## Mathematics Department Calculator Policy

Non-Graphing Calculator: Any from the TI-30, TI-34 and TI-36 Family

**Graphing Calculator: Any from the TI-84 Family** 

The curriculum emphasis on problem solving requires students to become more calculator-adept at an earlier point in their mathematics education. For this reason, we need each student to have both a non-graphing calculator and a graphing calculator, except in the AP Calculus classes, where students may only use a graphing calculator.

Complete descriptions/images can be found here for our calculator recommendations: <a href="https://education.ti.com/en/products?category=scientific-calculators">https://education.ti.com/en/products?category=scientific-calculators</a>
<a href="https://education.ti.com/en/products?category=graphing-calculators">https://education.ti.com/en/products?category=graphing-calculators</a>

Our students will be able to use their calculators on their SAT, ACT, AP Statistics, and AP Calculus Exams as well. Here is information regarding calculator policies for each of these exams:

https://collegereadiness.collegeboard.org/sat/taking-the-test/calculator-policy https://www.act.org/content/dam/act/unsecured/documents/ACT-calculator-policy.pdf https://apstudent.collegeboard.org/apcourse/ap-statistics/calculator-policy https://apstudent.collegeboard.org/apcourse/ap-calculus-bc/calculator-policy https://apcentral.collegeboard.org/courses/ap-precalculus/exam/graphing-calculators

Just like every form of technology in our lives, their calculator does not have to be the same as everyone else's. They will just grow to learn how to make what they have work for them. I do want to emphasis that our teachers are most comfortable with the suggested calculators at the top of this page, and if your student has one not listed they may need to refer to their instructions provided with their calculator purchase.

Again, each student will need both a non-graphing and a graphing calculator. If you have any questions, please do not hesitate to contact me.

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