

Appendix A: Learner Characteristics Inventory (LCI)

Learner Characteristics Inventory (LCI) for the Minnesota Alternate Assessment

- 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 (entries can be entered beginning one week before the testing window opens).
- This form must be kept on file in a secure location for one year following test administration.
- A fillable PDF form can be downloaded from PearsonAccess Next.

Student Name (last, first, middle Initial):

MARSS/SSID:

Grade:

Test Administrator:

District:

School:

Purpose: This inventory will be used to assist in describing the population of students who take alternate assessments on extended standards of the Minnesota Academic Standards that have been reduced in breadth, depth, and complexity. These students are expected by the United States Department of Education to represent approximately 1.0 percent of each states' overall student population and are considered to have "the most significant cognitive disabilities." This is not a new category of disability, and these students are diverse in many ways, including their disability categories.

1. Expressive Communication (check the best description)

Uses speech to express communication needs.

Uses sign language in addition to or in place of speech to express communication needs.

Uses augmentative or alternative communication in addition to or in place of speech, sign language or braille to meet expressive communication needs.

Uses gestures (e.g., waving, nodding and shaking head), looking, pointing, and/or vocalizations to communicate intentionally but does not yet use symbols or sign language.

Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but does not yet use symbols or sign language.

Learner Characteristics Inventory (LCI) for the Minnesota Alternate Assessment

Student Name (last, first, MI):

MARSS/SSID:

2. Receptive Communication (check the best description)

Follows two-step directions given verbally or signed (e.g., gets an assignment and starts working, gives out items to peers for an activity)

Responds appropriately to phrases and sentences (spoken or signed) in any modality (sign, gestures, facial expressions)

Responds appropriately to single words (spoken or signed) in any modality (sign, gestures, facial expressions)

Responds appropriately when offered a preferred item in any modality (sign, gestures, facial expressions)

Can perform simple actions, movements or activities when asked (e.g., jumps when given an action direction, gives an object to teacher or peer, finds an object)

Can point to, look at, or touch things in the immediate area when asked (e.g., pictures, objects, body parts)

3. Vision (check the best description)

No vision loss documented.

Normal vision corrected with glasses or contact lenses.

Low vision, medically verified and determined by a licensed teacher of the blind/visually impaired (TBVI).

No functional use of vision as medically determined and verified by a TBVI or unable to determine functional use of vision.

4. Hearing (check the best description)

No hearing loss as documented by an audiogram or other hearing test.

Hearing loss documented with an audiogram or other hearing test, and aided with hearing aids, cochlear implant or other device.

Hearing loss documented with an audiogram or other hearing test, but not aided.

5. Motor (check the best description)

High motor ability-no adaptations needed.

Moderate motor ability-requires some adaptations (for example, walker, adapted utensils or keyboard).

Low motor ability-requires use of a wheelchair, positioning equipment or assistive devices for most activities.

Very low motor ability- requires personal assistance for most/all motor activities.

Learner Characteristics Inventory (LCI) for the Minnesota Alternate Assessment

Student Name (last, first, MI):

MARSS/SSID:

6. Social Interactions (check the best description)

Initiates and sustains social interactions.

Responds with or to social interaction but does not initiate or sustain social interactions.

Attends to the presence of others.

Demonstrates little or no awareness of the presence of others.

7. Reading (check the best description)

Reads text in print or Braille with comprehension from short passages

Reads text in print or Braille with literal comprehension from paragraphs

Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or braille.

Matches sounds to symbols or signs to symbols

Aware of text/braille, follows directionality, or tells a story from the pictures that are not linked to the text.

No observable awareness of print or braille.

8. Mathematics (check the best description)

Applies computational procedures to solve real-life problems from a variety of contexts.

Does computational procedures with or without a calculator.

Counts with 1:1 correspondence to at least 10.

Sorts objects by common properties.

No observable awareness or use of math concepts.

9. Computer Use During Instruction (check the best description)

Uses a computer independently

Uses a computer independently given assistive technology

Uses a computer with human support (with or without assistive technology)

This student has not yet had the opportunity to use a computer

This student cannot use a computer with human support or assistive technology

Learner Characteristics Inventory (LCI) for the Minnesota Alternate Assessment

Student Name (last, first, MI):

MARSS/SSID:

Please check any assistive technology the student will use on the assessment. If the student will not use any assistive technology, select the “No assistive technology used” checkbox.

No assistive technology 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

Online or app-based augmentative and alternative communication (AAC) devices

Augmentative and alternative communication (AAC) devices (other than online or app-based devices)

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

Eye gaze technology

Colored overlays, visual screens or other visual supports

Magnification devices/enlarged materials, including computer screen magnification

Switches

Braille

Other:

Additional Student Information: Please share any additional information you would like for us to know about the learning characteristics of this student. *Thank you for your time.*