



Learner Characteristics Inventory (LCI) Questionnaire

Once an IEP team has designated a student as a Student with the Most Significant Cognitive Disability who will take the WY-ALT, they will need to complete the LCI Questionnaire. When the testing window opens in the spring, the LCI can be found in the Test Delivery System's (TDS) Student Interface. The LCI Questionnaire answers can be transcribed by the WY-ALT Test Administrator prior to the testing session beginning and without the student being present.

1. Student's grade: _____

2. Student's age in years: _____

3. 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

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 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.

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.

17. English Language Arts (check the best description)

- Consistently performs at the Below Basic level as defined by the grade-appropriate achievement level descriptors.
- Consistently performs at the Basic level as defined by the grade-appropriate achievement level descriptors.
- Consistently performs at the Proficient level as defined by the grade-appropriate achievement level descriptors.
- Consistently performs at the Advanced level as defined by the grade-appropriate achievement level descriptors.

18. Mathematics (check the best description)

- Consistently performs at the Below Basic level as defined by the grade-appropriate achievement level descriptors.
- Consistently performs at the Basic level as defined by the grade-appropriate achievement level descriptors.
- Consistently performs at the Proficient level as defined by the grade-appropriate achievement level descriptors.
- Consistently performs at the Advanced level as defined by the grade-appropriate achievement level descriptors.

19. Science (check the best description)

- Consistently performs at the Below Basic level as defined by the grade-appropriate achievement level descriptors.
- Consistently performs at the Basic level as defined by the grade-appropriate achievement level descriptors.
- Consistently performs at the Proficient level as defined by the grade-appropriate achievement level descriptors.
- Consistently performs at the Advanced level as defined by the grade-appropriate achievement level descriptors.
- Not applicable – student is in grade 3, 5, 6, 7, or 9.

20. Instructional Minutes: Indicate the average amount of time, in minutes, students attend to instruction in each content area daily.

Content Area	1 – 5	6 – 10	11 – 20	More than 20
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Indicate the average amount of time, in minutes, instructional time is planned for each content area.

Content Area	1 – 5	6 – 10	11 – 20	More than 20
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Was the student included in general education instruction during this school year? Select all that apply.

- Student participated in general education mathematics instruction.
- Student participated in general education reading instruction.
- Student participated in general education writing instruction.
- Student participated in general education science instruction.
- Student participated in general education social studies instruction.
- Student did not participate in any general education instruction.

22. How many years has the student been included in general education instruction?

Content Area	No Years	1 Year	2 Years	3 Years	4 or More Years
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The following questions apply to students in grades 7 through 12. For students in grades 3 through 6, please select Not applicable for each question.

23. What are the student's career aspirations? Select one.

- No career aspirations.
- Decided on an achievable career.
- Selected a career, but it is probably not achievable.
- Not applicable, the student is not in grades 7 through 12.

24. What type of career skills instruction has the student received? Select all that apply.

- Received instruction in possible career choices.
- Did not receive instruction in possible career choices.
- Received instruction in the specific mathematics skills required by his/her career choice.
- Received instruction in the specific reading skills required by his/her career choice.
- Received instruction in the specific writing skills required by his/her career choice.
- Received social skills instruction required in his/her career choice.
- Not applicable, the student is not in grades 7 through 12.