

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

CMAS Mathematics Assessment Non-Calculator Sections

The Math Charts and Counters Accommodation on Non-Calculator Sections accommodation may be available to a limited number of students with a disability, which significantly 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.

- Enter all 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 indicates 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.
 - In Criterion 2, select the student's ability to perform basic calculations for each operation.
 - In Criterion 3, an official student score report must be submitted.
 - In Criterion 4, identify the type of math intervention and the tools the student uses more than 55% of the time during math instruction.

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.

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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.



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CMAS Mathematics Non-Calculator Sections
2023-2024

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"/> Deaf-Blindness	<input type="checkbox"/> Developmental Delay
<input type="checkbox"/> Hearing Impairment, Including Deafness	<input type="checkbox"/> Intellectual Disability	<input type="checkbox"/> Multiple Disabilities
<input type="checkbox"/> Orthopedic Impairment	<input type="checkbox"/> Other Health Impairment	<input type="checkbox"/> Serious Emotional Disability
<input type="checkbox"/> Specific Learning Disability	<input type="checkbox"/> Speech Language Impairment	<input type="checkbox"/> Traumatic Brain Injury
<input type="checkbox"/> Visual Impairment, Including Blindness		
Request		
CMAS: Mathematics		
<input type="checkbox"/> Math Tools on non-calculator sections (Choose all that apply)		
<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.		

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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 the 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 the 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, <u>the student is able to perform single-digit computation.</u> 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. The student is able to perform single-digit computation with assistance from math tools. Continue to criterion #4.</p>	<p>Name of diagnostic or benchmark assessment:</p> <p>Most recent date of assessment:</p> <p>Scores (assessment results submitted must be without accommodation):</p> <p>Attach the student's diagnostic/benchmark assessment score report as supporting documentation.</p> <p>See Unique Accommodation Guidance Document.</p>

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