

## **Unique Accommodation Request** 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:  • The school team met and considered all listed accommodations before proposing this unique accommodation.  • This accommodation is documented on the student's IEP or 504 plan.  • The proposed accommodation is used <u>regularly</u> and <u>with fidelity</u> for routine class instruction and assessment.  DAC Signature:				
Student Information				
Name:		SASID:		
Grade:		District ID:		
Criterion 1 - Type of Plan				
Type of plan: ☐ IEP ☐ 504 Plan				
Date of the most recent Plan:  Disability Category (select all that apply):				
	По (о):			
<ul> <li>□ Autism Spectrum</li> <li>□ Hearing Impairment, Including Deafness</li> <li>□ Orthopedic Impairment</li> <li>□ Specific Learning Disability</li> <li>□ Visual Impairment, Including Blindness</li> </ul>	aring Impairment, Including Deafness chopedic Impairment □ Other He ecific Learning Disability □ Speech of		☐ Developmental Delay ☐ Multiple Disabilities ☐ Serious Emotional Disability ☐ Traumatic Brain Injury	
Request				
<ul> <li>CMAS: Mathematics</li> <li>Unique Accommodation Request: Calculator/Calculation Device on Non-calculator Sections</li> <li>□ Grade 3-5: Four-function calculator (includes percentage function)</li> <li>□ Grades 6-7: Five-function calculator (includes square root and percentage function)</li> <li>□ Grade 8: Scientific</li> </ul>				
<b>Note</b> : A number line is <b>not</b> 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. The online calculator will not be available through the computer-based delivery platform for the non-calculator section. If a student needs a specific calculator (e.g., large key, talking), the student can bring their own, provided it is specified in their approved IEP or 504 Plan.  Do not submit the student's IEP or 504 Plan.				
See the Unique Accommodation Guidance Document for additional support.				

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: \_\_\_\_\_

Does the student have a disability that significantly limits or prevents the student's ability to perform basic calculations?  Calculations?  Cyes. If one or more is "No" in the supporting data area. Continue to Criterion #3.  Can the student complete single-digit addition problems?  Can the student complete single-digit subtraction problems?  Can the student complete single-digit subtraction problems?  Complete the section below only for 5th-8th grade students  Can the student complete single-digit multiplication problems?  Can the student complete single-digit multiplication problems?  Can the student complete single-digit division problems?  Can the student complete single-digit division problems?  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 produced diagnostic or benchmark  mathematics  Name of diagnostic or benchmark assessment:	Criterion 2 – The student has a disability which significantly limits or prevents the student from performing basic					
a disability that significantly limits or prevents the student's ability to perform basic calculations?  Can the student complete single-digit addition problems?  Wes. If one or more is "No" in the supporting data area. Continue to Criterion #3.  Can the student complete single-digit subtraction problems?  Can the student complete single-digit subtraction problems?  Complete the section below only for 5th-8th grade students  Can the student complete single-digit multiplication problems?  Wes. Ino  Complete the section below only for 5th-8th grade students  Can the student complete single-digit division problems?  Wes. Ino  Complete the section below only for 5th-8th grade students  Can the student complete single-digit division problems?  Wes. Ino  Complete the section below only for 5th-8th grade students  Can the student complete single-digit division problems?  Wes. Ino  Complete the section below only for 5th-8th grade students  Can the student complete single-digit division problems?  No  Can the student complete single-digit subtraction problems?  Can the student complete single-digit subtraction problems?  No  Complete the section below only for 5th-8th grade students  Can the student complete single-digit subtraction problems?  No  Complete the section below only for 5th-8th grade students  Can the student complete single-digit subtraction problems?  No  Complete the section below only for 5th-8th grade students  Can the student complete single-digit subtraction problems?  No  Complete the section below only for 5th-8th grade students  Can the student complete single-digit subtraction problems?  No  Can the student compl						
significantly limits or prevents the student's ability to perform basic calculations?  Criterion #3.  Criterion 3 – The student's inability to perform basic or benchmark mathematics  Pes. If one or more is "No" in the supporting data area. Continue to Criterion #3.  Can the student complete single-digit subtraction problems?  Can the student complete single-digit multiplication problems?  Pes. INO  Can the student complete single-digit multiplication problems?  Pes. INO  Can the student complete single-digit division problems?  Pes. INO  Can the student complete single-digit division problems?  No.  Stop here.  Pes. The diagnostic assessment indicates the		□ No. Stop here.	• • • • • • • • • • • • • • • • • • • •			
## Can the student complete single-digit subtraction problems?    Can the student complete single-digit subtraction problems?	a disability that		Can the student complete single-digit addition problems?			
ability to perform basic calculations?  data area. Continue to Criterion #3.  Complete the section below only for 5 <sup>th</sup> -8 <sup>th</sup> grade students  Can the student complete single-digit multiplication problems?    Yes	•	☐ <b>Yes</b> . If one or more is	☐ Yes ☐No			
Criterion #3.  Complete the section below only for 5 <sup>th</sup> -8 <sup>th</sup> grade students  Can the student complete single-digit multiplication 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 produced diagnostic or benchmark mathematics  Yes. The diagnostic assessment indicates the	prevents the student's	"No" in the supporting	Can the student complete single-digit subtraction problems?			
Can the student complete single-digit multiplication problems?    Yes	ability to perform basic	data area. Continue to	□ Yes □No			
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 produced diagnostic or benchmark produced diagnostic or benchmark mathematics  ☐ Yes. The diagnostic assessment indicates the	calculations?	Criterion #3.	Complete the section below only for 5th-8th grade students			
Tyes □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 produced diagnostic or benchmark produced diagnostic or benchmark mathematics  □ Yes. The diagnostic assessment indicates the			Can the student complete single-digit multiplication			
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  Or benchmark mathematics  Can the student complete single-digit division problems?  No. Stop mathematical calculations is documented by evaluation on at least one recent locally administered assessment.  Name of diagnostic or benchmark assessment:			problems?			
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 produced diagnostic or benchmark mathematics  The student's inability to perform basic mathematical calculations is documented by evaluation on at least one recent locally administered assessment.  Name of diagnostic or benchmark assessment:  Yes. The diagnostic assessment indicates the			□ 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 produced diagnostic or benchmark produced diagnostic or benchmark mathematics  Description 3 – The student's inability to perform basic mathematical calculations is documented by evaluation on at least one recent locally administered assessment.  Name of diagnostic or benchmark assessment:			Can the student complete single-digit division problems?			
least one recent locally administered assessment.         A commercially produced diagnostic or benchmark or benchmark mathematics       □ No. Stop here.       Name of diagnostic or benchmark assessment:         □ Yes. The diagnostic assessment indicates the       □ Stop here.       Name of diagnostic or benchmark assessment:			☐ Yes ☐No			
A commercially produced diagnostic or benchmark or benchmark mathematics  No. Stop here.  Name of diagnostic or benchmark assessment:  Name of diagnostic or benchmark assessment:	Criterion 3 – The studen	t's inability to perform basic mat	thematical calculations is documented by evaluation on at			
produced diagnostic or benchmark mathematics     Yes. The diagnostic assessment indicates the	least one recent locally a	administered assessment.				
produced diagnostic or benchmark mathematics	A commercially	☐ No. Stop here.	Name of diagnostic or benchmark assessment:			
mathematics assessment indicates the	produced diagnostic	_				
mathematics	or benchmark	_				
	mathematics					
wood recent date of docesticit.	assessment that	student is below grade level in	Most recent date of assessment:			
measures number math; however, the student is	measures number					
sense and basic <u>able to perform single-digit</u>	sense and basic					
mathematic <u>computation</u> . The student's	mathematic	-				
calculations has been disability prevents the student Scores (assessment results submitted must be without	calculations has been	* *	Scores (assessment results submitted must be without			
given within the from performing multi-digit accommodation):	given within the		accommodation):			
current academic computation. Stop here.	current academic	computation. Stop here.				
year.   \[ \sum \text{Yes.} \text{ The diagnostic} \]	year.	□ <b>Voc</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</b>						
Math Charts and Counters.		• •				
Stop here.		Stop liere.				
☐ <b>Yes.</b> The diagnostic		☐ <b>Yes.</b> The diagnostic				
assessment indicates the		_				
student has a disability that		student has a disability that				
severely limits or prevents the		-				
student's ability to perform						
basic calculations even after  Attach the student's diagnostic/benchmark assessment		, .	Attach the student's diagnostic/benchmark assessment			
varied and repeated attempts score report as supporting documentation.			score report as supporting documentation.			
to teach the student to do so.		•				
Complete supporting data  Do not submit the student's IEP/504 Plan.		Complete supporting data	Do not submit the student's IEP/504 Plan.			
and continue to Criterion #4.						
See Unique Accommodation Guidance Document.			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.  AND  The student has access to and uses a calculation device the majority of the time during instruction.	No. Stop here.  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 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:  Percentage of time the student uses the calculator during math instruction and math intervention:			
Unique Accommodation					
The student meets all	☐ Yes. A UNIQUE	☐ UAR form and data submitted to DAC.			
of the preceding criteria for the accommodation of a calculator on non-calculator sections.	ACCOMMODATION REQUEST is required. Check with your DAC obtain the correct paperwork as deadlines.	to for batch submission to CDE.			