



## 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.
- Districts **must** enter LCI data online in PearsonAccess Next during the test window.
- This form must be kept on file in a secure location for one year following test administration.

Student Name (last, first, MI): \_\_\_\_\_ MARSS/SSID: \_\_\_\_\_

Date of Birth (mm/dd/yyyy): \_\_\_\_\_ Grade: \_\_\_\_\_ Test Administrator: \_\_\_\_\_

District: \_\_\_\_\_ School: \_\_\_\_\_

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 classrooms (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 classes (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.** If the student will not use any assistive technology device(s), select the “No assistive technology devices used” checkbox.

- 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