Appendix A: Learner Characteristics Inventory (LCI)

**Learner Characteristics Inventory (LCI) for
Alternate Assessments on Alternate Achievement Standards**

*Kearns, J., Kleinert, H., Kleinert, J., & Towles-Reeves, E. (2006). Learner Characteristics Inventory. Lexington, KY:
University of Kentucky, National Alternate Assessment Center.*

Use this form to collect student LCI data and assistive technology information for entry into
PearsonAccess Next. **This form must be kept in a secure location for one year following entry of
data into PearsonAccess Next.**

Select any of the assistive technology device(s) that the student will use on the assessment. If the student
will not use any assistive technology device(s), select the "No assistive technology devices used"
checkbox.

Student Name (last, first, MI):

Grade: _____   MARSS/SSID (13 digits): _____   Birth Date (mm/dd/yyyy):

District and School: _____   Test Administrator: _____

Purpose: This inventory will be used to assist states in describing the population of students who take
alternate assessments on alternate achievement standards. These students represent less than 1% of
the total student population and come from a variety of disability categories but represent students with
the "most significant cognitive disabilities."

1. **Classroom Setting (check the best description)**
   - ☐ Special school
   - ☐ Regular school, self-contained classroom for almost all activities
   - ☐ Regular school self-contained classroom except for homeroom, lunch, and "specials"
   - ☐ Self-contained (children go to some general education academic classes but return to special
     education (61% or more of school day in special education classes)
   - ☐ Resource room (e.g., children come for services and then go back to their general education
     classroom (at least 40% of the school day in general education classes)
   - ☐ Inclusive/Collaborative – students based in general education classes, special education services
     delivered in the general education class (at least 80% of the school day in general education
     classes)

2. **Augmentative Communication System (check the best description)**
   **Does your student use an augmentative communication system in addition to or in place of
   oral speech?**
   - ☐ No.
   - ☐ Yes; uses only one symbol or sign at a time and is able to use only a few symbols in total to
     express simple or early intents (e.g., drink, eat, toilet, greeting, preferred activity, refusal).
   - ☐ Yes; can combine two symbols together to express broader intents such as social content, answer
     simple questions, etc. (e.g., expresses greetings, peer names, social exchanges, personal
     interests).
   - ☐ Yes; uses mostly iconic symbols (clear representations) or signs together in sequence to express
     functional intents, extensive social interactions, academic content, and to respond consistently to
     answer questions.
   - ☐ Yes; uses multiple abstract symbols, signs, or print in sentences or phrases on the augmentative
     communication system to express a variety of academic, social, and self-initiated interactions.

3. **Speech Language as a Related Service (check the best description of the extent to which the student is receiving speech/language as a related service)**
   - ☐ Direct services for communication/language therapy (pull-out)
   - ☐ Direct services integrated into student's routine/classroom-collaboration
   - ☐ Consultation services only
   - ☐ Student does not currently receive speech language as a related service

4. **Expressive Communication (check one answer that best describes your student)**
   - ☐ Uses symbolic language to communicate: Student uses verbal or written words, signs, braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.
   - ☐ Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.
   - ☐ Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.

5. **Receptive Language (check the best description)**
   - ☐ Independently follows 1–2 step directions presented through words (e.g., words may be spoken, signed, printed, or any combination) and does NOT need additional cues.
   - ☐ Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1–2 step directions.
   - ☐ Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions.
   - ☐ Uncertain response to sensory stimuli (e.g., sound/voice, sight/gesture, touch, movement, smell).

6. **Vision (check the best description)**
   - ☐ Vision within normal limits.
   - ☐ Corrected vision within normal limits.
   - ☐ Low vision; uses vision for some activities of daily living.
   - ☐ No functional use of vision for activities of daily living, or unable to determine functional use of vision.

7. **Hearing (check the best description)**
   - ☐ Hearing within normal limits.
   - ☐ Corrected hearing loss within normal limits.
   - ☐ Hearing loss aided, but still with a significant loss.
   - ☐ Profound loss, even with aids.
   - ☐ Unable to determine functional use of hearing.

8. **Motor (check the best description)**
   - ☐ No significant motor dysfunction that requires adaptations.
   - ☐ Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).
   - ☐ Uses wheelchair, positioning equipment, and/or assistive devices for most activities.
   - ☐ Needs personal assistance for most/all motor activities.

9. **Engagement (check the best description)**
   - ☐ Initiates and sustains social interactions.
   - ☐ Responds with social interaction, but does not initiate or sustain social interactions.
   - ☐ Alerts to others.
   - ☐ Does not alert to others.

10. Health Issues/Attendance (check the best description)
- ☐ Attends at least 90% of school days.
- ☐ Attends approximately 75% of school days; absences primarily due to health issues.
- ☐ Attends approximately 50% or less of school days; absences primarily due to health issues.
- ☐ Receives Homebound Instruction due to health issues.
- ☐ Highly irregular attendance or homebound instruction due to issues other than health.

11. Reading (check the best description)
- ☐ Reads fluently with critical understanding in print or braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc.).
- ☐ Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or braille.
- ☐ Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or braille.
- ☐ Aware of text/braille, follows directionality, makes letter distinctions, or tells a story from the pictures that are not linked to the text.
- ☐ No observable awareness of print or braille.

12. Mathematics (check the best description)
- ☐ Applies computational procedures to solve real-life or routine word problems from a variety of contexts.
- ☐ Does computational procedures with or without a calculator.
- ☐ Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.
- ☐ Counts by rote to 5.
- ☐ No observable awareness or use of numbers.

Teacher Comments: Please share any additional information you would like for us to know about the learning characteristics of this student. Thank you for your time and honest answers.

Please check any assistive technology devices the student will use on the assessment.
- ☐ No assistive technology devices used
- ☐ Alternate computer input/access devices: keyboards including alternate keyboard layout, mouse, joystick, touch screen
- ☐ Portable electronic word processors, with or without voice output
- ☐ Alternate pointing system
- ☐ Augmentative communication devices, including a range of low and high tech, including talking switches and sign language
- ☐ Symbols of all types (e.g., objects, tactile, raised line drawings, photos, black/white & color, line drawings)
- ☐ Partner assisted scanning
- ☐ Calculator, all types
- ☐ Eye gaze board
- ☐ Colored overlays, visual screens or other visual supports
- ☐ Magnification devices/enlarged materials, including computer screen magnification
- ☐ Switches
- ☐ Braille
- ☐ Other