

Ventura County SELPA
CAPA Level I Formative Assessment Worksheet

NAME _____

DOB _____

Student communicates using:

- Eye Gaze Gesture Vocalization Pictures Voice Output Device (VOD) Words Sign Computer

Describe if needed:

CAPA - LEVEL I (grades 2-11) Focus Skills	Assessment Dates			
English/Language Arts				
Focus Skill 1: Identify environmental symbols/signs/cues				
Student will turn to the direction of sound source.				
Student will respond when own name is spoken with change in facial affect/head turn.				
Student will visually follow gestural prompts (e.g. pointing, beckoning).				
Student will make a choice of a desired food or recreational activity from a field of two pictures.				
Student will identify common environmental signs (<i>exit, stop, etc.</i>) from a field of three.				
Student will use environmental symbol, sign or cue to follow directions (e.g., <i>take bathroom icon to appropriate area</i>).				
Score = Total ÷ 6 =				
Focus Skill 2: Match symbol or cue to activity or function				
Student will identify common places to eat or shop and community resource signs.				
Student will identify the activities on class schedule.				
Student will identify the appropriate community sign that answers the question, "Where do you go to...?"				
Student will respond appropriately to school environmental cues (e.g., <i>bell ringing, fire alarm, whistle blowing</i>).				
Student will respond appropriately to environmental cues in community (e.g., <i>car horn, "walk/don't walk" sign</i>).				
Score = Total ÷ 5 =				
Focus Skill 3: Identify object by function				
Student will group objects by like function.				
Student will identify object for a stated function from a mixed group of objects (e.g. <i>eating, writing</i>).				
Score = Total ÷ 2 =				
Focus Skill 4: Sort objects by function or use				
Student will sort objects by category (e.g., <i>food, toys</i>).				
Student will sort items by function/use (e.g., <i>eating utensils, writing utensils</i>).				
Student will sort written words by function.				
Score = Total ÷ 3 =				
Focus Skill 5: Identify picture by function				
Student will sort pictures of items by function (e.g., <i>eating utensils, writing utensils</i>).				
Student will identify picture by function (e.g., "What do you use to eat?, What do you use to write?").				
Student will sort words by function.				
Score = Total ÷ 3 =				
Focus Skill 6: Identify picture/object/word cue				
Student will correctly identify from a field of two, when given a cue:				
<input type="checkbox"/> objects <input type="checkbox"/> pictures <input type="checkbox"/> words				
Student will correctly identify from a field of three, when given a cue:				
<input type="checkbox"/> objects <input type="checkbox"/> pictures <input type="checkbox"/> words				
Score = Total ÷ 2 =				

Grading Rubric

6 Independent 4 3 or Less Gestural Prompts 2 Physical Prompts .5 Added Points ***NI** Not introduced
5 3 or Less Verbal Prompts 3 Modeling 1 Orients to Task ***N/A** Not Age Appropriate

For report card, total scores for each Focus Skill and divide by total number of items in that area for an average. *Counts as 0.

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Student communicates using:

- Eye Gaze
 Gesture
 Vocalization
 Pictures
 Voice Output Device (VOD)
 Words
 Sign
 Computer

Describe if needed:

Focus Skill 7: Demonstrate left to right/top to bottom sequencing in variety of activities	Assessment Dates			
Student will follow object with eyes from left to right.				
Student will follow object with eyes from top to bottom.				
Student will place objects (or direct the placing of objects) from left to right by matching.				
Student will place objects sequentially from left to right.				
Student will place objects sequentially from top to bottom.				
Student will turn (or indicate when it's time to turn) pages of picture book or magazine.				
Score = Total ÷ 6 =				
Focus Skill 8: Hold writing implement				
Student will hold writing implement: <input type="checkbox"/> Pencil <input type="checkbox"/> Marker <input type="checkbox"/> Crayon <input type="checkbox"/> Standard Implement <input type="checkbox"/> Adapted Implement				
Student will hold writing implement with: <input type="checkbox"/> Palmar Grasp <input type="checkbox"/> Quadripod Grasp <input type="checkbox"/> Tripod Grasp				
Score = Total ÷ 2 =				
Focus Skill 9: Make marks on paper				
Student will place (or direct the placing of) writing implement on paper.				
Student will make (or direct the making of) at least one scribble longer than one inch.				
Student will aim at target/model and scribble (or direct scribble).				
Student will color (or direct coloring) and approximate staying within lines.				
Student will color (or direct coloring) within lines.				
Score = Total ÷ 5 =				
Focus Skill 10: Trace/copy purposeful marks on paper				
Student will trace with visual cue: <input type="checkbox"/> Horizontal line <input type="checkbox"/> Vertical line <input type="checkbox"/> Circle				
Student will copy with visual cue: <input type="checkbox"/> Horizontal line <input type="checkbox"/> Vertical line <input type="checkbox"/> Circle				
Student will make with visual cue: <input type="checkbox"/> Horizontal line <input type="checkbox"/> Vertical line <input type="checkbox"/> Circle				
Student will use stamp or other identifier to denote own name.				
Score = Total ÷ 4 =				
Focus Skill 11: Orient in direction of speaker				
Student will turn head in direction of speaker. <input type="checkbox"/> 1:1 <input type="checkbox"/> Small group <input type="checkbox"/> Large group				
Student will make eye contact with the speaker. <input type="checkbox"/> 1:1 <input type="checkbox"/> Small group <input type="checkbox"/> Large group				
Score = Total ÷ 2 =				
Focus Skill 12: Respond to voice by stopping activity or going to source of sound				
Student will respond to voice by stopping activity.				
Student will respond to voice by going to (or orienting toward) source of sound (e.g., "come here").				
Student will respond to name.				
Student will stop activity and come to (or orient toward) speaker when requested.				
Score = Total ÷ 4 =				

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Describe if needed:

Focus Skill 13: Attend to speaker for duration of activity	Assessment Dates			
Student will attend to speaker for duration of an appropriate activity (e.g., orienting body, not interrupting, remaining in space): <input type="checkbox"/> 1- 3 mins. <input type="checkbox"/> 4-5 mins. <input type="checkbox"/> 6-10 mins. <input type="checkbox"/> 11-15 mins				
Student will maintain appropriate eye orientation with speaker for the duration of a verbal exchange: <input type="checkbox"/> 5 secs. <input type="checkbox"/> 10 secs. <input type="checkbox"/> 15 secs. <input type="checkbox"/> Other _____				
Score = Total ÷ 2 =				
Focus Skill 14: Communicate wants/needs using a gesture, action, VOD, or vocalization				
Student will communicate want or need using: <input type="checkbox"/> Nod <input type="checkbox"/> Gesture <input type="checkbox"/> Sound <input type="checkbox"/> Word <input type="checkbox"/> Phrase <input type="checkbox"/> Sentence <input type="checkbox"/> VOD _____				
Score = Total ÷ 1 =				
Focus Skill 15: Communicate choice using a gesture, action, VOD, or vocalization				
Student will communicate choice using: <input type="checkbox"/> Nod <input type="checkbox"/> Gesture <input type="checkbox"/> Sound <input type="checkbox"/> Word <input type="checkbox"/> Phrase <input type="checkbox"/> Sentence <input type="checkbox"/> VOD _____				
Score = Total ÷ 1 =				

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Describe if needed:

CAPA - LEVEL I (grades 2-11) Focus Skills	Assessment Dates			
Mathematics				
Focus Skill 1: Identify quantity of "one"				
Student will indicate one from a group of <input type="checkbox"/> two objects <input type="checkbox"/> more than 2 objects.				
Score = Total ÷ 1 =				
Focus Skill 2: Identify quantities of "more than one"				
Student will indicate "one more" object.				
Student will indicate group with "more than one."				
Student will identify group with "more" from a group of two or more sets of objects: <input type="checkbox"/> up to 3 objects <input type="checkbox"/> up to 5 objects <input type="checkbox"/> up to 10 objects				
Student will match quantities to a corresponding quantity <input type="checkbox"/> up to 3 objects <input type="checkbox"/> up to 5 objects <input type="checkbox"/> up to 10 objects				
Score = Total ÷ 4 =				
Focus Skill 3: Match printed numerals to same				
Student will indicate correct number for number of objects stated.				
Student will match printed number to correct number of objects.				
Student will match printed numbers to each other.				
Score = Total ÷ 3 =				
Focus Skill 4: Count whole numbers to 3				
Student will count objects: <input type="checkbox"/> 0 - 5 <input type="checkbox"/> 0 - ____				
Student will identify whole numbers: <input type="checkbox"/> 0 - 5 <input type="checkbox"/> 0 - 10 <input type="checkbox"/> 0 - ____				
Student will rote count whole numbers: <input type="checkbox"/> 0 - 5 <input type="checkbox"/> 0 - 10 <input type="checkbox"/> 0 - ____				
Student will demonstrate one to one correspondence for numbers: <input type="checkbox"/> 0 - 5 <input type="checkbox"/> 0 - 10 <input type="checkbox"/> 0 - ____				
Score = Total ÷ 4 =				
Focus Skill 5: Identify "one more than"				
Student will identify "one more than" in a sequence of numbers on a number line.				
Student will identify which has "one more" from two given sets.				
Score = Total ÷ 2 =				
Focus Skill 6: Identify more and less				
Student will identify which is more from two choices: <input type="checkbox"/> Piles of blocks <input type="checkbox"/> Glasses of liquid <input type="checkbox"/> Numbers <input type="checkbox"/> substantially different quantities <input type="checkbox"/> similar quantities				
Student will identify which is less from two choices: <input type="checkbox"/> Piles of blocks <input type="checkbox"/> Glasses of liquid <input type="checkbox"/> Numbers <input type="checkbox"/> substantially different quantities <input type="checkbox"/> similar quantities				
Score = Total ÷ 2 =				
Focus Skill 7: Demonstrate the ability to give "one more"				
Student will indicate "one more" from a group of two.				
Student will indicate "one more" from a group of more than two.				
Score = Total ÷ 2 =				

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Describe if needed:

Focus Skill 8: Identify and match colors	Assessment Dates			
Student will identify four basic colors: <input type="checkbox"/> Red <input type="checkbox"/> Blue <input type="checkbox"/> Yellow <input type="checkbox"/> Green				
Student will match four basic colors: <input type="checkbox"/> Red <input type="checkbox"/> Blue <input type="checkbox"/> Yellow <input type="checkbox"/> Green				
Student will identify eight basic colors: <input type="checkbox"/> Red <input type="checkbox"/> Blue <input type="checkbox"/> Yellow <input type="checkbox"/> Green <input type="checkbox"/> Brown <input type="checkbox"/> Black <input type="checkbox"/> Purple <input type="checkbox"/> Orange				
Student will match eight basic colors: <input type="checkbox"/> Red <input type="checkbox"/> Blue <input type="checkbox"/> Yellow <input type="checkbox"/> Green <input type="checkbox"/> Brown <input type="checkbox"/> Black <input type="checkbox"/> Purple <input type="checkbox"/> Orange				
Score = Total ÷ 4 =				
Focus Skill 9: Identify and match shapes				
Student will match basic shapes: <input type="checkbox"/> Circle <input type="checkbox"/> Square <input type="checkbox"/> Triangle <input type="checkbox"/> Rectangle <input type="checkbox"/> Star <input type="checkbox"/> Diamond				
Student will select basic shapes from a field of two or more: <input type="checkbox"/> Circle <input type="checkbox"/> Square <input type="checkbox"/> Triangle <input type="checkbox"/> Rectangle <input type="checkbox"/> Star <input type="checkbox"/> Diamond				
Student will indicate name of basic shapes: <input type="checkbox"/> Circle <input type="checkbox"/> Square <input type="checkbox"/> Triangle <input type="checkbox"/> Rectangle <input type="checkbox"/> Star <input type="checkbox"/> Diamond				
Score = Total ÷ 3 =				
Focus Skill 10: Identify objects by sizes				
Student will identify objects as: <input type="checkbox"/> Large <input type="checkbox"/> Small <input type="checkbox"/> Medium				
Score = Total ÷ 1 =				
Focus Skill 11: Sort items by single attribute (<i>color, shape, size</i>)				
Student will sort objects by shape: <input type="checkbox"/> 2 shapes <input type="checkbox"/> 3 shapes <input type="checkbox"/> 4 shapes				
Student will sort objects by size: <input type="checkbox"/> Large <input type="checkbox"/> Small <input type="checkbox"/> Medium <input type="checkbox"/> Biggest <input type="checkbox"/> Smallest				
Student will sort objects by color: <input type="checkbox"/> 2 colors <input type="checkbox"/> 3-4 colors <input type="checkbox"/> 5-10 colors				
Student will sort objects by category (<i>e.g., food, toys</i>): <input type="checkbox"/> 2 categories <input type="checkbox"/> 3-4 categories				
Score = Total ÷ 4 =				
Focus Skill 12: Classify objects by category (<i>e.g., food, clothing, animals</i>)				
Student will sort group containing two different categories.				
Student will sort group containing three different categories.				
Student will indicate category (food, clothing, animals) when shown a group.				
Student will sort numbers from letters.				
Score = Total ÷ 4 =				
Focus Skill 13: Identify day and night from a set of pictures				
Student will identify symbols that indicate day (<i>e.g., sun, daylight, etc.</i>).				
Student will identify symbols that indicate night (<i>e.g., moon, stars, dark, etc.</i>).				
Student will indicate pictures representing day.				
Student will indicate pictures representing night.				
Score = Total ÷ 4 =				
Focus Skill 14: Match activity to time of day				
Student will indicate pictures of activities performed in <input type="checkbox"/> morning <input type="checkbox"/> daytime <input type="checkbox"/> night				
Student will indicate whether activity is performed in <input type="checkbox"/> morning <input type="checkbox"/> daytime <input type="checkbox"/> night				
Score = Total ÷ 2 =				

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Describe if needed:

Focus Skill 15: Follow an object, picture, or word sequence/schedule/calendar	Assessment Dates			
Student will use object/picture card to go to next activity.				
Student will complete a task/work sequence using <input type="checkbox"/> 2 objects <input type="checkbox"/> 3 or more objects				
Student will complete a task/work sequence using <input type="checkbox"/> 2 pictures <input type="checkbox"/> 3 or more pictures				
Student will locate month of year on calendar.				
Student will locate day of week on a calendar.				
Score = Total ÷ 5 =				
Focus Skill 16: Use object, pictures or word to identify which activity comes next on a given schedule system				
Student will use schedule to identify which activity comes next: <input type="checkbox"/> Object Schedule <input type="checkbox"/> Picture Schedule <input type="checkbox"/> Written Schedule				
Student will identify from a choice of ___objects/pictures/words which activity comes next and place item on the schedule.				
Student will sequence events from schedule and put in correct order: <input type="checkbox"/> Two items <input type="checkbox"/> Three items <input type="checkbox"/> Four items				
Score = Total ÷ 3 =				
Focus Skill 17: Identify a clock				
Student will indicate a clock: <input type="checkbox"/> Analog <input type="checkbox"/> Digital				
Student will name a clock: <input type="checkbox"/> Analog <input type="checkbox"/> Digital				
Student will identify hour and minute hands on an analog clock.				
Student will identify hour and minutes on a digital clock.				
Score = Total ÷ 4 =				
Focus Skill 18: Identify and describe common objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone)				
Student will sort objects by shape. <input type="checkbox"/> 2 different shapes <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6				
Student will identify shapes (e.g., triangle, square, rectangle, cube, sphere, cone). <input type="checkbox"/> 1-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6				
Student will identify shapes of common objects (e.g., ball to circle/sphere, pizza to triangle/wedge). <input type="checkbox"/> matching <input type="checkbox"/> indicating by name				
Score = Total ÷ 3 =				
Focus Skill 19: Compare familiar plane and solid objects by size (e.g., which one is bigger)				
Student will determine which object does not belong in a group of three objects by size.				
Student will indicate from two objects the object which is <input type="checkbox"/> bigger <input type="checkbox"/> smaller				
Student will indicate whether two objects are <input type="checkbox"/> different or <input type="checkbox"/> the same size				
Score = Total ÷ 3 =				
Focus Skill 20: Represent and compare concrete objects by placing on a chart and answering "Which is more?"				
Student will indicate where object should be placed on a graph chart (e.g., weather, gender, favorite items).				
Student will identify the set of objects on the graph chart that is the greatest.				
Student will indicate where like objects should be placed on a chart and identify which is "more".				
Score = Total ÷ 3 =				

Grading Rubric

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Describe if needed:

CAPA - LEVEL I (grades 2-11) Focus Skills	Assessment Dates			
Science				
Physical Science				
Focus Skill 1: Identify color of object				
Student will match the colors <input type="checkbox"/> red <input type="checkbox"/> blue <input type="checkbox"/> green <input type="checkbox"/> yellow <input type="checkbox"/> orange <input type="checkbox"/> purple <input type="checkbox"/> brown <input type="checkbox"/> black <input type="checkbox"/> pink <input type="checkbox"/> gray <input type="checkbox"/> white				
Student will identify the colors <input type="checkbox"/> red <input type="checkbox"/> blue <input type="checkbox"/> green <input type="checkbox"/> yellow <input type="checkbox"/> orange <input type="checkbox"/> purple <input type="checkbox"/> brown <input type="checkbox"/> black <input type="checkbox"/> pink <input type="checkbox"/> gray <input type="checkbox"/> white				
Score = Total ÷ 2 =				
Focus Skill 2: Identify size of object				
Student will match big to big and little to little				
Student will identify whether an object is "big" or "little"				
Student will identify "small, smaller and smallest"				
Student will identify "big, bigger, biggest"				
Score = Total ÷ 4 =				
Focus Skill 3: Identify texture of object				
Student will sort items by texture <input type="checkbox"/> rough <input type="checkbox"/> smooth <input type="checkbox"/> shiny <input type="checkbox"/> dark <input type="checkbox"/> light <input type="checkbox"/> dull				
Student will identify which items are "smooth" or "rough"				
Student will identify which items are "shiny" or "dull"				
Student will identify which items are "light" or "dark"				
Score = Total ÷ 4 =				
Focus Skill 4: Identify ice				
Student will match ice cube to ice cube				
Student will identify ice cube from an array of items				
Student will identify a picture of ice cube				
Student will identify if objects are "hot" or "cold"				
Student will identify whether ice is a liquid or solid				
Score = Total ÷ 5 =				
Focus Skill 5: Identify water				
Student will identify water from an array of items				
Student will match lake to lake, rain to rain				
Student will identify which item is "ocean" or "river"				
Student will identify whether water is a liquid or solid				
Score = Total ÷ 4 =				
Focus Skill 6: Pull an object/switch				
Student locates item to pull				
Student will grasp item to pull				
Student will attempt to pull item				
Student pulls switch/item with necessary force to cause movement				
Score = Total ÷ 4 =				
Focus Skill 7: Push an object/switch				
Student locates object to push				
Student will grasp the item to push				
Student will attempt to push item				
Student pushes object/switch with necessary force to cause movement				
Score = Total ÷ 4 =				

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Describe if needed:

Focus Skill 8: Explore gravity by causing different objects to fall (e.g., feather, balloon, ball, etc.)	Assessment Dates			
Student holds two objects, one in each hand				
Student identifies which object is "heavier" or "lighter"				
Student drops both objects				
Student identifies which object landed first				
Score = Total ÷ 4 =				
Focus Skill 9: Hold object and release upon request				
Student will identify object to release				
Student will pick up object to release				
Student will hold object until directed to release				
Student will release object upon request				
Score = Total ÷ 4 =				
Life Science				
Focus Skill 10: Identify body parts on self				
Student identifies <input type="checkbox"/> head <input type="checkbox"/> nose <input type="checkbox"/> mouth <input type="checkbox"/> ears <input type="checkbox"/> stomach				
Student identifies <input type="checkbox"/> arm <input type="checkbox"/> elbow <input type="checkbox"/> hand <input type="checkbox"/> fingers				
Student identifies <input type="checkbox"/> leg <input type="checkbox"/> thigh <input type="checkbox"/> knee <input type="checkbox"/> ankle <input type="checkbox"/> foot				
Student identifies <input type="checkbox"/> forehead <input type="checkbox"/> eyebrow <input type="checkbox"/> eyelid <input type="checkbox"/> lip				
Score = Total ÷ 4 =				
Focus Skill 11: Identify animal body parts				
Student identifies <input type="checkbox"/> head <input type="checkbox"/> nose <input type="checkbox"/> mouth <input type="checkbox"/> ears <input type="checkbox"/> eyes				
Student identifies <input type="checkbox"/> legs <input type="checkbox"/> hooves				
Student identifies <input type="checkbox"/> neck <input type="checkbox"/> shoulders <input type="checkbox"/> chest				
Score = Total ÷ 3 =				
Focus Skill 12: Identify animals				
Student will match animal to animal <input type="checkbox"/> 3D <input type="checkbox"/> TOBI <input type="checkbox"/> Color Picture <input type="checkbox"/> Black and White				
Student will sort 3 different types of animals				
Student will sort by "fur" and "feather"				
Student will identify specific animal from an array of 3				
Student will identify specific animal from an array of 3 (animal and inanimate)				
Score = Total ÷ 5 =				
Focus Skill 13: Identify plants				
Student will match plant to plant <input type="checkbox"/> 3D <input type="checkbox"/> TOBI <input type="checkbox"/> Color Picture <input type="checkbox"/> Black and White				
Student will sort 3 different types of plants				
Student will identify type of plant from an array of 3 plants (flower, tree cactus, bush)				
Student will identify parts of plant stem leaves roots				
Score = Total ÷ 4 =				
Focus Skill 14: Sort animals from plants				
Match animal to animal				
Match plant to plant				
Sort plants and animals				
Student will state that plants need water and light				
Student will state that animals need water and food				
Score = Total ÷ 5 =				

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Describe if needed:

Earth Science	Assessment Dates			
Focus Skill 15: Match pictures of weather to same				
Student will match rain to rain				
Student will match sunny to sunny				
Student will match windy to windy				
Student will match rainy, cloudy, sunny and windy when presented two to three choices				
Score = Total ÷ 4 =				
Focus Skill 16: Identify various kinds of weather				
Student will identify rainy				
Student will identify windy				
Student will identify sunny				
Student will identify cloudy				
Score = Total ÷ 4 =				
Investigation and Experimentation				
Focus Skill 17: Attend to scents				
When presented a strong scent student will turn head				
When presented a strong scent student will move head towards scent (attempt to smell)				
When presented a milder scent student will turn head				
When presented a milder scent student will move head towards (attempt to smell)				
When presented two items will determine which smells "strongly" items pictures				
When asked "does it smell?" will indicate yes or no				
Score = Total ÷ 6 =				
Focus Skill 18: Attend to sound				
Student will physically orient towards sound				
Student will turn when hearing a familiar sound (bell, timer, horn, phone)				
Student will stop and wait for direction upon a familiar sound/auditory signal				
Student will respond appropriate to environmental sounds (horn, timer, bell, phone)				
Score = Total ÷ 4 =				
Focus Skill 19: Attend to visual material				
Student will physically orient towards familiar item				
Student will turn head and eyes towards visual materials				
Student will focus on <input type="checkbox"/> pictures <input type="checkbox"/> book <input type="checkbox"/> magazine <input type="checkbox"/> paper <input type="checkbox"/> projected image				
Score = Total ÷ 3 =				
Focus Skill 20: Follow simple positional receptive instruction (e.g., put water in bowl)				
Student will put object <input type="checkbox"/> in <input type="checkbox"/> on <input type="checkbox"/> behind <input type="checkbox"/> in front <input type="checkbox"/> over <input type="checkbox"/> under				
Student will identify where an object is located in on behind in front over under				
Student will follow a simple instruction for daily living activities				
Score = Total ÷ 3 =				
Focus Skill 21: Position objects by using one reference (e.g., in, on, above, etc.)				
Student will identify where an object is located <input type="checkbox"/> in <input type="checkbox"/> on <input type="checkbox"/> behind <input type="checkbox"/> in front <input type="checkbox"/> over <input type="checkbox"/> under				
When given picture student will identify where the object is located				
When given an object student will follow direction to place <input type="checkbox"/> in <input type="checkbox"/> on <input type="checkbox"/> above <input type="checkbox"/> below <input type="checkbox"/> behind <input type="checkbox"/> in front without nouns specified				
Score = Total ÷ 3 =				

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Describe if needed:

COMMENTS

Date _____ Notes: _____

Date _____ Notes: _____

Date _____ Notes: _____

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