

Ventura County SELPA
CAPA Level III 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 III (grades 4-5) Focus Skills	Assessment Dates			
English/Language Arts				
Focus Skill 1: Match homophones or homographs to the correct picture; match opposites with picture				
Student will indicate picture that represents homophone used in a sentence (e.g. blue-blew; right-write): <input type="checkbox"/> One picture <input type="checkbox"/> Two pictures <input type="checkbox"/> Three or more pictures				
Student will indicate picture that represents homograph used in a sentence (e.g. bow: to bow at the waist or a bow in the hair) <input type="checkbox"/> One picture <input type="checkbox"/> Two pictures <input type="checkbox"/> Three or more pictures				
Student will indicate picture that represents opposite of word stated orally (e.g. if it is not day, then it's _____): <input type="checkbox"/> One picture <input type="checkbox"/> Two pictures <input type="checkbox"/> Three or more pictures				
Student will match printed homograph to picture.				
Student will match printed word to picture of something that means the opposite.				
Score = Total ÷ 5 =				
Focus Skill 2: Measure cause and effect with an "if, then" statement				
Student will correctly respond to yes/no questions from choices of what would happen "if".				
Student will look at a picture representing an "if" statement and identify the picture that represents "then" from two pictures representing possible outcomes.				
Student will listen to "if" statement and indicate if a "then" statement is probable or not.				
Student will listen to "if" statement and indicate what will happen next.				
Score = Total ÷ 4 =				
Focus Skill 3: Follow two-step oral directions				
Student will follow one-step direction within physical capabilities.				
Student will observe teacher model following two-step direction & use yes/no to indicate if direction was followed. <input type="checkbox"/> related steps <input type="checkbox"/> unrelated steps				
Student will follow two-step oral direction within physical capabilities. <input type="checkbox"/> related steps <input type="checkbox"/> unrelated steps				
Score = Total ÷ 3 =				
Focus Skill 4: Interpret a bar graph, identify simple features on a simple map				
Student will identify item on bar graph: <input type="checkbox"/> with greatest amount <input type="checkbox"/> with least amount <input type="checkbox"/> with the same amount				
Student will identify features on simple map: <input type="checkbox"/> Mountains <input type="checkbox"/> Ocean <input type="checkbox"/> River <input type="checkbox"/> Forest <input type="checkbox"/> Desert <input type="checkbox"/> Other _____ <input type="checkbox"/> Street <input type="checkbox"/> School <input type="checkbox"/> House <input type="checkbox"/> Hospital <input type="checkbox"/> Other _____				
Score = Total ÷ 3 =				
Focus Skill 5: Choose the correct picture to answer a question				
Student will indicate the correct picture to answer a question from two unrelated pictures.				
Student will indicate the correct picture to answer a question from two related pictures.				
Student will indicate the correct picture to answer a question from two sequential pictures.				
Student will indicate the correct picture to answer a question from three sequential pictures.				
Score = Total ÷ 4 =				

Grading Rubric

6 Independent 4 3 or Less Gestural Prompts 2 Physical Prompts .5 Added Points ***NI** Not introduced5 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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Describe if needed:

	Assessment Dates			
Focus Skill 6: Identify the main idea in text read orally				
Student will indicate picture representing the main idea of the story.				
Student will indicate yes/no to choices for main idea presented orally.				
Student will indicate the main idea from two choices presented orally.				
Student will indicate the main idea from three choices presented orally.				
Student will indicate main idea of the story.				
Student will indicate the sentence that best describes the story.				
Score = Total ÷ 6 =				
Focus Skill 7: Sequence the main events of a simple story showing beginning, middle, end (using pictures)				
Student will identify picture which represents the beginning of the story presented by a adult.				
Student will identify picture which represents the end of the story presented by a adult.				
Student will sequence (or direct the sequencing of) pictures representing the beginning and end of a story presented by a adult.				
Student will identify picture which represents the middle of the story presented by a adult.				
Student will sequence (or direct the sequencing of) pictures representing the beginning, middle, and end of a story presented by a adult.				
Student will sequence (or direct the sequencing of) pictures representing first, next, and last.				
Score = Total ÷ 6 =				
Focus Skill 8: Describe a character's behavior with an emotion and answer the "Why" question				
Student will indicate the picture representing the emotion of a character: <input type="checkbox"/> Happy <input type="checkbox"/> Sad <input type="checkbox"/> Angry <input type="checkbox"/> Lonely <input type="checkbox"/> Other _____				
Student will indicate the character's emotion: <input type="checkbox"/> Happy <input type="checkbox"/> Sad <input type="checkbox"/> Angry <input type="checkbox"/> Lonely <input type="checkbox"/> Other _____				
Student will correctly respond to yes/no questions about why the character has a certain emotion.				
Student will correctly respond to "Why" question about the character.				
Score = Total ÷ 4 =				
Focus Skill 9: Identify the sameness between two stories (characters, location)				
Student will sort (or direct the sorting of) picture vocabulary cards by same and different.				
Student will identify picture card representing the sameness between two characters in story.				
Student will identify picture card representing the sameness between two locations from story.				
Student will identify how two characters from different stories are the same.				
Student will identify how two locations from different stories are the same.				
Score = Total ÷ 5 =				
Focus Skill 10: Tell or show the main problem or conflict of a short story (orally presented)				
Student will identify picture representing the main problem in a two-sentence story presented by an adult.				
Student will identify picture representing the main problem in a three-sentence story presented by an adult.				
Student will identify main problem in a two- or three-sentence story presented by an adult.				
Score = Total ÷ 3 =				

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Describe if needed:

Focus Skill 11: Match the modifier and/or pronouns with the appropriate picture prompt	Assessment Dates			
Student will identify modifier for a picture.				
Student will identify pronoun for a picture.				
Score = Total ÷ 2 =				
Focus Skill 12: Identify the proper use of a colon, period, exclamation point, quotation mark, question mark				
Student will identify sentence (from two presented by an adult) that needs a period at the end.				
Student will identify sentence (from two presented by an adult) that needs an exclamation point at the end.				
Student will identify sentence (from two presented by an adult) that needs a question mark at the end.				
Student will identify sentence (from two presented by an adult) that needs a colon before a list of items.				
Score = Total ÷ 4 =				
Focus Skill 13: Identify correct usage of capitalization (name, months, days)				
Student will identify names of people and places that must be capitalized (from two words presented by an adult).				
Students will identify days of weeks that must be capitalized capitalized (from two words presented by an adult).				
Student will identify months of year that must be capitalized capitalized (from two words presented by an adult).				
Score = Total ÷ 3 =				
Focus Skill 14: Match key word to simple sentence				
Student will identify picture that shows who a sentence presented by an adult is about.				
Student will identify picture that tells what happened in a sentence presented by an adult.				
Student will identify picture that tells where something happened in a sentence presented by an adult.				
Student will identify key word (from a field of two) that matches a sentence presented by an adult.				
Score = Total ÷ 4 =				
Focus Skill 15: Identify a question versus a statement				
Student will identify whether or not a sentence presented by an adult is a question.				
Student will identify whether or not a sentence presented by an adult is a statement.				
Student will identify a question versus a statement by indicating to the correct punctuation for a sentence presented by an adult.				
Student will identify if sentence presented by an adult is a statement or a question.				
Score = Total ÷ 4 =				
Focus Skill 16: Match sentence representation to a given model				
Student will indicate yes/no when shown a simple sentence and asked if it represents oral model/picture presented by an adult.				
Student will indicate the oral model/picture that represents a simple written sentence from <input type="checkbox"/> two choices <input type="checkbox"/> three choices				
Student will indicate the simple sentence that represents the oral model/picture from <input type="checkbox"/> two choices <input type="checkbox"/> three choices				
Score = Total ÷ 3 =				

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Describe if needed:

CAPA - LEVEL III (grades 4-5) Focus Skills	Assessment Dates			
Mathematics				
Focus Skill 1: Write whole numbers up to 15				
Student will count numbers <input type="checkbox"/> 1-3 <input type="checkbox"/> 1-5 <input type="checkbox"/> 1-8 <input type="checkbox"/> 1-9 <input type="checkbox"/> 1-10 <input type="checkbox"/> 1-12 <input type="checkbox"/> 1-15				
Student will identify numbers <input type="checkbox"/> 1-3 <input type="checkbox"/> 1-5 <input type="checkbox"/> 1-8 <input type="checkbox"/> 1-9 <input type="checkbox"/> 1-10 <input type="checkbox"/> 1-12 <input type="checkbox"/> 1-15				
Student will trace whole numbers <input type="checkbox"/> 1-3 <input type="checkbox"/> 1-5 <input type="checkbox"/> 1-8 <input type="checkbox"/> 1-9 <input type="checkbox"/> 1-10 <input type="checkbox"/> 1-12 <input type="checkbox"/> 1-15				
Student will copy whole numbers <input type="checkbox"/> 1-3 <input type="checkbox"/> 1-5 <input type="checkbox"/> 1-8 <input type="checkbox"/> 1-9 <input type="checkbox"/> 1-10 <input type="checkbox"/> 1-12 <input type="checkbox"/> 1-15				
Student will write/type whole numbers <input type="checkbox"/> 1-3 <input type="checkbox"/> 1-5 <input type="checkbox"/> 1-8 <input type="checkbox"/> 1-9 <input type="checkbox"/> 1-10 <input type="checkbox"/> 1-15				
Score = Total ÷ 5 =				
Focus Skill 2: Count and read whole numbers up to 20				
Student will count numbers <input type="checkbox"/> 1-5 <input type="checkbox"/> 1-8 <input type="checkbox"/> 1-9 <input type="checkbox"/> 1-10 <input type="checkbox"/> 1-12 <input type="checkbox"/> 1-15 <input type="checkbox"/> 1-20				
Student will identify numbers <input type="checkbox"/> 1-5 <input type="checkbox"/> 1-8 <input type="checkbox"/> 1-9 <input type="checkbox"/> 1-10 <input type="checkbox"/> 1-12 <input type="checkbox"/> 1-15 <input type="checkbox"/> 1-20				
Score = Total ÷ 2 =				
Focus Skill 3: Identify the ones and tens place value of a whole number up to 15				
Student will identify ones place value for <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 (when separated by a line)				
Student will identify tens place value for <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 (when separated by a line)				
Student will identify place value (ones and tens) for <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15				
Score = Total ÷ 3 =				
Focus Skill 4: Order whole numbers to 10				
Student will count numbers <input type="checkbox"/> 1-4 <input type="checkbox"/> 1-5 <input type="checkbox"/> 1-6 <input type="checkbox"/> 1-7 <input type="checkbox"/> 1-8 <input type="checkbox"/> 1-9 <input type="checkbox"/> 1-10				
Student will identify numbers <input type="checkbox"/> 1-4 <input type="checkbox"/> 1-5 <input type="checkbox"/> 1-6 <input type="checkbox"/> 1-7 <input type="checkbox"/> 1-8 <input type="checkbox"/> 1-9 <input type="checkbox"/> 1-10				
Student will put (or direct the placing of) whole numbers in order from <input type="checkbox"/> 1-4 <input type="checkbox"/> 1-5 <input type="checkbox"/> 1-6 <input type="checkbox"/> 1-7 <input type="checkbox"/> 1-8 <input type="checkbox"/> 1-9 <input type="checkbox"/> 1-10				
Score = Total ÷ 3 =				
Focus Skill 5: Compare whole numbers using the > and = symbols				
Student will identify symbols for "greater than" (>) and "equal" (=)				
Student will identify if a > or = symbol is used correctly in problems with whole numbers.				
Student will correctly group (or direct the grouping of) whole numbers using equal sign (=).				
Student will correctly group (or direct the grouping of) whole numbers using greater than sign (>).				
Student will correctly group (or direct the grouping of) whole numbers using greater than sign (>) and equal sign (=).				
Score = Total ÷ 5 =				

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Describe if needed:

Focus Skill 6: Identify the fraction represented by drawing of parts of figure (1/2 and 1/4)	Assessment Dates			
Student will identify by indicating yes or no when asked if a drawing of a circle or square is a whole.				
Student will cut/separate shapes (circle, square) or direct the separation of shapes into two equal parts when asked to make halves.				
Student will cut/separate shapes (circle, square) or direct the separation of shapes into four equal parts when asked to make quarters.				
Student will identify 1/2 from a drawing showing halves and wholes.				
Student will identify 1/4 from a drawing showing wholes, halves, and quarters.				
Score = Total ÷ 5 =				
Focus Skill 7: Use a calculator to determine the sum of whole numbers to 20				
Student will identify numbers on a calculator <input type="checkbox"/> 1-3 <input type="checkbox"/> 1-5 <input type="checkbox"/> 1-8 <input type="checkbox"/> 1-10 <input type="checkbox"/> 1-15 <input type="checkbox"/> 1-20				
Student will add whole numbers using a calculator with sums up to <input type="checkbox"/> 8 <input type="checkbox"/> 10 <input type="checkbox"/> 15 <input type="checkbox"/> 20				
Score = Total ÷ 2 =				
Focus Skill 8: Find the difference of two whole numbers using the set of numbers 1-5				
Student will find the difference between two whole numbers (1-5) using manipulatives.				
Student will find the difference between two whole numbers (1-5) using touch points.				
Student will find the difference between two whole numbers using the set of numbers 1-5.				
Score = Total ÷ 3 =				
Focus Skill 9: Identify numbers up to 50 on a number line				
Student will count numbers <input type="checkbox"/> 1-5 <input type="checkbox"/> 1-10 <input type="checkbox"/> 1-15 <input type="checkbox"/> 1-20 <input type="checkbox"/> 1-30 <input type="checkbox"/> 1-40 <input type="checkbox"/> 1-50				
Student will identify numbers <input type="checkbox"/> 1-5 <input type="checkbox"/> 1-10 <input type="checkbox"/> 1-15 <input type="checkbox"/> 1-20 <input type="checkbox"/> 1-30 <input type="checkbox"/> 1-40 <input type="checkbox"/> 1-50				
Score = Total ÷ 2 =				
Focus Skill 10: Add whole numbers with sums up to 50 and subtract single digit numbers				
Student will identify + sign, - sign, and = sign on calculator.				
Student will add whole numbers with sums up to <input type="checkbox"/> 8 <input type="checkbox"/> 10 <input type="checkbox"/> 15 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50				
Student will subtract single digit numbers.				
Score = Total ÷ 3 =				
Focus Skill 11: Solve simple problems with sums up to 20, including ones from concrete situations (sums to 20)				
Student will solve simple problems with sums up to <input type="checkbox"/> 5 <input type="checkbox"/> 10 <input type="checkbox"/> 15 <input type="checkbox"/> 20				
Student will solve simple problems from concrete situations with sums up to <input type="checkbox"/> 5 <input type="checkbox"/> 10 <input type="checkbox"/> 15 <input type="checkbox"/> 20				
Score = Total ÷ 2 =				
Focus Skill 12: Use a box to stand for a single digit number in simple equations where the sum is up to 5				
Student will use manipulatives to represent a simple equation for a sum up to 5.				
Student will use manipulatives to fill in the missing amount in a simple equation.				
Student will draw or direct the drawing of a simple pictorial representation of a simple equation with sum up to five.				
Student will write or direct the writing of a simple equation for a sum up to 5.				
Student will write or direct the writing of a simple equation for a sum up to 5 using a box to stand for one of the numbers (e.g. $3 + \square = 5$).				
Score = Total ÷ 5 =				

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Describe if needed:

Focus Skill 13: Use information taken from a graph to answer simple questions	Assessment Dates			
Student will indicate values of items on a bar graph.				
Student will identify which item is greatest/most on a bar graph.				
Student will identify which item is smallest/least on a bar graph.				
Student will identify items which are the same on a bar graph.				
Student will answer yes/no questions regarding value of items represented on a bar graph.				
Student will identify quantity of each item on a bar graph.				
Score = Total ÷ 6 =				
Focus Skill 14: Identify lines that are parallel				
Student will select the lines that are parallel from a drawing of two sets of lines (one parallel, one not).				
Student will identify lines that are parallel on picture of a shape (square, rectangle, parallelogram).				
Student will identify lines that are parallel on pictures of a shape in the environment (e.g. ladder, road, street).				
Student will locate objects in classroom that have parallel lines.				
Score = Total ÷ 4 =				
Focus Skill 15: Identify the diameter of a circle				
Student will indicate the line on a circle that divides it into two equal parts.				
Student will identify the line on the circle that divides it into two equal parts as the diameter.				
Score = Total ÷ 2 =				
Focus Skill 16: Identify congruent shapes (same size and shape)				
Student will answer yes/no questions about whether two objects are congruent.				
Student will find two shapes that are congruent from a set of three manipulatives.				
Student will find two shapes that are congruent from a set of three drawings.				
Student will draw lines (or direct the drawing of lines) to match congruent shapes on a page with 8 shapes (4 pairs of congruent shapes).				
Score = Total ÷ 4 =				
Focus Skill 17: Identify a face, an edge, or a vertex of a cube				
Student will identify a cube from an array of 3 three-dimensional objects.				
Student will identify a face of a cube.				
Student will identify an edge of a cube.				
Student will identify the vertex of a cube.				
Score = Total ÷ 4 =				
Focus Skill 18: Choose the appropriate tool to measure the liquid/volume and weight/mass of an object				
Student will participate in measuring liquid needed for recipe when cooking with a cup.				
Student will participate in measuring liquid needed for recipe when cooking with a measuring spoon.				
Student will use measuring cup or measuring spoon when asked to measure liquid for a recipe.				
Student will select appropriate tool (from a set of two) when asked to measure volume.				
Student will participate in measuring the weight of an object with a scale.				
Score = Total ÷ 5 =				

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Describe if needed:

	Assessment Dates			
Focus Skill 19: Identify common geometric shapes				
Student will match the requested shape: <input type="checkbox"/> circle <input type="checkbox"/> square <input type="checkbox"/> triangle <input type="checkbox"/> rectangle <input type="checkbox"/> parallelogram <input type="checkbox"/> star <input type="checkbox"/> octagon				
Student will indicate name of common shapes: <input type="checkbox"/> circle <input type="checkbox"/> square <input type="checkbox"/> triangle <input type="checkbox"/> rectangle <input type="checkbox"/> parallelogram <input type="checkbox"/> star <input type="checkbox"/> octagon				
Student will locate objects in classroom that have a particular shape: <input type="checkbox"/> circle <input type="checkbox"/> square <input type="checkbox"/> triangle <input type="checkbox"/> rectangle <input type="checkbox"/> star <input type="checkbox"/> octagon				
Score = Total ÷ 3 =				
Focus Skill 20: Represent data in a graph, table, or chart				
Student will identify types of organizers <input type="checkbox"/> bar graph <input type="checkbox"/> table <input type="checkbox"/> chart				
Student will count items in classroom for graphing project and fill in the data on a <input type="checkbox"/> bar graph <input type="checkbox"/> table <input type="checkbox"/> chart				
Score = Total ÷ 2 =				
Focus Skill 21: Identify the mode from a graph or representation				
Student will indicate values of items on organizers <input type="checkbox"/> bar graph <input type="checkbox"/> picture graph <input type="checkbox"/> table				
Student will arrange (or direct the arranging of) the values in order from smallest to largest.				
Student will identify the value that appears most frequently as the mode.				
Score = Total ÷ 3 =				
Focus Skill 22: Answer a simple question related to a graph				
Student will identify which item is greatest on <input type="checkbox"/> bar graph <input type="checkbox"/> picture graph <input type="checkbox"/> chart				
Student will identify which item is smallest on <input type="checkbox"/> bar graph <input type="checkbox"/> picture graph <input type="checkbox"/> chart				
Student will answer yes/no questions regarding value of items represented on <input type="checkbox"/> bar graph <input type="checkbox"/> picture graph <input type="checkbox"/> chart				
Student will identify quantity of an item on a <input type="checkbox"/> bar graph <input type="checkbox"/> picture graph <input type="checkbox"/> chart				
Score = Total ÷ 4 =				
Focus Skill 23: Find the median of a sequenced data set containing 5 data points				
Student will arrange values of the data set from lowest to highest.				
Student will identify the middle value as the median.				
Score = Total ÷ 2 =				
Focus Skill 24: Identify a point up to five on a vertical number line				
Student will identify on a vertical number line the point for <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5				
Score = Total ÷ 1 =				
Focus Skill 25: Identify a point up to five on a horizontal number line				
Student will identify on a horizontal number line the point for <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5				
Score = Total ÷ 1 =				

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Describe if needed:

CAPA - LEVEL III (grades 4-5) Focus Skills				
Science	Assessment Dates			
Physical Science				
Focus Skill 1: Know that some objects are attracted to magnets				
Student will pick up metal object with a magnet				
Student will remove an object from a magnet				
Student will attempt to pick up objects that don't stick to a magnet (paper, straw, wooden block)				
Student will sort objects according to whether or not they stick to a magnet				
Score = Total ÷ 4 =				
Focus Skill 2: Know that two substances may combine to form a new substance				
Student mixes two colors to form a new color				
Student will place ice tray or cup of water in freezer and indicate when it has changed				
Student will take a frozen object and place in warm place and indicate when it has changed				
Teacher will place pan of water on hot plate and student will identify change i.e., gas, bubbles, steam				
When given 3 pictures will sequence change of substance (color, solid, liquid, gas)				
Score = Total ÷ 5 =				
Focus Skill 3: Know that metals conduct heat				
Student will identify hot and cold				
Student will identify metal versus non-metal				
Student will sort metals (aluminum, copper, steel) vs nonmetals				
When given a group of three items will state which one will get hottest the fastest (nail, plastic bottle, wooden spoon)				
Score = Total ÷ 4 =				
Focus Skill 4: Know properties of matter: solid, liquid, gas				
Student will identify solid from a liquid				
Student will identify liquid from a gas				
Student will sort solid, liquid, gas				
When shown a picture, student will indicate whether item is solid, liquid or gas				
Score = Total ÷ 4 =				
Life Science				
Focus Skill 5: Know that plants (producers) are a source of food				
Student will identify plants from an array of pictures				
When presented food producing plants (i.e., apple tree, tomato plant) with non-edible items (i.e., pine tree) will indicate which are sources of food for humans				
Student will sort pictures of foods generated by plants and organisms that eat them				
Score = Total ÷ 3 =				

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Focus Skill 6: Know that animals (consumers) eat plants and other animals for food	Assessment Dates			
Student will sort animals and plants				
Student will identify that animals eat food				
Student will indicate that some animals eat plants				
Student will indicate that some animals eat other animals				
When given pictures of animals and plants will sort by producers or consumers.				
Score = Total ÷ 5 =				
Focus Skill 7: Know that animals inhabit and can survive in different kinds of environments				
Student will identify animals				
Student will identify environments such as desert, mountain, rainforest, tropical, grassland				
Student will identify plants that depend on animals for pollination				
Student will match plant and animal based on pollination				
Student will match plant and animal based on seed dispersal				
Student will identify plants that depend on animals for seed dispersal				
Student will sort animals based on habitat				
Score = Total ÷ 7 =				
Focus Skill 8: Know that animals use plants for shelter				
Student will identify plants				
Student will identify shelter (i.e., house, cave, tree, nest)				
Student will match animal to plant used for shelter				
When presented an animal, student will indicate an appropriate plant for shelter				
Score = Total ÷ 4 =				
Focus Skill 9: Know that the heart pumps blood through the body				
Student will identify body				
Student will identify blood				
Student will identify heart				
Student will show location of heart on their body				
Student will find pulse on self or other to indicate understanding of heart pumping				
Student will indicate on a picture of how blood moves through the body				
Score = Total ÷ 6 =				
Focus Skill 10 Know that oxygen is inhaled and carbon dioxide is exhaled				
Student will identify body				
Student will identify lungs				
Student will show how to inhale oxygen				
Student will show how to exhale carbon dioxide				
Student will identify pictures of inhaling oxygen				
Student will identify pictures of exhaling carbon dioxide				
Score = Total ÷ 6 =				
Focus Skill 11: Know that the mouth aids in the digestion of food				
Student will identify mouth				
Student will identify teeth				
Student will identify tongue				
Student will identify where food "enters the body."				
Student will identify where they "chew food"				
Student will describe how food is broken down in the body (salivate, chew, swallow)				
Score = Total ÷ 6 =				

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

Describe if needed:

Focus Skill 12: Know that the stomach aids in the digestion of food	Assessment Dates			
Student will identify stomach				
Student will identify esophagus				
Student will identify the how food enters the body through mouth and esophagus				
Student will show that food enters the stomach				
Student will describe how digestion happens in the stomach				
Score = Total ÷ 5 =				
Focus Skill 13: Know that the colon releases waste products				
Student will identify where food enters the body				
Student will identify where waste products leave the body				
Student will identify the location of the colon				
Student will sequence pictures in order of how food moves through the body				
Score = Total ÷ 4 =				
Earth Science				
Focus Skill 14: Know properties of various rocks (e.g., color, shiny, dull, rough, smooth)				
Student will match items by texture <input type="checkbox"/> rough <input type="checkbox"/> smooth <input type="checkbox"/> shiny <input type="checkbox"/> dull <input type="checkbox"/> light dark				
Student will sort items by texture <input type="checkbox"/> rough <input type="checkbox"/> smooth <input type="checkbox"/> shiny <input type="checkbox"/> dull <input type="checkbox"/> light <input type="checkbox"/> dark				
Student will identify rocks that are: <input type="checkbox"/> rough <input type="checkbox"/> smooth <input type="checkbox"/> shiny <input type="checkbox"/> dull <input type="checkbox"/> light <input type="checkbox"/> dark <input type="checkbox"/> rock				
When given a cue student will find a rock identified by two attributes (shiny, smooth)				
Score = Total ÷ 4 =				
Focus Skill 15: Know that matter can change from one form to another				
Student will identify solid matter, liquid, gas				
Student will match two pictures of change (i.e., caterpillar to butterfly; rain to puddle; sun to snowman melting; stove to steam)				
Student will explain the change				
Score = Total ÷ 3 =				
Focus Skill 16: Know that water vapor can form fog or clouds				
Student will match pictures of <input type="checkbox"/> clouds <input type="checkbox"/> fog <input type="checkbox"/> water <input type="checkbox"/> vapor				
Student will identify <input type="checkbox"/> clouds <input type="checkbox"/> fog <input type="checkbox"/> water <input type="checkbox"/> vapor				
Student will sequence pictures of forms of water vapor (clouds, fog)				
Score = Total ÷ 3 =				
Focus Skill 17: Know that water can fall to Earth as rain, hail, or snow				
Student will identify rain				
Student will identify hail				
Student will identify snow				
Student will state that water can fall to earth in different forms				
Score = Total ÷ 4 =				
Focus Skill 18: Know where fresh water is located (e.g., rivers, lakes)				
Student will identify water from an array of items				
Student will match pictures of <input type="checkbox"/> lake <input type="checkbox"/> rain <input type="checkbox"/> ocean <input type="checkbox"/> river				
Student will identify which picture is <input type="checkbox"/> river <input type="checkbox"/> lake <input type="checkbox"/> rain				
Student will identify where fresh water is located				
Score = Total ÷ 4 =				
Focus Skill 19: Know that the amount of fresh water is limited				
Student will identify water from an array of items				
Student will identify concept of empty, "all gone"				
Student will indicate that fresh water on earth is limited				
Score = Total ÷ 3 =				

Grading Rubric

6 Independent 4 3 or Less Gestural Prompts 2 Physical Prompts .5 Added Points *N/I 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.

Ventura County SELPA
CAPA Level III Formative Assessment Worksheet

Student communicates using:

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

Describe if needed:

Focus Skill 20: Know that the availability of fresh water can be extended by decreasing the use of water	Assessment Dates			
Student will identify water from an array of items				
Student will identify sources of fresh water				
When given a globe or map will indicate fresh sources of water				
Student will identify ways to save water: <input type="checkbox"/> off when brushing teeth <input type="checkbox"/> off when getting drink				
Score = Total ÷ 4 =				
Focus Skill 21: Know that the Sun produces heat and light				
Student will identify the sun from an array of items				
Student will identify hot and cold				
Student will identify light and dark				
Student will match sun with pictures of heat and light				
Student will indicate that the sun produces heat and light				
Score = Total ÷ 5 =				
Investigation and Experimentation				
Focus Skill 22: Make inferences based on observations				
When presented 2 pictures and several choices of a 3 rd picture student will show "what will happen next?"				
Given pictures of beginning and end student will select from several 3 rd choices what occurred in the middle				
When given a sequence of pictures of change (water on stove, in freezer, on counter) student will infer whether result will be solid, liquid or gas				
When given pictures of an organism interacting with plants student will organize the sequence of events (i.e., animal eating a plant, bee pollinating a flower)				
When given pictures of an earth science event student will organize the sequence of events (volcano, tidal wave)				
Score = Total ÷ 5 =				
Focus Skill 23: Repeat observations to improve accuracy				
Student will make a prediction about outcome from a sequence of pictures				
Student will observe a simple experiment				
Student will collect data and show on simple graph for 3-4 trials of experiment				
Student will review data and determine if prediction was accurate				
Score = Total ÷ 4 =				
Focus Skill 24: Predict the outcome of a simple investigation				
Student will be shown the first two steps of a three step experiment				
Student will predict the outcome of the experiment				
Student will determine if outcome is accurate (yes, no)				
Score = Total ÷ 3 =				
Focus Skill 25: Classify objects by appropriate criteria				
Student will match items				
Student will sort items based on one attribute				
Student will sort items based on <input type="checkbox"/> two <input type="checkbox"/> three attributes				
Student will identify that an item may fit in more than one category/attribute				
Score = Total ÷ 4 =				

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.

**Ventura County SELPA
CAPA Level III Formative Assessment Worksheet**

Student communicates using:

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Describe if needed:

Focus Skill 26: Select appropriate tools (e.g., ruler, scale, measuring cup) and make quantitative observations	Assessment Dates			
Student will match items: <input type="checkbox"/> magnifying glass <input type="checkbox"/> balance <input type="checkbox"/> thermometer <input type="checkbox"/> ruler <input type="checkbox"/> measuring cup				
Student will identify tools <input type="checkbox"/> magnifying glass <input type="checkbox"/> balance <input type="checkbox"/> thermometer <input type="checkbox"/> ruler <input type="checkbox"/> measuring cup				
Student will match tool to object to measure <input type="checkbox"/> balance/rock <input type="checkbox"/> thermometer/temperature <input type="checkbox"/> ruler/size				
Student will state which tool would be used to: <input type="checkbox"/> observe <input type="checkbox"/> find the mass <input type="checkbox"/> find the temperature <input type="checkbox"/> find the length				
Score = Total ÷ 4 =				
Focus Skill 27: Represent data on a graph				
Student will match items to graph				
Student will match items to a graph in appropriate category				
Student will state which is more/less on a graph				
Student will represent data on a graph				
Score = Total ÷ 4 =				
Focus Skill 28: Interpret simple bar/pictorial graphs				
Student will identify a picture graph				
Student will identify a bar graph				
Student will identify more/less on simple graphs				
Student will answer a question regarding a simple graph				
Score = Total ÷ 4 =				

Grading Rubric

- 6 Independent 4 3 or Less Gestural Prompts 2 Physical Prompts .5 Added Points ***N/I** 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.

