



Learner Characteristics Inventory for Alternate Assessments on Alternate Achievement Standards

*denotes required fields

*Student first name: _____

*Student last name: _____

*DOB (MM/DD/YYYY): _____

*Student ID#: _____

*School: _____

*Grade: _____

Purpose: This inventory will be used to assist states in describing the population of students who take alternate assessments based on alternate achievement standards. These students represent less than 1% of the total student population and come from a variety of disability categories but represent students with the most significant cognitive disabilities.

*** Based on the participation guidelines for the DC CAS-ALT, on which performance dimension will the student be scored?**

- Attainment (A)
- Progress (B)

*** 1. Is your student an English Language Learner?** (only answer “yes” if the primary language spoken in the student’s home is not English)

- Yes
- No

*** 2. Expressive Communication (check one answer that best describes your student)**

- 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

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

- Yes (what type of communication system?) _____
- No

*** 4. 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
- Alert to sensory input from another person (e.g., 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)

*** 5. 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

*** 6. 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

*** 7. 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 or all motor activities

*** 8. Engagement (check the best description)**

- Initiates and sustains social interactions
- Responds with social interaction, but does not initiate or sustain social interactions
- Alert to others
- Does not alert to others

*** 9. 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

*** 10. 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 or short passages with narrative or informational texts in print or Braille
- Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or Braille.
- Aware of text or 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

*** 11. 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

12. Are there any additional characteristics that DC should gather related to this population of students?

13. Teacher Comments: Please share any additional information you would like for us to know about the learning characteristics of this student.