

## Learner Characteristics Inventory

Please check the best description for the overall ability of the student.

<p><b>What is the student's primary classroom setting?</b></p> <ul style="list-style-type: none"> <li>• Regular school, general education class inclusive (student 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</li> <li>• Regular school, resource room/general education class, student receives resource room services, but in general education classes 40% or more of the school day</li> <li>• Regular school, primarily self-contained special education classroom, some academic inclusion in general educational classes (reading, mathematics, science, in addition to specials), but in a general education class less than 40% of the school day</li> <li>• Regular school, self-contained special education classroom, some non-academic inclusion (student goes to art, music, PE), but returns to special education class for most of the school day</li> <li>• Special school or homebound</li> </ul>	<p><b>Will the student use any assistive technology devices on the assessment (select all that apply)?</b></p> <ul style="list-style-type: none"> <li>• No assistive technology devices will be used</li> <li>• Alternate computer input/access devices (e.g., keyboards including alternate layout, mouse, joystick, touch screen)</li> <li>• Alternate pointing system</li> <li>• Symbols of all types (e.g., objects, tactile, raised line drawings, photos)</li> <li>• Eye gaze board</li> <li>• Magnification devices</li> <li>• Switches</li> <li>• Other</li> </ul>
<p><b>Expressive Communication</b></p> <ul style="list-style-type: none"> <li>• Uses symbolic language to communicate (e.g., verbal or written words, signs, braille, or language-based augmentative systems)</li> <li>• Uses intentional communication, but not at a symbolic language level to clearly express a variety of intentions (e.g., gestures, pictures, etc.)</li> <li>• 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</li> </ul>	<p><b>Receptive Language</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1-2 step directions</li> <li>• Alerts to sensory input from another person (e.g., auditory, visual, touch, movement), BUT requires actual physical assistance to follow simple directions</li> <li>• Uncertain response to sensory stimuli (e.g., sound/voice, sight/gesture, touch, movement, smell)</li> </ul>
<p><b>Motor</b></p> <ul style="list-style-type: none"> <li>• No significant motor dysfunction that requires adaptations</li> <li>• Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard)</li> <li>• Uses wheelchair, positioning equipment, and/or assistive devices for most activities</li> <li>• Needs personal assistance for most/all motor activities</li> </ul>	<p><b>Hearing</b></p> <ul style="list-style-type: none"> <li>• Hearing within normal limits</li> <li>• Corrected hearing loss within normal limits</li> <li>• Hearing loss aided, but still with significant loss</li> <li>• Profound loss, even with aids</li> <li>• Unable to determine functional use of hearing</li> </ul>
<p><b>Vision</b></p> <ul style="list-style-type: none"> <li>• Vision within normal limits</li> <li>• Corrected vision within normal limits</li> <li>• Low vision (uses vision for some activities of daily living)</li> </ul>	<p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>• Initiates and sustains social interactions</li> <li>• Responds with social interaction, but does not initiate or sustain social interactions</li> <li>• Alerts to others</li> </ul>

<ul style="list-style-type: none"> <li>• No functional use of vision for activities of daily living, or unable to determine functional use of vision</li> </ul>	<ul style="list-style-type: none"> <li>• Does not alert to others</li> </ul>
<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Applies computational procedures to solve real-life word problems</li> <li>• Completes computational procedures</li> <li>• Counts by rote to 5</li> <li>• Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items</li> <li>• No observable awareness of numbers</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Reads fluently with critical understanding in print or braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc.)</li> <li>• Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or braille</li> <li>• Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or braille</li> <li>• Aware of text/braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text</li> <li>• No observable awareness of print or braille</li> </ul>
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Conveys thoughts in complete sentences using correct spelling, grammar, and writing mechanics</li> <li>• Writes words or sentences from a model or uses word cards or sentence strips to compose a complete sentence</li> <li>• Uses pictorial representations to convey thoughts; writes alphabet letters on demand; writes name</li> <li>• Locates print; understands that print has a purpose; recognizes name in print</li> <li>• No observable awareness or use of print</li> </ul>	