

**IDAHO STATE
DEPARTMENT OF
EDUCATION**

**Department of
Assessment &
Accountability**

**Alternate Assessment Eligibility
&
Learner Characteristics Inventory (LCI)
2017-18**

Participation Guidelines for the Idaho Alternate Assessments

The criteria for participation in the Idaho Alternate Assessment reflect the pervasive nature of a significant cognitive disability. All content areas should be considered when determining eligibility for these assessments. Thus, a student who participates in the Alternate Assessment in ELA, Math or Science is included.

In addition, evidence for the decision for participating in the Idaho Alternate Assessment is **Not Based** on:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education
8. English Learner (EL) status
9. Low reading level/achievement level
10. Anticipated student's disruptive behavior
11. Impact of student scores on accountability system
12. Administrator decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment

Participation Criteria	Participation Criteria Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each
1. The student has a significant cognitive disability	<p>The student has demonstrated cognitive ability and adaptive behavior that prevents completion of the general academic curriculum even with program accommodations and/or adaptations; <i>and.</i></p> <p><i>Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i></p>	<p>YES <input type="checkbox"/> NO <input type="checkbox"/></p>
2. The student is learning content linked to (derived from) the Idaho Core State Standards (CCSS) and Extended Idaho Science Standards	<p>The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by State or district assessments); <i>and</i></p>	<p>YES <input type="checkbox"/> NO <input type="checkbox"/></p>
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade- and age-appropriate curricula	<p>The student is unable to acquire, maintain, or generalize skills in multiple settings and demonstrate performance of these skills without intensive and frequent individualized instruction.</p>	<p>YES <input type="checkbox"/> NO <input type="checkbox"/></p>

The student is eligible to participate in the Idaho Alternate Assessment if ALL THREE 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 are 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.

Student Name: _____ **DOB:** _____
Grade: _____

EDUID:

1. Student's primary disability category:

- Autism Spectrum Disorder
- Deaf/Blindness
- Deaf
- Developmental Delay
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Language Impairment
- Multiple Disabilities
- Other Health Impairment
- Orthopedic Impairment
- Specific Learning Disability
- Speech Impairment
- Traumatic Brain Injury
- Visual Impairment

2. 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.

3. 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.

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

- Yes
- No

5. 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).

6. 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.

7. 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.

8. 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.

9. 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.

10. 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.

11. 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.

12. 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.

13. 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

ACCOMMODATIONS included in the IEP and used during instruction:

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

Name of Teacher Completing Form: _____

Email Address: _____