**Virginia Assessment Program
Growth Assessments and Standards of Learning (SOL) Assessments**

Calculator Accommodation Criteria Form

IEP Team/504 Committee members should be familiar with the policies in the Test Implementation Manual and the resource documents, *Testing Accommodations for Students with Disabilities* and *Participation in the Virginia Assessment Program*, located on the Participation & Inclusion page of the Virginia Department of Education website, prior to completing this form.

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

Complete each section of this form as it pertains to the individual student’s needs.

# **Student Information:**

**Student Name:**       **State Testing Identifier (STI):**       **School Division:**

**School:**       **Teacher:**       **Grade:**

**Primary Disability:** --Select One-- **Secondary Disability (if applicable):** --Select One--

**Test Name:** --Select One--

**Additional Mathematical Capabilities/Features**

A calculator with additional mathematical capabilities/features is a handheld calculator with mathematical capabilities/features designed to accommodate a student’s disability. Handheld calculators with additional mathematical capabilities/features provide functions beyond those available on the corresponding Desmos Virginia Calculator. If a student is found eligible for the use of a hand–held calculator, calculator application, or software that goes beyond what the Desmos Virginia calculator offers, a [Special Assessment Accommodation Request](https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/virginia-sol-assessment-program/participation-inclusion) and the Calculator Accommodation Criteria form for the hand-held calculator, application, or software must be submitted to the Department of Student Assessment, Accountability, and ESEA Programs.

* **Does the student require the use a handheld calculator with additional mathematical capabilities/features to access the SOL test or Growth Assessment?** --Select One--
* **Identify the additional mathematical capabilities/features needed by the student to access the SOL test and/or Growth Assessment.**
* **Identify the Calculator Name/Model**

**Justification Statement:** Identify and describe the student's disability in mathematics that impedes the student's ability to perform mathematical calculations and their need for additional mathematical capabilities/features. Provide an explanation of how the listed additional mathematical capabilities/features will address the student’s ability to access statewide assessments and go beyond the capabilities/features provided by the Desmos Virginia calculator.

**Calculator and/or Arithmetic Tools Use on Non-Calculator Test Items**

The use of a calculator and/or arithmetic tools on non-calculator items on a math test is intended to provide basic access to the math test. It is not intended for use by students who can complete basic computations but are below grade level in their general math knowledge. The use of arithmetic tools is intended to serve the same function as a simple calculator (e.g., four-function calculator).

* **Does the student require the use a calculator and/or arithmetic tools on non-calculator items of the mathematics SOL test and/or Growth Assessment test in grades 3-7?** --Select One--
* **If applicable, which type of calculator** **is needed for the student to access the mathematics SOL test and/or Growth assessment?** --Select One--
* **If applicable, indicate the arithmetic tools needed for the student to access the mathematics SOL test and/or Growth assessment?**

**Justification Statement:** Identify and describe the student's disability in mathematics that impedes the student's ability to perform mathematical calculations on non-calculator items. Provide an explanation of how the use of a calculator and/or arithmetic tools on non-calculator items will address the student’s ability to access these items.

**Accessibility Features for Calculator Use**

Calculators with accessibility features (e.g., large button, large display, audio) are allowable for students who, due to the nature of their disability, require specific features to access the SOL tests or Growth Assessments.

* **Does the student require a calculator with accessibility features (large button, large display, audio) to access the SOL test and/or Growth Assessment?** --Select One--
* **Identify the accessibility feature(s) needed by the student to access the SOL test and/or Growth Assessment. Select all features that apply.**

[ ]  **Large button**

[ ]  **Large display**

[ ]  **Audio**

[ ]  **Other (Indicate additional accessibility features not checked above.)**

* **Identify the Calculator Name/Model**

**Justification Statement**: Please identify and describe the accessibility feature(s) needed and provide an explanation of how the specific characteristics of the student’s disability, as it relates to mathematics, require the use of the accessibility feature(s) identified above to perform mathematical calculations.

The use of the calculator accommodation must be reviewed annually by the student’s IEP/504 team to ensure the accommodation continues to meet the needs of the student. The use of the calculator accommodation is not intended to enhance student performance.

**IEP Team/504 Committee Signatures:**

| **Title/Position** | **Print Name** | **Signature** | **Date** |
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This calculator accommodation criteria form, and associated documentation is subject to audit by the
Department of Student Assessment, Accountability, and ESEA Programs.