, provide a handheld calculator for the non-calculator section as an embedded calculator is not available through the online platform. If a student needs a specific calculator (e.g., large key, talking), the student can bring their own, provided it is specified in their approved IEP or 504 Plan.

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.**

- 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.

- Yes.** The diagnostic assessment indicates the student is below grade level in math; however, the student is able to perform single-digit computation with assistance from math tools. Use the form **District Approval of Math Charts and Counters**
STOP HERE.

- 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.

Name of diagnostic or benchmark assessment:

Administration date of most recent assessment:

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

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

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

See 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.

AND

The student has access to and uses a calculation device the majority of the time during instruction and assessment.

- No. STOP HERE.**
- Yes.** The student has access to a calculation device *upon request*. **STOP HERE.**
- Yes.** The student has access to a calculation device, but does not use it regularly (less than 55% of the time) during math instruction to perform basic calculations. **STOP HERE.**
- Yes.** The student has access to a calculation device and uses it regularly (more than 55% of the time) during math instruction to perform basic calculations, but does not use it during classroom assessments or benchmark assessments. **STOP HERE.**
- Yes.** The student has access to a calculation device and uses it regularly (more than 55% of the time), but only to perform complex (multi-digit) math calculations. **STOP HERE.**
- Yes.** The student uses a calculation device 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.**

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

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

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



Student Name: _____ Student SASID: _____

Unique Accommodation Request:

In signing this form to CDE for consideration for approval, the principal/designee and DAC assure 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 DAC reviewed the UAR form and accompanying data, and the DAC believes the student meets all the preceding criteria for the calculator on non-calculator section accommodation.
- The student has been added to the district spreadsheet for batch submission to CDE.
- The UAR form and accompanying data were submitted to CDE on or before **December 15, 2025**.

DAC Signature: _____

Date: _____