



Guide for IEP/504 Teams Considering the Multiplication Table (MT) State Test Accommodation (Updated January 2, 2024)

This document contains guidelines for the Multiplication Table state test accommodation and is organized into four sections: (I) general principles; (II) legal foundation; (III) critical considerations for teams; and (IV) decision guidance for teams. Sections I, II, and IV are provided in Appendix A.

The Multiplication Table (MT) state test accommodation is described as follows:

- It is available at all grade-levels and may be used on all items found on the Smarter Balanced state test in mathematics, including those items that measure mathematical fluency and that do not allow calculator use. For this reason, its use has a **high risk** of generating an invalid assessment score if it is provided to a student who does not have a significant disability impacting his/her computational skills.
- It is only available to students with an IEP or 504 Plan and is specifically limited to students who have a documented and persistent calculation disability. This disability must significantly impede student ability to demonstrate conceptual and procedural understanding of mathematics.
- It allows students whose basic computational ability is significantly impacted to demonstrate their understanding of when multiplication should be applied.
- Without this support, students may know that a presented scenario should be solved using multiplication; however, they would otherwise be unable to calculate a product or work efficiently through a multi-step problem to the end.
- ***It is not appropriate for students who are struggling with mathematics, but rather is intended for students with significant disability in the area of mathematics computation.***
- It is also available at the **designated support** level for the following state assessments: HSA Science, Biology, and (optional) Algebra 1 and Algebra 2 End-Of-Course (EOC) tests.
- This non-embedded accommodation or designated support is provided onsite as a standardized paper print copy. Students who receive the MT accommodation or MT designated support must use a print copy of the [approved multiplication table](#) (a 12 by 12 grid with products from 1 to 144).
- **Note:** There are some specific questions on the Smarter Balanced (SB) Mathematics Assessment that measures students' fluency in mathematics. This explains why no calculator is allowed for students in Grades 3 – 5, and a calculator is only available on select problems for students in Grades 6 – 8 and 11.

Section III: Critical Considerations Before Assigning Multiplication Table Accommodation for State Tests in Mathematics

Decisions about assigning the MT state test accommodation should be based on the general principles and laws governing state test accommodations presented in Sections I and II and the specific MT guidelines found below.

Purpose of Multiplication Table (MT) State Test Accommodation

The purpose of the multiplication table (MT) accommodation is to assist students with a documented and persistent calculation disability that limits their ability to perform calculations and basic multiplication. For these students, the MT allows them to meaningfully participate in the SB mathematics state assessments.

Construct Measured by the State Tests in Mathematics

A test construct is what a test measures. The SB math assessment measures student performance in mathematics based on the four “claims” or domains described in the [Mathematics Shortened Summative Assessment Final Blueprint \(Claims 1 \(Concepts and Procedures\), 2 \(Problem Solving\), 3 \(Communicating Reasoning\), and 4 \(Modeling and Data Analysis\)\)](#). When considering to recommend the MT accommodation for state testing, it is essential to remember that the SB assessment is attempting to measure math fluency.

Documented Need for the Multiplication Table (MT) State Test Accommodation

The MT state test accommodation should only be assigned when a student has a documented and persistent calculation disability that prevents him/her from accurately performing mathematical computations on the Smarter Balanced math assessments. To receive this accommodation, it is necessary to show that the student’s disability impacts him/her significantly by providing the following documented evidence:

1. The student shows little to no improvement in his/her obtainment of math fluency despite repeated, extensive interventions;
2. The student consistently uses the MT accommodation during classroom assessments of mathematics knowledge, skills, and abilities; and
3. The student’s ability to demonstrate mathematical conceptual and procedural understanding improves when he/she uses a MT during mathematics instruction and assessment.

Documented Familiarity with the Multiplication Table Test Accommodation

If students are verified with the MT accommodation for calculation/multiplication items on the Smarter Balanced state tests in mathematics, they must know how to use the MT. In addition, students should be able to use it independently as no external assistance is allowed when this accommodation is used during the summative test.

Documentation of Designated Supports and State Test Accommodations for IDEA and Section 504 Students

IDEA, Section 504, and English Learner (EL) students with disabilities who may have certain characteristics and access needs that require accessibility supports on statewide assessments must document those supports in their IEPs/504 Plans. The IEPs/504 Plans are stored in the [electronic Comprehensive Student Support System](#) (eCSSS).

Test Coordinators (TCs) and/or school authorized contacts must provide documentation of their students' use of designated supports and state test accommodations either under the "*Present Levels of Educational Performance*" (PLEP), "*Services*," or "*Accommodations and Related Services*" tab of their students' IEPs/504 Plans (refer to **slides 130-131** of the [Webinar: 2023-2024 Accessibility and Accommodations Training \[PowerPoint\] \(Updated January 2, 2024\)](#)).

Designated supports are provided to any student based on their school's testing policies. Test Coordinators (TCs) and/or authorized school contacts must set/record designated supports in the [Test Information Distribution Engine](#) (TIDE) for all students who are assigned designated supports for state testing. In addition, for those students with IEPs/504 Plans, Test Coordinators and/or authorized school contacts must document evidence of designated supports in their students' IEPs/504 Plans (refer to **slides 130-131**) and ensure the documentation represents their students' designated support settings in TIDE.

In accordance with the [IDEA, Sec. 300.160 \(b\)](#), School IEP and Section 504 Teams are instructed to select only those state test accommodations that do not invalidate test scores. If directed by their school Teams, Test Coordinators are to submit state test accommodation verification forms to the Assessment Section (refer to the "*Guidelines for Verifying Accommodations on Statewide Assessments*" below and **slides 138-157**). The Assessment Section will verify state test accommodations based on the IDEA, Sec. 300.160 (b) and documentation in the students' IEPs/504 Plans (refer to **slides 128-129, 130-131**). Upon verification, the state test accommodations will be set/recorded in TIDE by the Assessment Section. Further, Test Coordinators and/or authorized school contacts should follow *established* procedures to ensure the state test accommodations listed under the "Statewide Assessment" tab of their students' IEPs/504 Plans represent their *verified* state test accommodation settings in the TIDE.

Guidelines for Verifying Accommodations on Statewide Assessments

The guidance on and deadlines for submitting the SY 2023-2024 Hawai'i State Test Accommodation Verification Request Form ("Form") for IEP/504 students are as follows:

- School IEP/504 Team meets to review the following resources on accessibility supports before instructing their school Test Coordinator (TC) to submit the Form:
 1. The Universal Tools and Designated Supports that are available for state testing without verification are provided on Table 1 and Table 4 of the [Crosswalk of Accessibility Features Across State Assessments in Hawai'i 2023-2024](#) ("Crosswalk"), respectively;

2. The range of accommodations that are available for state testing with verification, including the applicability of accommodations to selected section(s) of the tests, are described on Tables 7-9 of the [Crosswalk](#); and
3. Critical considerations and documented evidence to support the need for state test accommodations are provided in the [State Test Accommodation Guides 2023-2024](#).
- As announced in the [July 14, 2023 DOE memo](#), only American Sign Language (ASL), Braille (includes Audio Transcriptions and Emboss), and Closed Captioning (CC) accommodations will be carried over for use in SY 2023-2024.
 - School TCs are to submit the Form by logging in to the Test Information Distribution Engine (TIDE) (<https://www.hitide.org>) and under *Preparing for Testing*, select *Submit Test Administration Forms > Submit a Form > State Test Accommodations Verification Request*.
 - The Form should be submitted one month before the opening of the test window. In all cases, it should be submitted no later than 14 days before interim or summative testing of a student.
 - The Assessment Section will review the submitted Form, email its decision to the TC (via TIDE and/or hsa@k12.hi.us), and set/record the student's state test accommodation in TIDE if it is verified. *TCs should ensure that records of verified state test accommodations in eCSSS (IEPs/504 Plans) match those in TIDE; if these records are inconsistent, then TCs will need to follow established procedures to update the eCSSS records.*
 - Do not submit a Form for IEP/504 students who will take the HSA-Alternate Assessments.

Additional Resources in the [Accessibility and Accommodations](#) folder on alohahsap.org

- [Hawai'i State Test Accommodation Guides](#)
- [Crosswalk of Accessibility Features Across State Assessments in Hawai'i \(CAF\)](#)
- [Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines 2023-2024 \(UAAG\)](#)
- [Assistive Technology Manual and Braille Resources SY 2023-2024](#)

If there are any questions, please contact Dr. Elaine Lee in the Assessment Section by email at elaine.lee@k12.hi.us or by phone at 808-307-3636.