

Student Name _____ ID # _____ Date of IEP/504 Plan meeting _____

The IEP/504 team is considering the student for the calculator accommodation(s) checked below:

- Yes No Use of a calculator with additional functions (a calculator other than those routinely supplied to students on the Standards of Learning Mathematical assessments or mathematics Growth Assessment);
- Yes No Use of a calculator or arithmetic table on sections of the Standards of Learning Mathematics assessment or mathematics Growth Assessment in which a calculator or arithmetic table is not allowed (SOL Mathematics tests for grades 3-7 and/or Growth Assessments).

Test and Calculator Accommodation Information:

Test name: *Calculator Name and Model:* _____
All calculators must adhere to the VDOE Checklist.

This form is to be completed by an IEP team/504 Knowledgeable Committee to document that a student with a disability qualifies for the calculator accommodation on a mathematics and/or science Standards of Learning (SOL) test or mathematics Growth Assessment. The calculator accommodation must be necessary for the student to access the state assessment, and it must be directly related to the student's disability. The calculator accommodation is not intended to enhance student performance for students with disabilities whose skills in performing mathematical calculations are below grade level.

I. JUSTIFICATION:

The IEP/504 Knowledgeable Committee must respond to the question below, and the form must be retained as part of the student's IEP/504 Plan:

1. Yes No Does the student have a current IEP/504 Plan that documents, or will document, the student's disability and need for the calculator indicated above?

If response is **No**, then use of this calculator cannot be approved.

2. Yes No As a result of a specific disability, has the student routinely used this specific calculator in the classroom to perform calculations?

If response is **No**, provide details of the student's experience with the calculator and how the student will be prepared to use the calculator before completing the assessment below.

For questions 3, 4, and 5 that follow, any "Yes" response must also include a justification statement. [The Checklist of Mathematical Capabilities for Approved Calculators](#) must be referenced with completing a justification statement, and the statement must include:

- a description of the impact of the student's disabilities as related to mathematics,
- the calculator's accessibility features and/or additional mathematical capabilities needed by the student,
- an explanation of how the specific characteristics of the student's disabilities are addressed by the features or capabilities of the calculator,
- an explanation of how the specific characteristics of the student's disabilities are addressed by the features or capabilities of the hand-held calculator beyond what the Desmos Virginia calculator offers, if applicable.

3. Yes No Does the student need to use a calculator with accessibility features (e.g., large display, large button, audio) to access the SOL test and/or Growth Assessment?

If response is **Yes**, provide justification below:

Note 1: If the calculator with accessibility features needed by the student also has additional mathematical capabilities that are not needed (see #4 below), a completed [Special Assessment Accommodation Request Form](#) must be submitted to the FCPS Office of Student Testing with a copy of this completed Calculator Accommodation Criteria Form. An explanation of how student access to the additional mathematical capabilities will be prevented during testing must be provided.

Note 2: [The Appendix of the Worksheet: Scientific Calculators with Accessibility Features and Additional Mathematical Capabilities](#) details three calculators that may be used by students with visual impairments, including blindness; however, the conditions outlined in the Appendix for the specific calculator must be followed. A visual impairment, including blindness, means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness (34 CFR §300.8(c) (13)). **The term "visual impairment" does not include children who have learning problems that are primarily the result of visual-motor or perceptual deficits; although, visually impaired students may also have these additional diagnoses.**

4. Yes No Does the student need to use a calculator with additional mathematical capabilities to access the SOL Test and/or Growth Assessment?

If response is **Yes**, provide justification below:

5. Yes No Does the student need to use a calculator, arithmetic tables, or machine(s) to access the section of the SOL Mathematics test and/or Growth Assessment in which a calculator is not allowed (SOL Mathematics tests or Growth Assessments for grades 3-7)?

If response is **Yes**, provide justification below:

II. CALCULATOR ACCOMMODATION DECISION

This student meets the criteria above.

OR

This student does **NOT** meet the criteria above for the calculator accommodation on SOL testing and/or Growth Assessment.