

Bristol Virginia Public Schools Calculator Accommodation Guidance

Indicate if the IEP team is considering a calculator accommodation.
If yes, complete the criteria sheet for this accommodation.

Calculator Accommodation Participation Criteria Form

- A. To answer “yes” to question 1, the student’s disability and need for the use of a calculator must be documented clearly in the Present Level of Academic Achievement and Functional Performance. Also, the student should have a related goal/objective in the IEP.
- B. To answer “yes” to question 2, the student must have had (or will have) routinely used a calculator as part of classroom instruction.

For questions 3, 4, and 5, use the following criteria. Typically a student will not require accessibility features (3) or a calculator with additional mathematical capabilities to access the SOL test (4), but will need to use the calculator and/or tools to access the section of the SOL math test in which the calculator is not allowed (5):

- 1.) Does the student have a working memory score below 80?
 - a. Yes: continue to section 2.
 - b. No: the student does not qualify.

- 2.) Is the math computation achievement score at least one standard deviation or 15 points less than the working memory score?
[For this statement the Working Memory Index score on the WISC-V should be compared to the Math Computation Subtest score on the KTEA-3 (see examples)]
 - a. Yes: the student qualifies.
 - b. No: continue to section 3.

- 3.) Is the math computation achievement score at least one standard deviation or 15 points less than the highest achievement score?
[For this statement the KTEA-3 Math Computation subtest score should be compared to the highest subtest score among those administered on the KTEA: letter and word recognition, nonsense word decoding, writing fluency, silent reading fluency, reading comprehension, written expression, spelling, reading vocabulary, word recognition fluency, decoding fluency, or phonological processing (see examples)]
 - a. Yes: the student qualifies.
 - b. No: the student does not qualify.

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Examples:

- 1.) Working Memory Score = 80+: Student does not qualify
Working Memory Score = 79 or lower: Move on to section 2

- 2.) Working Memory Score = 77 and Math Computation = 62 ($77-62=15$): Student Qualifies, Stop Here
Working Memory Score = 78 and Math Computation = 71 ($78-71=7$): The difference of 7 is less than 15, Go on to Section 3

- 3.) The student's highest KTEA-3 subtest score should be used (Do Not use a composite score)
Spelling = 110 and Math Computation = 80 ($110-80 = 20$): Student Qualifies
Letter & Word Identification = 85 and Math Computation = 75 ($85-75 = 10$): The difference of 10 is less than 15, the Student Does Not Qualify

**To answer "yes" to criteria #3, there must be documented classroom performance (assignments, test, quizzes, etc.) to support an affirmative answer.

Justification Statements

The affirmative answers for criteria 1, 2, and 3 must be summarized in written form for the justification statement. If you cannot articulate WHY you answered "yes" to 1, 2, and 3 – it's most probable that the correct answer was "no".

Specifically, referencing the student's testing dates, scores, and classroom performance in the justification statement ensures that the student has satisfied all the criteria necessary to receive that accommodation.

*Note – If a student does NOT meet the criteria for Calculator – IEP teams should seriously consider the use of these accommodations during the school year. Specifically, consider how this may negatively impact the student on the state assessment, given that they will not be permitted to have these accommodation(s) on the state assessment.