



# LEARNER CHARACTERISTIC INVENTORY (LCI)

Once an IEP team has determined that a student will take the WY-ALT, they will need to complete the LCI. Then when the testing window opens in the spring, the LCI can be found in the Test Delivery System's (TDS) Student Interface. Note: The 4 digit number in (), correlates to the LCI in the TDS. The LCI can be completed by the WY-ALT Test Administrator prior to the testing session beginning and without the student being present.

**1. (3948) Student's grade:** \_\_\_\_\_

**2. (3949) Student's age in years:** \_\_\_\_\_

**3. (3950) Student's primary IDEA disability label:**

- Intellectual Disability/Mental Retardation (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 (including Developmental Delay or Specific Learning Disability)

**4. (3951) Is your student's primary language a language other than English?**

- Yes
- No

**5. (3952) If yes, what is your student's primary language (the dominant language spoken in the student's home)?**

\_\_\_\_\_

**6. (3953) What is the student's primary classroom setting?**

- 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 (such as reading, math, science, in addition to specials) but are in general education classes less than 40% of the school day).
- Regular school, resource room/general education class, students receive resource room services, but are in general education classes 40% or more 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) – at least 80% of the school day is spent in general education classes.
- Special school
- Homebound/hospital (Homebound is an IEP team placement decision, where a student receives general and special education services in the home or hospital setting.)
- Detention Facility
- Home School (In Wyoming, Homeschooling is defined by State Statute 21-4-101(a)(v): "A homebased educational program means a program of educational instruction provided to a child by the child's parent or legal guardian or by a person designated by the parent or legal guardian." Wyoming Chapter 7 Rules for Children with Disabilities (iii) "Private school" is any nonpublic, elementary or secondary school providing a basic academic educational program for children and may include parochial and church or religious schools and home-based educational programs;)

**7. (3954) 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. (3955) Does your student use an augmentative communication system in addition to or in place of oral speech?**

- Yes
- No

**9. (3956) 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 (e.g., 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. (3957) 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. (3958) 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. (3959) Motor** (choose all that apply)

- 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. (3960) Engagement** (check the best description)

- Initiates and sustains social interactions.
- Alert and responds with social interaction, but does not initiate or sustain social interactions.
- Alert to others.
- Not alert to others.

**14. (3961) 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. (3962) 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. (3963) 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.

## 17. (3964) English Language Arts

### 1. The student can read text (or use Braille) and identify a story element (e.g., character, setting, detail, or event).

Student demonstrates this skill (teacher rating):

- 0–24% of the time
- 25–49% of the time
- 50–74% of the time
- 75–99% of the time
- 100% of the time

### 2. The student can read text (or use Braille) and sequence at least two events or steps from the text.

Student demonstrates this skill (teacher rating):

- 0–24% of the time
- 25–49% of the time
- 50–74% of the time
- 75–99% of the time
- 100% of the time

### 3. The student can read text (or use Braille) and identify the main idea or topic and at least one central detail.

Student demonstrates this skill (teacher rating):

- 0–24% of the time
- 25–49% of the time
- 50–74% of the time
- 75–99% of the time
- 100% of the time

### 4. The student can read text (or use Braille) and answer questions about the text.

Student demonstrates this skill (teacher rating):

- 0–24% of the time
- 25–49% of the time
- 50–74% of the time
- 75–99% of the time
- 100% of the time

### 5. The student can read text (or use Braille) and retell the key events in order from the text.

Student demonstrates this skill (teacher rating):

- 0–24% of the time
- 25–49% of the time
- 50–74% of the time
- 75–99% of the time
- 100% of the time

**6. The student can read text (or use Braille) and express an opinion and support an idea with at least one detail.**

Student demonstrates this skill (teacher rating):

- 0–24% of the time
- 25–49% of the time
- 50–74% of the time
- 75–99% of the time
- 100% of the time

**18. (3965) Mathematical Reasoning**

**1. Using objects or visuals, the student can solve equations and word problems with addition, subtraction, division, or multiplication processes.**

Student demonstrates this skill (teacher rating):

- 0–24% of the time
- 25–49% of the time
- 50–74% of the time
- 75–99% of the time
- 100% of the time

**2. Using objects or visuals, the student can round and compare numbers.**

Student demonstrates this skill (teacher rating):

- 0–24% of the time
- 25–49% of the time
- 50–74% of the time
- 75–99% of the time
- 100% of the time

**3. Using objects or visuals, the student can identify and compare fractions and decimals.**

Student demonstrates this skill (teacher rating):

- 0–24% of the time
- 25–49% of the time
- 50–74% of the time
- 75–99% of the time
- 100% of the time

**4. Using objects or visuals, the student can solve equations with fractions and decimals.**

Student demonstrates this skill (teacher rating):

- 0–24% of the time
- 25–49% of the time
- 50–74% of the time
- 75–99% of the time
- 100% of the time

**5. The student can select the appropriate tool and measure length, volume, and mass.**

Student demonstrates this skill (teacher rating):

- 0–24% of the time
- 25–49% of the time
- 50–74% of the time
- 75–99% of the time
- 100% of the time

**6. The student can interpret and answer questions using data presented in graphs.**

Student demonstrates this skill (teacher rating):

- 0–24% of the time
- 25–49% of the time
- 50–74% of the time
- 75–99% of the time
- 100% of the time

**19. (3966) Scientific Knowledge**

**1. The student can identify parts of the solar system.**

Student demonstrates this skill (teacher rating):

- 0–24% of the time
- 25–49% of the time
- 50–74% of the time
- 75–99% of the time
- 100% of the time

**2. The student can identify Earth's place in the solar system.**

Student demonstrates this skill (teacher rating):

- 0–24% of the time
- 25–49% of the time
- 50–74% of the time
- 75–99% of the time
- 100% of the time

**3. The student can identify processes that change Earth's surface.**

Student demonstrates this skill (teacher rating):

- 0–24% of the time
- 25–49% of the time
- 50–74% of the time
- 75–99% of the time
- 100% of the time

**4. The student can identify how organisms obtain energy.**

Student demonstrates this skill (teacher rating):

- 0–24% of the time
- 25–49% of the time
- 50–74% of the time
- 75–99% of the time
- 100% of the time

**5. The student can identify animal inherited and acquired traits and identify how animal traits are useful for survival.**

Student demonstrates this skill (teacher rating):

- 0–24% of the time
- 25–49% of the time
- 50–74% of the time
- 75–99% of the time
- 100% of the time

**6. The student can identify the speed of an object and identify that speed can be changed by adding mass or exerting a force.**

Student demonstrates this skill (teacher rating):

- 0–24% of the time
- 25–49% of the time
- 50–74% of the time
- 75–99% of the time
- 100% of the time