

District-Approved Unique Accommodation: Use of Math Charts and Counters

CMAS Mathematics Assessment Non-Calculator Sections

The Math Charts and Tools Accommodation on Non-Calculator Sections may be available to a limited number of students with a disability which severely limits or prevents the student from *performing basic calculations*. There must be a direct connection between the student's disability and the unique accommodation request to access the assessment. Students must have this accommodation on their IEP or 504 plan for instructional and assessment purposes. Only a very limited number of students who meet specific guidance criteria may use the accommodation on the CMAS mathematics assessment and receive a valid score.

The use of math charts and counters 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 computation but are below grade level in their general math knowledge.

Follow the instructions in Math Charts and Counters: CMAS Mathematics Non-calculator Sections request form.

- Complete all of the information on the District-Approved Unique Accommodation Request (UAR) form.
 - Identify the most recent date of the student's IEP or 504 plan. The plan date must be within one year of the submission date. CDE will not review UAR requests with an "Expected implementation" of an IEP or 504.
 - There should be a direct connection between the student's disability and the need for the accommodation requested.
 - In the "Request" area, indicate the math tool(s) being requested.
 - **Note:** a number line is **not** an allowable tool and cannot be used on the mathematics assessment.
 - Starting with Criterion 2, the selected answer indicates either "stop here" or "complete the supporting data". If at any time the selected response 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 the requested accommodation.
 - All supporting evidence, documentation, and diagnostic assessments submitted must be completed within the current school year.

The use of a math chart or counter 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.

District-Approved Unique Accommodation: Use of Math Charts and Counters

CMAS Mathematics Assessment Non-Calculator Sections

If all criteria are met, the attached District-Approved Unique Accommodation Request (UAR) form needs to be completed with **supporting data from the current school year** and submitted to the district for approval. **A UAR submitted without complete information will not be approved.**

- Submission data to attach with the UAR form includes;
 - Types of assessments
 - Diagnostic assessment
 - Benchmark assessment
 - Progress monitoring assessments
 - Criteria or data to include
 - Must include number sense and basic calculation skills
 - Must be completed within the current school year
 - Assessment must be commercially-produced and research based.

Do not submit the student's IEP or 504 plan. Any IEP or 504 Plan submitted will not be reviewed and will be discarded.

Districts may establish their own timeline for submission of this form to the DAC for approval.

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

If the accommodation is not approved and the educational team uses the accommodation during the CMAS math assessment, the district may indicate that a non-approved accommodation was used on the assessment. This will result in the score being invalidated or suppressed and the student being considered a “non-participant” for the math assessment.

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



District Approved Unique Accommodation:
Use of Math Charts and Counters
CMAS Mathematics Non-Calculator Sections
2022-2023

Contact Information	
District Assessment Coordinator:	Date:
District Name:	School Name:
In signing and submitting this form to the District Assessment Coordinator for consideration for approval, the principal/designee assures that: <ul style="list-style-type: none">The school team met and considered all listed accommodations before proposing this accommodation.This accommodation is documented on the student's IEP or 504 plan, and the plan is current.The proposed accommodation is used <i>regularly</i> and <i>with fidelity</i> for routine class instruction and assessment.	
School 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 Disabilities <input type="checkbox"/> Visual Impairment, including Blindness	
Request	
CMAS: Mathematics	
<input type="checkbox"/> Math Tools on non- calculator sections (Choose all that apply)	
<ul style="list-style-type: none"><input type="checkbox"/> Two-color chips<input type="checkbox"/> Arithmetic tables<input type="checkbox"/> One-to-one counters or counting chips<input type="checkbox"/> Square tiles<input type="checkbox"/> Base 10 blocks<input type="checkbox"/> 100s chart	
Note: A number line is not an allowable tool and cannot be used on the math assessment.	

Student Name: _____

Criterion 2 -- The student has a disability that severely limits or prevents the student from performing basic calculations.		
<p>Does the student have a disability that severely limits or prevents the student's ability to perform basic calculations?</p>	<p><input type="checkbox"/> No. Stop here.</p> <p><input type="checkbox"/> Yes. If one or more "no" is marked in the supporting data area. Continue to Criterion #3.</p>	Complete section below for 3rd-8th grade students
		Can the student complete single-digit addition problems? <input type="checkbox"/> Yes <input type="checkbox"/> No
		Can the student complete single-digit subtraction problems? <input type="checkbox"/> Yes <input type="checkbox"/> No
		Complete section below only for 5th-8th grade students
		Can the student complete single-digit multiplication problems? <input type="checkbox"/> Yes <input type="checkbox"/> No
		Can the student complete single-digit division problems? <input type="checkbox"/> Yes <input type="checkbox"/> No
Criterion 3 -- The student's inability to perform mathematical calculations is documented by evaluation on at least one recent locally-administered diagnostic assessment.		
<p>A commercially produced diagnostic or benchmark mathematics assessment that measures number sense and basic mathematic calculations has been given within the current academic year.</p>	<p><input type="checkbox"/> No. Stop here.</p> <p><input type="checkbox"/> 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. Stop here.</p> <p><input type="checkbox"/> 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. Continue to criterion #4.</p>	<p>Name of diagnostic assessment:</p> <p>Most recent date of assessment:</p> <p>Scores (assessment results submitted must be without accommodation):</p>

Student Name: _____

Criterion 4 -- The student is using math tools 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>AND</p> <p>The student has access to <i>and uses</i> math tools the majority of the time during instruction.</p>	<p><input type="checkbox"/> No. Stop here.</p> <p><input type="checkbox"/> Yes. The student has access to math tools <i>upon request. Stop here.</i></p> <p><input type="checkbox"/> Yes. The student has access to math tools, but uses them less than 55% of the time during math instruction. Stop here.</p> <p><input type="checkbox"/> Yes. The student uses math tools to perform basic calculations 55% or more of the time during math instruction. Complete supporting data.</p>	<p>Math tools the student has access to and uses the more than 55% of the of the time during math instruction and classroom assessments:</p> <p>Math Tools:</p> <p><input type="checkbox"/> Hundreds Chart</p> <p><input type="checkbox"/> Addition Chart</p> <p><input type="checkbox"/> Subtraction Chart</p> <p><input type="checkbox"/> Multiplication Chart</p> <p><input type="checkbox"/> Division Chart</p> <p><input type="checkbox"/> Two color chips</p> <p><input type="checkbox"/> Base 10 blocks</p> <p><input type="checkbox"/> Square tiles</p> <p><input type="checkbox"/> Other 1-to-1 counters</p> <p>Note: Number lines are not allowed on the mathematics assessment.</p>
Unique Accommodation Request		
<p>The student meets all of the preceding criteria for the accommodation of math tools.</p>	<p><input type="checkbox"/> Yes. Complete this form and submit to the DAC. If approved, the school must provide math tools for student during the assessment.</p>	<p><input type="checkbox"/> Guidance document submitted to DAC.</p> <p><input type="checkbox"/> Parents have been notified of this accommodation.</p> <p><input type="checkbox"/> Approval/Denial received from DAC.</p> <p>Date: _____</p>