

Table 1: Questions to Guide IEP/504 Team Decision about the Need for MULTIPLICATION TABLE (MT)

The purpose of this table is to guide IEP/504 team discussions about student state test accommodation needs and help generate appropriate decisions and recommendations regarding the MT state test accommodation. The completion of this table is optional.

Questions	Team Response	Evidence/ Comments
1. Is there evaluative information indicating that the student's disability severely limits his/her ability to perform mathematical calculations, including multiplication?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Does the student have a documented and persistent calculation disability that impedes his/her ability to perform math calculations? If so, explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Is there evidence that the student is continuing to receive intervention support and has <u>not</u> been making progress in his/her math fluency skills?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Does the student know how to apply strategies to multiply (such as skip counting, using repeated addition, drawing equal groups or arrays to solve a multiplication problem)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Does the student always use the Multiplication Table (MT) during classroom assessments of mathematics knowledge, skills, and abilities?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
6. Is there evidence that the student's ability to demonstrate mathematical conceptual and procedural understanding increases when he/she uses a MT during mathematics instruction and assessment?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. Is there an expectation that the student will need the MT accommodation when pursuing post-secondary career opportunities and/or higher education?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
8. Has the student provided input or stated a preference for using the MT as a means for demonstrating mathematical conceptual and procedural understanding in classroom assignments and assessments?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
9. Are there additional considerations for recommending the MT 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.

☐ MT state test accommodation should be recommended for this student for the Smarter Balanced state assessment in mathematics.

☐ 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 MT 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 HDOE Assessment Section at (808) 307-3636.