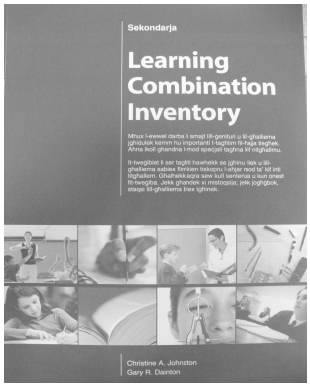
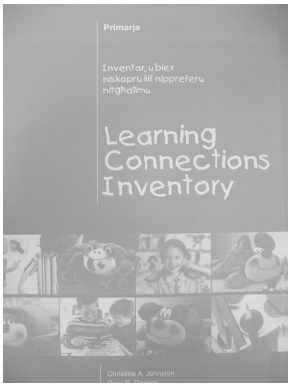
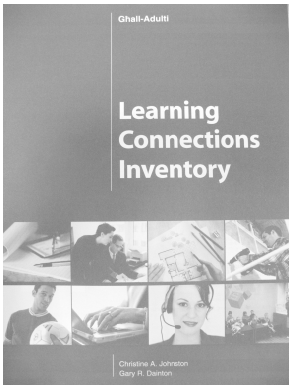
The LCI validation booklet







Whenever someone completes the LCI it is very important that the outcome is validated. Validation means that a check is made to see if the outcome is reasonable. One needs to check that the scores match what the person has written as his/her short answer responses. This internal validity check helps strengthen your reliance on the learning profile revealed by the LCI.

Steps to validate the LCI:

1. Look at the written answers recorded on page 7 on the LCI.

As you read, circle or highlight keywords or phrases that indicate the use of patterns (You may also want to refer to the "Word Wall").

A learner with high **Sequence** might write responses such as:

"I get frustrated when directions are not clear"

"I get frustrated when I don't have enough time to plan"

"I get annoyed when others interrupt me while working"

"I would teach others by explaining step-by-step"

A learner with high **Precision** might write responses such as:

"I would show what I know by taking a test and getting a good grade"

"If I were the teacher, I would have students read, take notes and show what they know by writing an essay"

"I get frustrated when I don't have enough information to complete my work"

A learner with high **Technical Reasoning** might write responses such as:

"I don't like doing things that make no sense. What's the purpose?"

"I would teach by letting students get our into the real world"

"I want to see how things really work, not learning from a book"

A learner with high **Confluence** might write responses such as:

"I don't want to be forced to do my work in only one way"

"I would show what I know by doing a role play"

2. "Face validation"

Face validation means that you can identify the use of various patterns by simply looking at the written response.

- Dashes, dots, bullets and listed responses are an indication to the level of person's Sequence
- Pages covered with words indicate a high score in "Precision."
- A blank page with only a few words suggest a significant level of Technical reasoning (or low Precision)
- Doodles, scattered cartoon characters, or "hit and run" dropped ideas – in-complete in thought and development, suggest a higher use of Confluence.

3. Consider the COMBINATION of all four learning patterns.

For example: A student may have a high score in Precision, but he may not show it, because he also has a high score in Technical Reasoning. Therefore, his Precision will only become evident once a topic or subject becomes relevant to him.

4. Check that there is a spread of scores among the patterns:

- Does the respondent use many 3's?
- Does the respondent use 1's and 5's in his/her answer?

(You may observe that the respondent is being cautious about a response that is Almost or Never, and the written responses are relatively lengthy. In this case you will need to look at the person's work product or have a one-to-one conversation with the individual to determine the person's "real" level of Precision.)

5. Does my knowledge of the learner and observation of his/her work confirm the scores?

How does the student respond to learning situations?
What does the student's work tell me about his/her learning patterns?



6. Cross-check responses meant to verify the learner's understanding of given statements. See tables below.

Inventory I	
Sequence:	2 and 18
Precision:	4 and 14
Technical:	15 and 22
Confluence:	23 and 28

Inventory 2	
Sequence:	2 and 13
Precision:	14 and 24
Technical:	6 and 26; 11 and 15
Confluence:	8 and 28

Adults	
Sequence:	10 and 27
Precision:	4 and 24
Technical:	15 and 22; 1 and 26
Confluence:	8 and 23

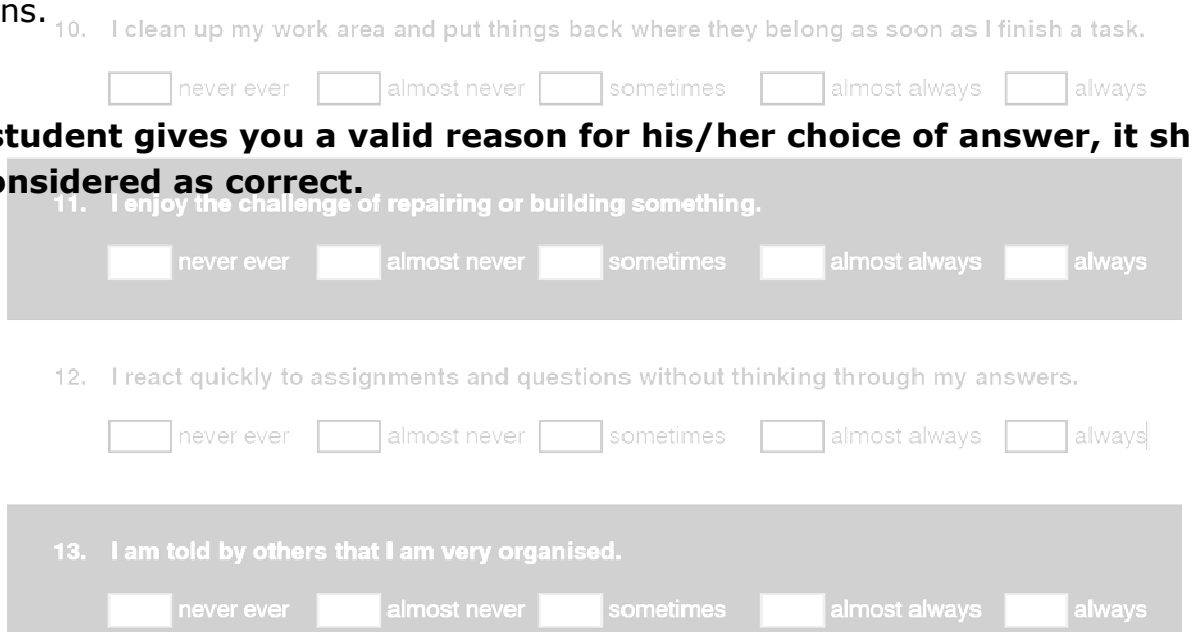
The scores of these questions should either be identical or at least very close. However, when this does not occur, the LCI is not necessarily invalid!

- Check that the student has understood the question correctly
- Check whether the student has a valid reason for his/her answer

For example:

"*Nibda naħdem qabel l-għalliema tgħidilna x'għandna nagħmlu."* - Young students with a high score in Confluence may choose not to go against 'typical' classroom rules and procedures. On the other hand, the same student may also have a high score in Sequence which interferes with the instincts triggered by Confluence.

"*Nixtieq nuża l-għodda u apparat ieħor mingħajr ħadd ma jgħini*." - You need to explain that here tools is being understood as any gadget that allows you to build a model, otherwise young children will refrain from answering the question. Moreover, young children might be prohibited to use certain tools on their own for safety reasons.



If a student gives you a valid reason for his/her choice of answer, it should be considered as correct.

7. See whether you need to ask further questions to the respondent when you read non-specific words like:

Create or **creative** (S = Creatively organise , P = creatively use words, T = creatively problem-solve or invent , C = creatively step beyond the current borders of the known or accepted)

Project (S = a poster or a chart, P = write a report, T = build a model that works, C = do a skit, play or video)

Don't have enough time (S = to complete the activity from the beginning to end, P = to get all the information or to write down all I know, T = time to do it in my own chosen way, C = as in I lose track of it or procrastinate and have to hurry)

Use a Power Point (S = loves the structure and sequence, P = uses each slide as an opportunity to pack in the information, T = uses the opportunity to make things short and to the point, C = uses each slide as another opportunity to introduce a new idea)

Hands-on (S = make a chart, P = get hands on the primary resources, T = hands on tools and materials, C = doing something other than the same old-fashioned way)

Tell (S = discuss, P = tell information, T = 1:1 nobody else, C = talk, talk, talk)

Show (S = posters and step by step, P = demonstrate accuracy and correctness through debate and presenting (showing) facts, T = watch me do it but don't expect me to talk about it when I'm doing it, C = show off)

Model and demonstrate (S = step by step using an example, P = explain in words, words, words, T = watch but don't expect a running commentary, C = does it different every time)

Crafts (S = planning of craft, making a list, organising the approach, scrap booking, using craft kits and cooking by recipe, P = cross stitch and quilting, T = woodcarving, types of horticulture and gardening, C = making costumes without the use of patterns, papier mache)

Procrastinate (S = doesn't have sufficient directions so doesn't start, P = doesn't have enough or all the information so can't begin, T = isn't motivated because there is not a big enough reward to completing the task to warrant a quick self-start, C = the thrill lies in bringing the due date as close as possible and then completing just in time)

8. Recurring invalid inventories resulting from lack of comprehension due to lack of maturity, undeveloped literacy skills and severe learning disabilities are best done away with. Observation is recommended instead. The same applies to situations in which students get muted scores.

Sample 1: Inventory 1 (ages 7—11)

S– 32 **P - 28** **T - 27** **C - 28**

Wieġeb il-mistoqsijiet u ikteb it-tweġiba tiegħek fuq il-linji ta' taħt.

X'inhi l-aktar ħaġa li ddejqek meta tiġi biex tikteb jew tagħmel xi xogħol ta' l-iskola? Għaliex?

Nidde̍jjieq meta jkolli nirrepeti et l-istess biċċa xogħol għax narha ħela ta' ħin. Niddejjaq ukoll meta jkolli l-iżbalji.

Li kieku tista' tagħżel, x'tagħmel biex turi lill-għalliem/a dak li tgħallimt?

Jiena nagħżel li ngħidilha imma mhux quddiem sħabi tal-klassi

Ħabib/a tiegħek j/tixtieq j/titgħallem logħba li inti taf tilgħab sew.
X'tagħmel biex tgħallmu/tgħallimha kif j/tilagħbha?

Jiena nagħżel li l-ewwel infiehemha imbagħad nuriha kif tilgħab il-logħba.

Sample 2: Inventory 2 (ages11 –17)

S- 27 **P - 18** **T - 23** **C - 32**

Wieġeb il-mistoqsijiet u ikteb it-tweġiba tiegħek fuq il-linji ta' taħt.

X'inhi l-aktar ħaġa li ddejqek meta tiġi biex tikteb jew tagħmel biċċa xogħol?

L-aktar ħaġa li ddejjaqni hi għaliex qabel tikteb trid taħseb u qabel tagħmel biċċa xogħol trid tfittex xi informazzjoni jew titkixxef dwarha. Għalhekk jiena niddejjaq ħafna għax inħobb nsib kollox lest.

Kif tippreferi turi lill-għalliem/a dak li tgħallimt?

Nippreferi nuri l-għalliema dak li għamilt billi nitkellem waħdi magħha u nuriha dak li għamilt; għax ma tantx inħobb nuri dak li għamilt lil ħafna nies.

Li kieku inti tkun għalliem/a, x'tagħmel biex tgħallem lill-istudenti?

Kieku jiena nara li nagħmel lezzjoni sabiħa u bis-sens u nara li l-istudenti tagħġobom, għax mhux imbilli tidħaq fil-klassi u tibda taqra u tikteb, trid tara li l-istudenti qed in jieħdu gost jitgħallmu b'dak li tagħmel int.

Sample 3: Inventory for Adults (ages 17—99)

Answer the following questions.

S- 27 **P - 20** **T - 17** **C - 18**

What makes tasks frustrating for you?

It is usually frustrating for me when I do not understand what is expected of me, or if no directions at all are given, especially if I am asked to work with tools/equipment with which I am not familiar.

If you could choose, how would you show what you have learned?

This depends on the ~~task~~ subject. I would present information that I have learned either in a report or a presentation. If I am asked to present something practical I would produce the finished task or project.

What hobby or sport do you do well? How would you teach someone else to do it?

A hobby I could teach someone to do is cross-stitch. I would start by familiarising the person with the fabric, thread, patterns and other equipment involved. Then I could either show the learner how the basic stitch is done or let him/her experiment on his/her own until the desired result is reached. Focusing on smaller tasks would be more appropriate at first, but I would not discourage learner to try more challenging tasks.