



Mathematics Charts and Counters on Non-Calculator Section

Contact Information:

School Name: _____ Request Date: _____

SAC Name: _____

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

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

Date of most recent plan: _____

Disability Category (select all that apply):

- | | | |
|--|---|---|
| ☐ Intellectual Disability | ☐ Autism Spectrum Disorder | ☐ Serious Emotional Disability |
| ☐ Multiple Disabilities | ☐ Deaf-Blindness | ☐ Specific Learning Disability |
| ☐ Orthopedic Impairment | ☐ Developmental Delay | ☐ Speech or Language Impairment |
| ☐ Other Health Impaired | ☐ Hearing Impairment, Including Deafness | ☐ Traumatic Brain Injury |
| | | ☐ Visual Impairment, Including Blindness |

Request:

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

Math Tools on the Non-Calculator Section (select all that apply):

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

Documentation Reminder: When submitting the UAR, include only the page(s) of the student's IEP or 504 plan where the Math Charts and Counters accommodation is documented. Do not submit the full IEP/504 plan.

Notes:

- A number line is **not** an allowable tool/device and cannot be used on the math assessment.
- 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.
- See the CMAS Math Charts and Counters UAR Guidance for additional support.



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



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 CMAS Math Tools UAR Guidance.



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.**
- ☐ **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.**

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

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

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.



Unique Accommodation Request:

In sending this form to CSI 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 SAC reviewed the UAR form, IEP/504 plan, and accompanying data; the SAC believes the student meets all the preceding criteria for the Math Charts and Counters on Non-Calculator Sections accommodation.
- ☐ Parents have been notified of this accommodation.
- ☐ The UAR form, IEP/504 section, and accompanying data were submitted by **December 5, 2025**.

SAC Signature: _____

Date: _____

Principal/designee Signature: _____

Date: _____