

**Connecticut State Department
of Education**

**Required for Participation in the
Connecticut Alternate Assessment System**

Learner Characteristics Inventory (LCI)

The Learner Characteristics Inventory (LCI) is used to collect educational information about the characteristics of students participating in the Alternate Assessment System. [Criteria](#) for participation in the Connecticut Alternate Assessment System—Connecticut Alternate Assessment (CTAA) and the Connecticut Alternate Science Assessment (CTAS)—reflect the **pervasive nature of a significant cognitive disability**. All content areas, including academic and functional academic areas, should be considered when determining eligibility for these assessments. Therefore, a student who participates in the CTAA will also participate in the CTAS when enrolled in Grades 5, 8, and 11.

Assessment decisions are determined at the Planning and Placement Team (PPT) meeting conducted annually. Please see additional guidance available on the [CSDE Comprehensive Assessment Program Portal](#). The special education teacher, who is primarily responsible for the student's academic instruction, completes a DRAFT LCI based on supporting evidence gathered from various historical and current sources for each response. The evidence and DRAFT LCI is then discussed with members of the PPT to make appropriate assessment decisions.

The PPT may recommend participation in the Connecticut Alternate Assessments (CTAA and CTAS) if there is sufficient evidence throughout the student's Individualized Education Program (IEP) supporting a significant cognitive disability. Additionally, the following must be true: The student

- is learning content linked to Connecticut grade-level standards;
- requires extensive direct individualized support; and
- the student meets [eligibility criteria](#).

If there is not enough supporting evidence or if the evidence is atypical for students generally identified as having significant cognitive disabilities (e.g., responses to the LCI indicate the student has a learning disability or speech or language impairment), or if the student does not meet eligibility criteria, then the student is expected to participate in the standard educational assessment(s), with designated supports and accommodations as needed.

Once PPT decisions have been made, the teacher will enter the completed LCI into the Data Entry Interface (DEI) to register the student to participate in the Connecticut Alternate Assessment System. The teacher keeps the approved paper copy of the LCI with the student's records for future reference.

Additionally, Alternate Assessment eligibility criteria should **NOT** be based solely on:

1. a disability category;
2. poor attendance or extended absences;
3. native language, social, cultural, or economic differences;
4. expected poor performance on the standard educational assessment(s);
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 or achievement level
10. anticipated disruptive behavior by the student;
11. impact of student's scores on accountability system;
12. administrator decision;
13. anticipated emotional duress; or
14. need for accommodations (e.g., assistive technology/AAC) to participate in assessment.

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

Purpose: This inventory will be used by the Connecticut State Department of Education (CSDE) in describing the population of students who are assessed with the Connecticut Alternate Assessment System, the CTAA and the CTAS, which are based on alternate achievement standards. These students generally comprise less than 1% of the total tested student population and come from a variety of disability categories, yet represent the students with the *most significant cognitive disabilities*.

NOTE: EVERY FIELD MUST BE COMPLETED

Student Name: _____

Grade: _____ **DOB:** _____

SASID:

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1. Student's Primary IDEA Disability Category

- (A) Autism
- (B) Emotional Disturbance
- (C) Multiple Disabilities
- (D) Orthopedic Impairment
- (E) Speech or Language Impairment
- (F) Other Health Impairment (OHI)
- (G) Deaf-Blindness
- (H) Hearing Impairment (Deaf or Hard of Hearing)
- (I) Specific Learning Disabilities (SLD)
- (J) Traumatic Brain Injury
- (K) Other Health Impairment (OHI) – ADD/ADHD
- (L) Intellectual Disability
- (M) Specific Learning Disabilities (SLD)/Dyslexia
- (N) Visual Impairment

2. Student's Primary Classroom Setting (check the best description)

- (A) **Special school** (includes homebound students).
- (B) **Regular school, self-contained, special-education classroom, some special inclusion:** students go to art, music, physical education, etc., but students return to their special-education class for most of school day.
- (C) **Regular school, primarily self-contained special-education classroom, some academic inclusion:** students go to some general-education academic classes, such as reading, math, science, etc., in addition to special-education classes but are in general-education classes less than 40% of the school day.
- (D) **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.
- (E) **Regular school, general-education class inclusive/collaborative:** students are based in general-education classes, and special-education services are primarily delivered in the general-education classes; at least 80% of the student's school day is spent in general-education classes.

3. Student's Expressive Communication (check the best description)

- (A) **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.
- (B) **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.
- (C) **Communicates primarily through cries, facial expressions, change in muscle tone, etc.** but does not clearly use objects/textures, regularized gestures, pictures, signs, etc., to communicate.

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

- (A) Yes
- (B) No

5. Student's Receptive Language (check the best description)

- (A) 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.
- (B) Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1–2 step directions.
- (C) Alerts to sensory input from another person (auditory, visual, touch, movement) **BUT** requires actual physical assistance to follow simple directions.
- (D) Uncertain response to sensory stimuli (e.g., sound/voice, sight/gesture, touch, movement, smell).

6. Student's Vision (check the best description)

- (A) Vision within normal limits.
- (B) Corrected vision within normal limits.
- (C) Low vision; uses vision for some activities of daily living.
- (D) No functional use of vision for activities of daily living.
- (E) Unable to determine functional use of vision.

7. Student's Hearing (check the best description)

- (A) Hearing within normal limits.
- (B) Corrected hearing loss within normal limits.
- (C) Hearing loss aided, but still with a significant loss.
- (D) Profound loss, even with aids.
- (E) Unable to determine functional use of hearing.

8. Student's Motor Ability (check the best description)

- (A) Does not have significant motor dysfunction that requires adaptations.
- (B) Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).
- (C) Uses wheelchair, positioning equipment, and/or assistive devices for most activities.
- (D) Needs personal assistance for most/all motor activities.

9. Student's Engagement (check the best description)

- (A) Initiates and sustains social interactions.
- (B) Responds with social interaction, but does not initiate or sustain social interactions.
- (C) Alerts to others.
- (D) Does not alert to others.

10. Student's Health Issues/Attendance (check the best description)

- (A) Attends at least 90% of school days.
- (B) Attends approximately 75% of school days; absences primarily due to health issues.
- (C) Attends approximately 50% or less of school days; absences primarily due to health issues.
- (D) Receives homebound instruction due to health issues.
- (E) Highly irregular attendance or homebound instruction due to issues *other* than health.

11. Student's Reading Skills (check the best description)

- (A) Reads fluently with critical understanding in print or braille (e.g., to differentiate fact/opinion, point of view, emotional response).
- (B) Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or braille.
- (C) Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or braille.
- (D) Aware of text/braille, follows directionality, makes letter distinctions, or tells a story from the pictures that are not linked to the text.
- (E) No observable awareness of print or braille.

12. Student's Mathematics Skills (check the best description)

- (A) Applies computational procedures to solve real-life or routine word problems from a variety of contexts.
- (B) Performs computational procedures with or without a calculator.
- (C) Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.
- (D) Counts by rote to 5.
- (E) No observable awareness or use of numbers.

13. Student's Writing Skills (check the best description)

- (A) Writes, types, or uses voice recognition software independently.
- (B) Writes, types, or uses voice recognition software with support.
- (C) None of the above.

14. Accommodations Included in the Student's IEP and Used During Instruction (check the best description)

- (A) Scribe
- (B) Human Signer
- (C) None of the above
- (D) Scribe and Human Signer

Alternate Assessment Eligibility Criteria

Student **must meet all 3 criteria components** to participate in the Alternate Assessment System.

Evidence-Based Criteria	Criteria Descriptors
1. The student has a significant cognitive disability.	Review of student records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>
2. The student is learning content linked to (derived from) the Connecticut Core Standards (CCS) and the Next Generation Science Standards (NGSS).	Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level CCS and NGSS, which address knowledge and skills that are appropriate and challenging for this student.
3. The student requires extensive, direct, individualized instruction and substantial supports to achieve measureable gains in the grade- and age-appropriate curricula.	The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature, and (b) uses substantially adapted materials, and individualized methods of accessing information in alternative ways, to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

VERIFICATION SECTION

1. I verify that supporting evidence related to the student’s assessment options was discussed at the PPT on _____ (date of PPT) to determine eligibility for participation in the Connecticut Alternate Assessment System.
2. Evidence reviewed during the PPT was used to determine that:
 - Ⓐ The student meets all three evidence-based criteria for participation in the Alternate Assessments. **This student is eligible for and will participate in the Alternate Assessments during the current school year as indicated on Page 9 of their Individualized Education Program (IEP).**
 - Ⓑ The student does not meet all three evidence-based criteria for participation in the Alternate Assessments. **This student will participate in the standard statewide assessments with designated supports and accommodations (as needed) during the current school year as indicated on Page 9 of their Individualized Education Program (IEP).**

Reminder: All accommodations, including assistive technology, should be reflected on Page 8 of the IEP for instruction and standard/alternate assessment.

3. I verify that I am the student's primary special education teacher and that I have met the requirements for the current school year’s Connecticut Alternate Assessment System Training.

Primary **Special Education** Teacher Completing Form:

First Name: _____ **Last Name:** _____

EIN:

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School Email Address: _____

Date entered into the Data Entry Interface (DEI) on the CSDE Assessment Program Portal: _____