



# District Approved Unique Accommodation Guidance Document

## Use of Math Charts and Counters on Non-calculator Sections for the CMAS Mathematics Assessment

---

The Math Charts and Counters 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 computations but are below grade level in their general math knowledge.

Follow the instructions in the CMAS Calculation Device on Non-calculator Sections request form.

- Enter all the information on the Unique Accommodation Request (UAR) form.
  - Complete Criterion 1.
  - 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.<sup>1</sup>
  - In Criterion 3, an official student score report **must** be submitted.
  - In Criterion 4, identify the type of math intervention **and** percentage of time the student uses a calculation device during math instruction.

---

<sup>1</sup> Note: Performing basic calculations are the ability to perform single digit calculations.



# District-Approved Unique Accommodation Guidance Document

## Math Charts and Counters

### Non-calculator Sections for the CMAS Mathematics Assessment

---

If all criteria are met, submit the Unique Accommodation Request (UAR) form with **supporting data from the current school year** to your District Assessment Coordinator for approval. **A UAR submitted without complete information, data, and documentation 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 implement earlier deadlines for their staff.

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 be instructed to mark the assessment as using a non-approved accommodation. This will result in the score being invalidated or suppressed and the student being considered a “non-participant” for the math portion of the assessment.

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