## Unique Accommodation Request <br> Calculation Device on Non-calculator Sections (Math)

2023-2024

| Contact Information |  |  |
| :---: | :---: | :---: |
| District Assessment Coordinator: | Date: |  |
| District Name: | School Name: |  |
| In signing and submitting this form to CDE for consideration for approval, the principal/designee and DAC assure that: <br> - The school team met and considered all listed accommodations before proposing this unique accommodation. <br> - This accommodation is documented on the student's IEP or 504 plan. <br> - The proposed accommodation is used regularly and with fidelity for routine class instruction and assessment. |  |  |
| DAC Signature: |  |  |
| Student Information |  |  |
| Name: | SASID: |  |
| Grade: | District ID: |  |
| Criterion 1 - Type of Plan |  |  |
| Type of plan: $\square$ IEP $\square 504$ Plan |  |  |
| Disability Category (select all that apply): Autism Spectrum Hearing Impairment, Including Deafness Orthopedic Impairment Specific Learning Disability Visual Impairment, Including Blindness | Deaf-Blindness Intellectual Disability Other Health Impairment Speech or Language Impairment | Developmental Delay Multiple Disabilities Serious Emotional Disability Traumatic Brain Injury |
| Request |  |  |
| CMAS: Mathematics <br> Unique Accommodation Request: Calculato Grade 3-5: Four-function calculato Grades 6-7: Five-function calculato Grade 8: Scientific <br> Note: A number line is not an allowable too <br> If a student is testing online and needs a calcula accommodation, the student needs a hand-computer-based delivery platform for the n key, talking), the student can bring their own <br> Do not submit the student's IEP or 504 Plan See the Unique Accommodation Guidance | Calculation Device on Non-calculato <br> includes percentage function) includes square root and percentag <br> device and cannot be used on the m lator in the non-calculator section as ld calculator. The online calculator will -calculator section. If a student need provided it is specified in their approv <br> ocument for additional support. | Sections <br> function) <br> th assessment. <br> an approved unique <br> ill not be available through the a specific calculator (e.g., large ved 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.

Student Name: $\qquad$
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?

No. Stop here.

Yes. If one or more is "No" in the supporting data area. Continue to Criterion \#3.

Complete the section below for $3^{\text {rd }}-8^{\text {th }}$ grade students
Can the student complete single-digit addition problems?
$\square$ Yes $\square$ No
Can the student complete single-digit subtraction problems?
$\square$ Yes $\square$ No
Complete the section below only for $5^{\text {th }}-8^{\text {th }}$ grade students
Can the student complete single-digit multiplication problems?

Yes $\square$ No
Can the student complete single-digit division problems?
$\square$ Yes $\square$ 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 produced diagnostic or benchmark mathematics assessment that measures number sense and basic mathematic calculations has been given within the current academic year.
$\square$ 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. Stop here.
$\square$ 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.
$\square$ 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.

Name of diagnostic or benchmark assessment:

Most recent date of assessment:

Scores (assessment results submitted must be without accommodation):

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

Do not submit the student's IEP/504 Plan.

See Unique Accommodation Guidance Document.

Student Name:

| Criterion 4 - The student is using a calculation device during instruction the majority of the time. |  |  |
| :---: | :---: | :---: |
| The student receives regular and ongoing calculation instruction in addition to mathematics instruction and research-based interventions. <br> AND <br> The student has access to and uses a calculation device the majority of the time during instruction. | No. Stop here. <br> 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 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 calculations $55 \%$ or more of the time during math instruction to perform basic calculations. Complete supporting data. | Identify the type of research-based math intervention the student receives: <br> Percentage of time the student uses the calculator during math instruction and math intervention: |
| Unique Accommodation Request |  |  |
| The student meets all of the preceding criteria for the accommodation of a calculator on noncalculator sections. | $\square$ Yes. A UNIQUE ACCOMMODATION REQUEST is required. Check with your DAC to obtain the correct paperwork and deadlines. | UAR form and data submitted to DAC. <br> The student was added to the district spreadsheet for batch submission to CDE. <br> - State ID is included. <br> UAR form and accompanying data submitted on or before December 15, 2023, for CMAS Math: Calculator on Non-Calculator Section. Approval/Denial received from CDE <br> Date: |

