

Multiplication Table Guidance

Before requesting the Multiplication Table from the OEAA for the M-STEP mathematics assessment (only available for use in grades 4-7), these questions must be used to help guide IEP and 504 team decisions regarding the assignment and use of the Multiplication Table Accommodation. A **preponderance of evidence** should exist rather than a few marks in boxes for the student to be provided this level of support. Students using this Accommodation who do not have an IEP/504 will be flagged for review by OEAA. Schools with high usage of this Accommodation may be flagged for review by OEAA as well. Both instances may result in the district being placed on OEAA’s assessment monitoring list. Directions for requesting the Multiplication Table can be found in the Supports & Accommodations Guidance Document.

Questions	Yes/No
1. Does the student have an IEP/504 plan? If not, then this Accommodation cannot be used.	
2. Is there evaluative information indicating that the student’s disability severely limits their ability to perform mathematical calculations, including multiplication?	
3. Does the student have a documented and persistent calculation disability that impedes their ability to perform math calculations? If so, discuss and explain.	
4. Is there evidence that the student is continuing to receive intervention support and has not been making progress in their math fluency skills?	
5. 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)?	
6. Does the student always use a multiplication table during classroom assessments of mathematics knowledge, skills, and abilities?	
7. Is there evidence that the student’s ability to demonstrate mathematical conceptual and procedural understanding increases when they use a multiplication table during mathematics instruction and assessment?	
8. Is there an expectation that the student will need the multiple table accommodation when pursuing post-secondary career opportunities and/or higher education?	
9. Has the student provided input or stated a preference for using the multiplication table as a means for demonstrating mathematical conceptual and procedural understanding in classroom assignments and assessments?	
10. Are there additional considerations for recommending the multiplication test accommodation for this student, specific to their unique disability related needs? If so, discuss and explain.	