



# Unique Accommodation Request

## Calculation Device on Non-calculator Sections (Math)

### 2022-2023

Contact Information	
District Assessment Coordinator:	Date:
District Name:	School Name:
<p>In signing and submitting this form to CDE for consideration for approval, the principal/designee and DAC assure that:</p> <ul style="list-style-type: none"> <li>The school team met and considered all listed accommodations before proposing this unique accommodation.</li> <li>This accommodation is documented on the student's IEP or 504 plan.</li> <li>The proposed accommodation is used <i>regularly and with fidelity</i> for routine class instruction and assessment.</li> </ul>	
DAC Signature:	
Student Information	
Name:	SASID:
Grade:	District ID:
Criterion 1 - Type of Plan	
Type of plan: <input type="checkbox"/> IEP <input type="checkbox"/> 504 Plan	
Date of the most recent Plan:	
Disability Category (select all that apply):	
<input type="checkbox"/> Autism Spectrum <input type="checkbox"/> Intellectual Disability <input type="checkbox"/> Other Health Impaired <input type="checkbox"/> Speech or Language Impairment	<input type="checkbox"/> Deaf-blindness <input type="checkbox"/> Multiple Disabilities <input type="checkbox"/> Serious Emotional Disability <input type="checkbox"/> Traumatic Brain Injury
<input type="checkbox"/> Hearing Impairment, Including Deafness <input type="checkbox"/> Orthopedic Impairment <input type="checkbox"/> Specific Learning Disability <input type="checkbox"/> Visual Impairment, Including Blindness	
Request	
<b>CMAS: Mathematics</b>	
Unique Accommodation Request: Calculator/Calculation Device on Non-calculator Sections	
<input type="checkbox"/> Grade 3-5: Four-function calculator (includes percentage function) <input type="checkbox"/> Grades 6-7: Five-function calculator (includes square root and percentage function) <input type="checkbox"/> Grade 8: Scientific	
<b>Note:</b> A number line is <b>not</b> an allowable tool/device and cannot be used on the math assessment.	
<p>If a student is testing online and needs a calculator in the non-calculator section as an approved unique accommodation, the student needs a hand-held calculator as an online calculator will not be available through the computer-based delivery platform. If a student needs a specific calculator (e.g., large key, talking), the student can bring his or her own, provided it is specified in his or her approved IEP or 504 Plan.</p>	

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: \_\_\_\_\_

Criterion 2 – The student has a disability which significantly limits or prevents the student from performing basic calculations		
Does the student have a disability that significantly limits or prevents the student’s ability to perform basic calculations?	<input type="checkbox"/> <b>No. Stop here.</b>  <input type="checkbox"/> <b>Yes.</b> If one or more is “no” in the supporting data area. <b>Continue to Criterion #3.</b>	<b>Complete section below for 3<sup>rd</sup>-8<sup>th</sup> grade students</b>
		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>
		<b>Complete section below only for 5<sup>th</sup>-8<sup>th</sup> grade students</b>
		Can the student complete single-digit multiplication problems? <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>
<b>Criterion 3 – The student’s inability to perform basic mathematical calculations is documented by evaluation on at least one recent locally administered assessment.</b>		
A commercially produced diagnostic or benchmark mathematics assessment that measures number sense and basic mathematic calculations has been given within the <b>current</b> 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 single-digit computation. The student’s disability prevents the student from performing multi-digit computation. <b>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 single-digit computation with assistance from math tools. Use the form: <b>District Approval of Math Charts and Counters.</b> <b>Stop here.</b>  <input type="checkbox"/> <b>Yes.</b> 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. <b>Complete supporting data and continue to Criterion #4.</b>	Name of diagnostic or benchmark assessment:   Most recent date of assessment:   Scores (assessment results submitted must be without accommodation):

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

Criterion 4 – The student is using a calculation device during instruction the majority of the time.		
<p>The student is receiving regular and ongoing calculation instruction in addition to mathematics instruction and research-based interventions.</p> <p><b><u>AND</u></b></p> <p>The student has access to <i>and uses</i> a calculation device, the majority of the time during instruction.</p>	<p><input type="checkbox"/> <b>No. Stop here.</b></p> <p><input type="checkbox"/> <b>Yes.</b> The student has access to a calculation device, <b>but does not use it regularly</b> (less than 55% of the time) during math instruction to perform basic calculations. <b>Stop here.</b></p> <p><input type="checkbox"/> <b>Yes.</b> The student has access to a calculation device and uses it regularly during math instruction (55% or more of the time) <b>but only to perform complex (multi-digit) math calculations. Stop here.</b></p> <p><input type="checkbox"/> <b>Yes.</b> The student uses a calculation device to perform basic calculations 55% or more of the time during math instruction to perform basic calculations. <b>Complete supporting data.</b></p>	
Unique Accommodation Request		
<p>The student meets all of the preceding criteria for the accommodation of a <b>calculator on non-calculator sections.</b></p>	<p><input type="checkbox"/> <b>Yes.</b> A UNIQUE ACCOMMODATION REQUEST is required. Check with your DAC to obtain correct paperwork and deadlines.</p>	<p><input type="checkbox"/> Guidance document submitted to DAC.</p> <p><input type="checkbox"/> Student added to Excel spreadsheet.</p> <ul style="list-style-type: none"> <li>• State ID is included.</li> </ul> <p><input type="checkbox"/> Submitted to CDE on or before December 15, 2022.</p> <p><input type="checkbox"/> Approval/Denial received from CDE</p> <p>Date: _____</p>