Spring 2020 AASCD
Learning Characteristics Inventory (LCI) Survey

LCI responses must be submitted into the Data Entry Interface by March 27, 2020

1. Student’s grade: ________________________________

2. Student’s age in years: ________________________________

3. Student’s primary IDEA disability label:
   A. Intellectual Disability/Mental Retardation (includes Mild, Moderate, and Profound)
   B. Multiple Disabilities
   C. Autism
   D. Speech/Language Impairment
   E. Hearing Impairment
   F. Visual Impairment
   G. Traumatic Brain Injury
   H. Emotional Disability
   I. Deaf/Blind
   J. Other Health Impairment
   K. Orthopedic
   L. Other

4. Is your student’s primary language a language other than English?
   A. Yes
   B. No

5. If yes, what is your student’s primary language (the dominant language spoken in the student’s home)? If no, enter N/A: ________________________________

6. What is the student’s primary classroom setting?
   A. Special school
   B. 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.
   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, in addition to specials) but are in general education classes less than 40% of the school day). o 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.
   D. Regular school, *general education class inclusive/collaborative* (students based 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.
7. **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. 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.

8. **Does your student use an augmentative communication system in addition to or in place of oral speech?**
   A. Yes
   B. No

9. **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).

10. **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, or unable to determine functional use of vision.

11. **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.
12. Motor (check the best description)
   A. No 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.

13. 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.

14. 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.

15. Reading (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, etc.).
   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 is not linked to the text.
   E. No observable awareness of print or Braille.

16. Mathematics (check the best description)
   A. Applies computational procedures to solve real-life or routine word problems from a variety of contexts.
   B. Does 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.
17. English Language Arts

For each skill listed below, indicate by checking the appropriate box whether the student demonstrates:

- **Minimal** understanding (approximately 35% or less of the time)
  The student infrequently displays this skill. However, it is not clear if the student is acquiring this skill or has just randomly displayed it.

- **Adequate** understanding (more than 35% but less than 75% of the time)
  The student demonstrated the skill consistently enough to show that he or she is in the process of mastering this skill.

- **Thorough** understanding (75% of more of the time)
  The student displays this skill consistently and is unusual for the student to answer incorrectly any questions related to this skill.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Minimal</th>
<th>Adequate</th>
<th>Thorough</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify one story or element (e.g., character, setting, detail, or event)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Answer literal questions about the text</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Determine the meaning of an unknown word in a text</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Sequenced at least two events or steps from the text</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Retell the key events in order from the text</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Answer inferential questions from the text</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Supply textual evidence for themes or central ideas in the text</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Identify the main idea or topic and at least one supporting detail</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Express an opinion and support an idea with at least one detail</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Determine an opening and or closing sentence for a written piece</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
18. Mathematics

For each skill listed below, indicate by checking the appropriate box whether the student demonstrates:

- **Minimal** understanding (approximately 35% or less of the time)
  The student infrequently displays this skill. However, it is not clear if the student is acquiring this skill or has just randomly displayed it.

- **Adequate** understanding (more than 35% but less than 75% of the time)
  The student demonstrated the skill consistently enough to show that he or she is in the process of mastering this skill.

- **Thorough** understanding (75% of more of the time)
  The student displays this skill consistently and is unusual for the student to answer incorrectly any questions related to this skill.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Minimal</th>
<th>Adequate</th>
<th>Thorough</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solve addition equations</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Solve subtraction equations</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Solve multiplication equations</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Solve division equations</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Solve addition and/or subtraction word problems</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Solve multiplication and/or division word problems</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Round and compare numbers</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Identify geometric shapes (2-dimension and 3 dimension)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Identify and/or compare fractions and decimals</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Convert fractions to decimals and decimals to fractions</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Solve ratio and/or percent problems</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Measure length, area, or volume</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Answer questions using data presented in graphs</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Solve equations with fractions and decimals</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
19. Science

For each skill listed below, indicate by checking the appropriate box whether the student demonstrates:

- **Minimal** understanding (approximately 35% or less of the time)
  The student infrequently displays this skill. However, it is not clear if the student is acquiring this skill or has just randomly displayed it.

- **Adequate** understanding (more than 35% but less than 75% of the time)
  The student demonstrated the skill consistently enough to show that he or she is in the process of mastering this skill.

- **Thorough** understanding (75% of more of the time)
  The student displays this skill consistently and is unusual for the student to answer incorrectly any questions related to this skill.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Minimal</th>
<th>Adequate</th>
<th>Thorough</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use observable patterns in nature to identify parts of the solar system, processes that change the Earth’s surface, and organism development</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Identify casual relationships in the movement of energy through a system and the actions of forces on objects</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Use different relative scales to make physical comparisons among object, processes, and organisms in the environment</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Identify parts of a natural or created system and how each part of a system affects the other parts</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Track the transfer of energy within the environment, organisms, and parts of a system</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Identify how the shape and structure of a part of an organism or system relates to its function within the environment</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Identify systems that change at difference rates of time and how they affect each other</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
20. Instructional Minutes

Indicate on average during a school day:
1. The amount of time (in minutes) that this student actively attends to a content lesson in each content area;
2. The indicated length (in minutes) of a content lesson typically planned for this student; and
3. The number of lessons in the content area that are introduced to this student during an average day.

Examples

A student may only attend to a lesson for five minutes so the teacher plans five-minute mini-lessons for the student but may deliver three lessons spaced throughout the day to maximize student attention.

OR

A student may attend a lesson twenty minutes in length, so the teacher plans a twenty-minute lesson in the content area and delivers one lesson in the content area each day.

Student actively attends to Instruction (in minutes)

<table>
<thead>
<tr>
<th>Content Area</th>
<th>1-5</th>
<th>6-10</th>
<th>11-20</th>
<th>More than 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Planned Instructional Time (in minutes)

<table>
<thead>
<tr>
<th>Content Area</th>
<th>5-10</th>
<th>11-15</th>
<th>16-20</th>
<th>More than 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of Content Lessons per day

<table>
<thead>
<tr>
<th>Content Area</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
21. What are the student’s career aspirations? Select one.
   A. The student has no career aspirations.
   B. The student has decided on an achievable career.
   C. The student has selected a career, but it is probably not achievable.
   D. Not applicable – student is not in grade 7 through 12.

22. What type of career skills instruction has the student received? Select all that apply.
   □ The student received instruction in possible career choices.
   □ The student did not receive instruction in possible career choices.
   □ The student received instruction in the specific mathematics skills required by his/her possible career choices.
   □ The student received instruction in the specific reading skills required by his/her possible career choices.
   □ The student received instruction in the specific writing skills required by his/her possible career choices.
   □ The student received social skill instruction required in his/her career choices.
   □ Not applicable – student is not in grade 7 through 12.

23. Was the student included in general education instruction during this school year? Select as many as apply.
   □ The student was included in mathematics instruction.
   □ The student was included in reading instruction.
   □ The student was included in writing instruction.
   □ The student was included in science instruction.
   □ The student was included in social studies instruction.
   □ The student was not included in any general education instruction.

24. How many years has the student been included in general education instruction?

<table>
<thead>
<tr>
<th>Content Area</th>
<th>No Years</th>
<th>1 Year</th>
<th>2 Years</th>
<th>3 Years</th>
<th>4 or More Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Writing</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Mathematics</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Science</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Social Studies</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
This question applies to students in grades 7 through 12. For students in grades 3 through 6, please skip this question.

25. Did the student have some work experience? Select one.
   A. The student had paid work experience.
   B. The student had unpaid work experience.
   C. The student had no work experience.
   D. Not applicable – student is not in grades 7 through 12.

If the student had either paid or unpaid work experience, please answer the three questions below.

Was the student successful in his/her work experience? Select one.
   A. The student was successful in his/her work experience.
   B. The student was unsuccessful in his/her work experience.

What educational skills did the student’s work experience require? Select as many as apply.
   □ The student’s work experience required the use of mathematical skills.
   □ The student’s work experience required the use of reading skills.
   □ The student’s work experience required the use of writing skills.
   □ The student’s work experience required the use of science skills.

Was the student successful in his/her work experience? Select one.
   A. Less than 3 months
   B. 6 months to 3 months
   C. One year to 7 months
   D. More than one year

26. How would you rate the student’s parents’ educational expectations for the student? Select one.
   A. Higher expectations than the student will be able to achieve.
   B. Reasonable expectations for the student’s educational achievement.
   C. Low expectations; the student can achieve more than is expected.
   D. None to minimal expectations.

27. How would you rate the student’s ability to interact with others? Select one.
   A. The student generally interacts well with the people he/she knows and doesn’t know.
   B. The student has difficulty interacting with people he/she doesn’t know.
   C. The student has difficulty interacting with people he/she knows and does not know.

28. How would you rate the student’s ability to interact with others in different situations? Select one.
   A. The student generally interacts well with others in both known and new social situations.
   B. The student has difficulty interacting well with others in new social situations but interacts well with others in known social situations.
   C. The student does not interact well with others in both known and new social situations.