



Table 1: Questions to Guide IEP/504 Team Decision about the Need for the CALCULATOR (CAL) (Specialized) State Test Accommodation for Calculator-Allowed Items on SB Math Assessments (Grades 6 – 8 and 11)

This table should be used as a tool to guide IEP/504 team discussions about the student’s state test accommodation needs and help generate appropriate decisions and recommendations regarding the specialized CAL state test accommodation. *The completion of this table is optional.*

Questions	Team Response	Evidence/ Comments
1. Is the student taking a Smarter Balanced math assessment for Grades 6-8 and 11?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Is there evaluative information indicating that the student’s disability severely limits his/her ability to use the embedded on-screen digital calculator in the electronic test platform?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Does the student have a documented disability that impedes his/her ability to perform math calculations using the available on-screen Desmos calculator? If so, explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Does the student always use a specialized calculator during classroom assessments in mathematics, in particular multi-step problem solutions?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Is there evidence that the student’s ability to demonstrate their knowledge and application of mathematics increases when he/she uses a specialized calculator during mathematics instruction and assessment?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Is there an expectation that the student will need a specialized calculator when pursuing post-secondary career opportunities and/or higher education?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
7. Has the student provided input or stated a preference for using a specialized calculator as a means for demonstrating his/her knowledge and application of mathematics in classroom assignments and assessments?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8. Are there additional considerations for recommending the specialized CAL state test accommodation for this student, specific to his/her unique disability-related needs? If so, explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Select the IEP/504 team recommendation below that is decided to be most appropriate for this student.

The specialized CAL state test accommodation (e.g., a large button/large display calculator, a calculator built into an assistive technology device, an adapted keyboard calculator for students with limited movement, a voice activated calculator, a talking calculator, or a braille calculator) should be recommended for this student on the Smarter Balanced math assessments for Grades 6-8 and 11.

More information is needed before making this decision.

Please list the names and titles of the IEP/504 team and other persons who were part of the state test accommodations decision-making team for the student (use the back if needed).

Name	Title	Date

Follow-up on this decision-making meeting by documenting any selected state test accommodations in the student’s IEP or 504 record, which is stored in the [electronic Comprehensive Student Support System](#) (eCSSS). Refer to the [eCSSS Directions](#) for documenting evidence to support the need for state test accommodations.

If the IEP/504 team makes the decision to recommend the specialized CAL state test accommodation for a student, then the School Testing Coordinator (TC) should consult the “Hawaii State Test Accommodations Identification and Request Process for Test Coordinators and School Assessment Teams” document available in the [Accessibility and Accommodations](#) resources folder on the [AlohaHSAP.org](#) portal website for guidance to submit state test accommodation requests.

In addition to the documented evidence in the IEPs/504 plans and the consultations with the Exceptional Support Branch and the Office of Curriculum and Instructional Design, the Assessment Section verifies state test accommodations in accordance with the *Individuals with Disabilities Education Act* (IDEA). As stated in 34 CFR §300.160(b)(2):

The State’s guidelines must identify only those accommodations for each assessment that do not invalidate the score; and instruct IEP teams to select, for each assessment, only those accommodations that do not invalidate the score.

The Assessment Section recommends that [state test accommodation verification requests](#) be submitted one month prior to the opening of the test window. In all cases, state test accommodation requests should be submitted to the Assessment Section no later than 14 days prior to state (interim or summative) testing.

If you have any questions, please email Elaine Lee at Elaine.Lee@k12.hi.us or call the HIDOE Assessment Section at (808) 307-3636.