



## WY-ALT 2019-2020 Learner Characteristic Inventory (LCI) Questionnaire

**3948** 

1. Student's grade:

1	2	3
4	5	6
7	8	9
.	0	Delete

**3949** 

2. Student's age in years:

1	2	3
4	5	6
7	8	9
.	0	Delete

**3950**



**3. Student's primary IDEA disability label:**

- A Intellectual Disability/Mental Retardation (includes Mild, Moderate, and Profound)
- B Multiple Disabilities
- C Autism
- D Speech/Language Impairment
- E Hearing Impairment
- F Visual Impairment
- G Traumatic Brain Injury
- H Emotional Disability
- I Deaf/Blind
- J Other Health Impairment
- K Orthopedic
- L Other

**3951**



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

- A Yes
- B No

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

A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z	
Space								Delete

6. 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
- Ⓖ Detention Facility
- Ⓗ Home School

**3954**



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

- A 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.
- B 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.
- C 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.

**3955**



**8. Does your student use an augmentative communication system in addition to or in place of oral speech?**

- A Yes
- B No

**3956**



**9. Receptive Language** (check the best description)

- A 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.
- B Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1-2 step directions.
- C Alerts to sensory input from another person (e.g., auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions.
- D Uncertain response to sensory stimuli (e.g., sound/voice, sight/gesture, touch, movement, smell).

**3957**



**10. Vision** (check the best description)

- A Vision within normal limits.
- B Corrected vision within normal limits.
- C Low vision; uses vision for some activities of daily living.
- D No functional use of vision for activities of daily living, or unable to determine functional use of vision.

**3958**



**11. Hearing** (check the best description)

- A Hearing within normal limits.
- B Corrected hearing loss within normal limits.
- C Hearing loss aided, but still with a significant loss.
- D Profound loss, even with aids.
- E Unable to determine functional use of hearing.

**3959**



**12. 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.

**3960**



**13. Engagement** (check the best description)

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

**3961**



**14. Health Issues/Attendance** (check the best description)

- A Attends at least 90% of school days.
- B Attends approximately 75% of school days; absences primarily due to health issues.
- C Attends approximately 50% or less of school days; absences primarily due to health issues.
- D Receives Homebound Instruction due to health issues.
- E 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.

**17. 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):

- A 0–24% of the time
- B 25–49% of the time
- C 50–74% of the time
- D 75–99% of the time
- E 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):

- A 0–24% of the time
- B 25–49% of the time
- C 50–74% of the time
- D 75–99% of the time
- E 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):

- A 0–24% of the time
- B 25–49% of the time
- C 50–74% of the time
- D 75–99% of the time
- E 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):

- A 0–24% of the time
- B 25–49% of the time
- C 50–74% of the time
- D 75–99% of the time
- E 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):

- A 0–24% of the time
- B 25–49% of the time
- C 50–74% of the time
- D 75–99% of the time
- E 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):

- A 0–24% of the time
- B 25–49% of the time
- C 50–74% of the time
- D 75–99% of the time
- E 100% of the time



## 18. 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. Scientific Knowledge**

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

Student demonstrates this skill (teacher rating):

- A 0–24% of the time
- B 25–49% of the time
- C 50–74% of the time
- D 75–99% of the time
- E 100% of the time

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

Student demonstrates this skill (teacher rating):

- A 0–24% of the time
- B 25–49% of the time
- C 50–74% of the time
- D 75–99% of the time
- E 100% of the time

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

Student demonstrates this skill (teacher rating):

- A 0–24% of the time
- B 25–49% of the time
- C 50–74% of the time
- D 75–99% of the time
- E 100% of the time

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

Student demonstrates this skill (teacher rating):

- A 0–24% of the time
- B 25–49% of the time
- C 50–74% of the time
- D 75–99% of the time
- E 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):

- A 0–24% of the time
- B 25–49% of the time
- C 50–74% of the time
- D 75–99% of the time
- E 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):

- A 0–24% of the time
- B 25–49% of the time
- C 50–74% of the time
- D 75–99% of the time
- E 100% of the time