



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"



Learner Characteristics Inventory

The Learner Characteristics Inventory (LCI) was developed by the National Alternate Assessment Center (NAAC) in order to investigate the learning characteristics of students participating in alternate assessments based on alternate achievement standards (AA-AAS). The students who participate in AA-AAS represent a highly diverse population with varying levels of communication and other complex characteristics that impinge on the assessment design and the interpretations that we want to make about the assessment results. The LCI is designed to enhance the demographic data collection for the test and when used appropriately, provides additional data to consider in the validity evaluation for AA-AAS. It is important to note, the LCI is not meant to be used to classify or diagnose students, and should not be used as the basis for decision making about student placement or instruction.

Please Note: The responses **must** be transcribed into Nextera under the individual account for each student. System Test Coordinators or School Test Coordinators will need to enter the LCI information provided by each Test Examiner for each of their students.

Student Name

Student ID

Testing Grade

Learner Characteristics Inventory (LCI)

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.

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).

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.

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

Augmentative Communication System

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

- Yes
- No

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.

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.