

## The Learner Characteristics Inventories (LCI) for ISTAR

This inventory will be used to create a profile of the population of students who participate in Alternate Assessment in Indiana (ISTAR)

A Corporation Test Coordinator (CTC), Corporation Level User (CLU), and School Test Coordinator ISTAR (STCA) can run this report.

- Sign on to EAS, and select “ISTAR 2015-16” from the pull-down menu.
- Select the “Student Tab”.
- At the bottom of the “Manage Student” section, select the “Download Student List” for an Excel/CSV file.

Starting with Column N is the LCI information:

- **LCI-EC (Expressive Communication)**
  - 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.
- **LCI-RC (Receptive Language)**
  - 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).
- **LCI-HI (Health Issues/Attendance)**
  - Attends at least 90% of school days
  - Attends approximately 75% of school days (absences primarily due to health concerns)
  - Attends approximately 50% or less of school days (absences primarily due to health concerns)
  - Receives homebound instruction due to health concerns
  - Highly irregular attendance or homebound instruction due to issues other than health
- **LCI-AC (Augmentative Communication)**

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

  - Yes
  - No
- **LCI-V (Vision)**
  - 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.
- **LCI-H (Hearing)**
    - 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
- **LCI-M (Motor)**
    - 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
    - Needs personal assistance for most/all motor activities
- **LCI-E (Engagement)**
    - 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
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- **LCI – 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 in general education 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 (students 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.
- **LCI – 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.
- **LCI – 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.

- **LCI – Is your Students' primary language a language other than English?**
  - No
  - Yes