

Unique Accommodation Request Calculation Device on Non-calculator Sections (Math)

2022-2023

Contact Information				
District Assessment Coordinator:		Date:		
District Name:		School Nar	me:	
In signing and submitting this form to	CDE for consideration	n for approv	val, the principal/designee and DAC assure	
that:			, p,g	
The school team met and consider	ered all listed accommo	dations befo	re proposing this unique accommodation.	
 This accommodation is documen 		•		
The proposed accommodation is	used <u>regularly</u> and <u>wit</u>	<i>h fidelity</i> for i	routine class instruction and assessment.	
DAC Signature:				
Student Information				
Name:		SASID:		
Grade:		District ID:	District ID:	
Criterion 1 - Type of Plan				
Type of plan: ☐ IEP ☐ 504 Plan				
Date of the most recent Plan:				
Disability Category (select all that app	oly):			
☐ Autism Spectrum	☐ Deaf-blindness		☐ Hearing Impairment, Including Deafness	
☐ Intellectual Disability	☐ Multiple Disabiliti	es	☐ Orthopedic Impairment	
☐ Other Health Impaired	□ Serious Emotional Disabil		☐ Specific Learning Disability	
☐ Speech or Language Impairment	☐ Traumatic Brain Ir	njury	☐ Visual Impairment, Including Blindness	
Request				
CMAS: Mathematics				
Unique Accommodation Request: Calculator/Calculation Device on Non-calculator Sections				
☐ Grade 3-5: Four-function calculator (includes percentage function)				
☐ Grades 6-7: Five-function calculator (includes square root and percentage function)				
☐ Grade 8: Scientific				
Note: A number line is not an allowable tool/device and cannot be used on the math assessment.				
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				
			tor (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.				

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.

UAR Form: Calculation Device on Non-Calculator Sections (Math)

Student Name: _____

Criterion 2 – The student has a disability which significantly limits or prevents the student from performing basic calculations						
Does the student have	□ No. Stop here.	Complete section below for 3 rd -8 th grade students				
a disability that	la ito: Stop here.	Can the student complete single-digit addition problems?				
significantly limits or	☐ Yes . If one or more is	☐ Yes ☐No				
prevents the student's	"no" in the supporting	Can the student complete single-digit subtraction problems?				
ability to perform basic	data area. Continue to	□ Yes □No				
calculations?	Criterion #3.	Complete section below only for 5th-8th grade students				
		Can the student complete single-digit multiplication				
		problems?				
		□ Yes □No				
		Can the student complete single-digit division problems?				
		☐ Yes ☐No				
Criterion 3 – The student's inability to perform basic mathematical calculations is documented by evaluation on at least one recent locally administered assessment.						
A commercially	☐ No. Stop here.	Name of diagnostic or benchmark assessment:				
produced diagnostic	ino. Stop here.	Name of diagnostic of benefittark assessment.				
or benchmark	☐ Yes. The diagnostic					
mathematics	assessment indicates the					
assessment that	student is below grade level in	Most recent date of assessment:				
measures number	math; however, the student is					
sense and basic	able to perform single-digit					
mathematic	computation. The student's					
calculations has been	disability prevents the student	Scores (assessment results submitted must be without				
given within the	from performing multi-digit	accommodation):				
current academic	computation. Stop here.					
year.	☐ 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 supporting data					
	and continue to Criterion #4.					

Student Name:

The student is receiving regular and ongoing calculation instruction in addition to mathematics instruction and research-based interventions. AND 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 calculation. Stop here. AND The student has access to a calculation device and uses it regularly during math instruction device and uses it regularly during math instruction. (55% or more of the time) but only to perform complex (multi-digit) math calculations. Stop here. Yes. The student uses a calculation device to perform basic calculation device to perform basic calculations 55% or more of the time during math instruction to perform basic calculations. Complete supporting data. Unique Accommodation Request The student meets all of the preceding criteria for the accommodation of a calculator on non-calculator sections. By Sa. A UNIQUE ACCOMMODATION REQUEST is required. Check with your DAC to obtain correct paperwork and deadlines. By Complete supporting data. Distriction to perform basic calculations of the preceding criteria for the accommodation of a calculator on non-calculator sections. Complete supporting data. Distriction to perform basic calculations device to perform basic calculations are performed basic calculations device to perform device device and uses it regularly during math instruction device to perform device device and uses it regularly during math instruction device to perform device device and uses it regularly during math instruction device to perform device device and uses it regularly	Criterion 4 – The student is using a calculation device during instruction the majority of the time.					
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