

Learner Characteristics Inventory

Grades 3 - 8

2020-21



IDAHO STATE DEPARTMENT OF EDUCATION
ASSESSMENT AND ACCOUNTABILITY DEPARTMENT

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Participation Criteria for the Idaho Alternate Assessment

The Idaho Alternate Assessments (IDAAs) in English/Language Arts, Mathematics, and Science are a statewide testing option intended only for those students with the most significant cognitive impairments, in lieu of the general education assessment, with or without supports and accommodations. Participation in the IDAA reflects the pervasive nature of a significant cognitive impairment and requires that a student meet all participation criteria. Students with the most significant cognitive impairments represent about 1.0% of the total student population ([Idaho Special Education Manual](#)).

Only those students with significant cognitive impairments who meet all four participation criteria may qualify to take the IDAA. Students who qualify for the IDAA will take it in all content areas: English/Language Arts, Mathematics, and Science (in required grades). Students may not qualify to take the IDAA in one content area, then take the ISAT in another content area.

Students shall not qualify to participate in IDAA solely based on any of the reasons listed below.

1. Having a disability
2. Poor attendance or extended absences
3. Native language/social, cultural, or economic differences
4. Expected poor performance or past basic/below basic performance on the regular education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education services
8. English Language Learner (ELL) status
9. Low reading level/achievement level
10. Anticipated disruptive behavior
11. Impact of student scores on the accountability system
12. Administration decision
13. Anticipated emotional distress
14. Need for accommodations (e.g., assistive technology/AAC) to participate in the assessment

Participation Criteria	Participation Criteria Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each
1. The student has a significant cognitive impairment.	Significant cognitive impairment is a designation given to a small number of students with disabilities for the purposes of their participation in an AAs. Having a significant cognitive impairment is not solely determined by an IQ test score, nor based on a specific disability category, but rather a complete understanding of the complex needs of a student. Students with significant cognitive impairments have a disability or multiple disabilities that significantly impact their adaptive skills and intellectual functioning. These students have adaptive skills well below average in two or more skill areas and intellectual functioning well below average (typically associated with an IQ below 55) (2018 Idaho Special Education Manual , p. xiii); <u>and</u>	YES <input type="checkbox"/> NO <input type="checkbox"/>
2. The student is receiving academic instruction that is aligned with the Idaho Extended Content Standards.	The student's instruction and IEP goals/objectives/benchmarks address knowledge and skills that are appropriate and challenging for the student.; <u>and</u>	YES <input type="checkbox"/> NO <input type="checkbox"/>
3. The student's course of study is primarily adaptive skills oriented typically not measured by state or district assessments.	Adaptive skills are essential to living independently and functioning safely in daily life, and include, but are not limited to motor skills, socialization, communication, personal care, self-direction, functional academics, and personal health and safety.; <u>and</u>	YES <input type="checkbox"/> NO <input type="checkbox"/>
4. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.	<ul style="list-style-type: none"> a. The student consistently requires individualized instruction in core academic and adaptive skills at a substantially lower level relative to other peers with disabilities. b. It is extremely difficult for the student to acquire, maintain, generalize, and apply academic and adaptive skills in multiple settings, across all content areas, even with high-quality extensive/intensive pervasive, frequent, and individualized instruction. c. The student requires pervasive supports, substantially adapted materials, and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings. 	YES <input type="checkbox"/> NO <input type="checkbox"/>

A student qualifies to participate in the Idaho Alternate Assessment ONLY IF ALL FOUR of the participation criteria are marked YES.

NOTE: EVERY FIELD MUST BE COMPLETED

Learner Characteristics Inventory (LCI) for Alternate Assessments on Alternate Achievement Standards

Purpose: This inventory will be used by the Idaho State Department of Education (ISDE) in describing the population of students who are assessed with the Idaho Alternate Assessment (IDAA) which is based on alternate achievement standards. These students comprise less than 1% of the total student population and come from a variety of disability categories, but they are the students with the *most significant cognitive disabilities*.

1. Student's primary disability category:

- Autism Spectrum Disorder
- Deaf-Blindness
- Deaf or Hard of Hearing
- Developmental Delay
- Emotional Behavioral Disorder
- Intellectual Disability
- Language Impairment
- Multiple Disabilities
- Other Health Impairment
- Orthopedic Impairment
- Specific Learning Disability
- Speech Impairment
- Traumatic Brain Injury
- Visual Impairment Including Blindness

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

- Yes
- No

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

4. What is the student's primary classroom setting?

- (01) Student is inside the general education classroom 80% or more of the school day. In a 6 hour school day, the student is inside the regular class at least 4 hours and 48 minutes.
- (02) Student is inside the general education classroom at least 40% but no more than 79% of the school day. In a 6 hour school day, the student is inside the regular class at least 2 hours, 25 minutes, but no more than 4 hours, 47 minutes.

- (03) Student is inside the general education classroom less than 40% of the school day. In a 6 hour school day, the student is inside the regular class 2 hours, 24 minutes or less.
- (11) Student is in a district self-contained classroom in a separate special education school for more than 50% of the school day – more than 3 hours in a 6 hour school day.
- (12) Student is placed in a private special education day school/facility at public expense for more than 50% of the school day – more than 3 hours in a 6 hour school day.
- (13) Student receives education services in public residential facility for more than 50% of the school day and resides in that facility during the school week.
- (14) Student receives education services in a private residential facility for more than 50% of the school day and resides in that facility during the school week.
- (15) Student receives special education services in a hospital or homebound setting (do not include home-schooled students or virtual charter school students).
- (16) Student receives special education services in a detention center or correctional facility.

5. 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.

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

- Yes
- No

7. 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).

8. 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.

9. 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.

10. 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.

11. 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.

12. 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.

13. 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).
- 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 are not linked to the text.
- No observable awareness of print or Braille.

14. Mathematics (check the best description)

- Applies computational procedures to solve real-life or routine word problems from a variety of contexts.
- Performs 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.

15. Writing (check the best description)

- Writes, types or uses voice recognition software independently.
- Writes, types or uses voice recognition software with support.
- None of the above

16. ACCOMMODATIONS included in the IEP and used during instruction (Select all that apply):

- Braille
- Scribe
- Sign Language Interpreter
- Text-to-Speech
- Visual Supports
- Other
- None of the above

17. English Language Arts

a. 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)

- 0-24% of opportunities
- 25-49% of opportunities
- 50-74% of opportunities
- 75-99% of opportunities
- 100% of opportunities

b. The student can read text (or use Braille) and sequence at least two events, steps or events from the text.

Student demonstrates this skill (teacher rating)

- 0-24% of opportunities
- 25-49% of opportunities
- 50-74% of opportunities
- 75-99% of opportunities
- 100% of opportunities

c. 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)

- 0-24% of opportunities
- 25-49% of opportunities
- 50-74% of opportunities
- 75-99% of opportunities
- 100% of opportunities

d. The student can read text (or use Braille) and answer questions about the text.

Student demonstrates this skill (teacher rating)

- 0-24% of opportunities
- 25-49% of opportunities
- 50-74% of opportunities
- 75-99% of opportunities
- 100% of opportunities

e. The student can read text (or use Braille) and retell the key events in order from text.

Student demonstrates this skill (teacher rating)

- 0-24% of opportunities
- 25-49% of opportunities
- 50-74% of opportunities
- 75-99% of opportunities
- 100% of opportunities

f. 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)

- 0-24% of opportunities
- 25-49% of opportunities
- 50-74% of opportunities
- 75-99% of opportunities
- 100% of opportunities

18. Mathematical Reasoning

a. 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 opportunities
- 25-49% of opportunities
- 50-74% of opportunities
- 75-99% of opportunities
- 100% of opportunities

b. Using objects or visuals, the student can round and compare numbers.

Student demonstrates this skill (teacher rating)

- 0-24% of opportunities
- 25-49% of opportunities
- 50-74% of opportunities
- 75-99% of opportunities
- 100% of opportunities

c. Using objects or visuals, student can identify and compare fractions and decimals.

Student demonstrates this skill (teacher rating)

- 0-24% of opportunities
- 25-49% of opportunities
- 50-74% of opportunities
- 75-99% of opportunities
- 100% of opportunities

d. Using objects or visuals, the student can solve equations with fractions and decimals.

Student demonstrates this skill (teacher rating)

- 0-24% of opportunities
- 25-49% of opportunities
- 50-74% of opportunities
- 75-99% of opportunities
- 100% of opportunities

e. The student can select the appropriate tool and measure length, volume and mass.

Student demonstrates this skill (teacher rating)

- 0-24% of opportunities
- 25-49% of opportunities
- 50-74% of opportunities
- 75-99% of opportunities
- 100% of opportunities

f. The student can interpret and answer questions using data presented in graphs.

Student demonstrates this skill (teacher rating)

- 0-24% of opportunities
- 25-49% of opportunities
- 50-74% of opportunities
- 75-99% of opportunities
- 100% of opportunities

18. Instructional Minutes

Select the number of instructional minutes the student receives in each subject area **per week**.

Subject Area	0-100 minutes per week	101-250 minutes per week	251-500 minutes per week	501 minutes or more per week
English language arts (reading)				
English language arts (writing)				
Mathematics				
Science				
