Learner Characteristics Inventory for Alternate Assessments Based on Alternate Academic Achievement Standards

The National Center and State Collaborative (NCSC) developed a comprehensive assessment system for students with the most significant cognitive disabilities. The goal of NCSC was to produce an alternate assessment based on alternate academic achievement standards (AA-AAAS using the best practice-oriented research available, along with supportive professional development and instructional modules for teachers. Part of this project was to create student profiles through the Learner Characteristic Inventory (LCI). The LCI is still used as a tool to document student's strengths and needs for the purpose of determining eligibility for alternate assessment and to plan instructional supports for the student. The LCI must be completed for students who are being considered for participation in alternate assessment and revisited at each annual IEP meeting to discuss both the growth of the student and continued participation in alternate assessments.

1. **Student's grade:**

2. **Student's age in years:**

3. **Student's primary IDEA disability label:**
   Intellectual Disability (includes Mild, Moderate, and Profound)
   Multiple Disabilities
   Autism
   Speech/Language Impairment
   Hearing Impairment
   Visual Impairment
   Traumatic Brain Injury
   Emotional Disability
   Deaf/Blind
   Other Health Impairment
   Orthopedic
   Other

4. **Is your student's primary language a language other than English?**
   Yes
   No

5. **If yes, what is your student's primary language** (the dominant language spoken in the student's home)?

6. **What is the student's primary classroom setting?**
   Special school

   Regular school, *self-contained special education classroom*, some special inclusion (students go to art, music, PE) but return to their special education class for most of school day.

   Regular school, *primarily self-contained special education classroom*, some academic inclusion (students go to some general education academic classes (reading, math, science, in addition to specials) but are in general education classes <u>less than 40% </u>of the school day.

   Regular school, *resource room/general education class*, students receive resource room services, but are in general education classes <u>40% or more </u>of the school day.

   Regular school, *general education class inclusive/collaborative* (students based in general education classes, special education services are primarily delivered in the general education classes) – <u>at least 80% </u>of the school day is spent in general education classes.

7. **Expressive Communication** (check the best description)
   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.

8. **Does your student use an augmentative communication system in addition to or in place of oral speech?**
   Yes
   No

9. **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).

10. **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.

11. **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.

12. **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.

13. 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.

14. 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.

15. 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 is not linked to the text.

No observable awareness of print or Braille.

16. 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.