

**Ventura County SELPA**  
**CAPA Level IV 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 IV (grades 6-8) Focus Skills				
English/Language Arts	Assessment Dates			
<b>Skill 1: Read a simple four-to-five word sentence composed of high frequency words composed</b>				
Student will read ____ high frequency words at the <input type="checkbox"/> Kindergarten <input type="checkbox"/> 1st <input type="checkbox"/> 2nd <input type="checkbox"/> 3rd grade level.				
Student will read simple three word sentence composed of high frequency words.				
Student will read simple four word sentence composed of high frequency words.				
Student will read simple five word sentence composed of high frequency words.				
<b>Score = Total ÷ 4 =</b>				
<b>Focus Skill 2: Understand frequently used synonyms, antonyms, and homographs</b>				
Student will match pictures/words representing frequently used synonyms.				
Student will identify pictures/words that are antonyms of frequently used words.				
Student will identify pictures/words representing frequently used homographs.				
Student will identify synonym for word: <input type="checkbox"/> picture <input type="checkbox"/> orally <input type="checkbox"/> word				
Student will identify antonym for word: <input type="checkbox"/> picture <input type="checkbox"/> orally <input type="checkbox"/> word				
Student will select pictures that represent two definitions for homograph.				
<b>Score = Total ÷ 6 =</b>				
<b>Focus Skill 3: Select a book title that would provide more information for a main idea</b>				
Student will select picture that represents main idea of a story presented by an adult.				
Student will answer yes/no questions about the main idea of story presented by an adult.				
Student will select the book title which matches main idea of story presented by an adult from <input type="checkbox"/> two <input type="checkbox"/> three <input type="checkbox"/> more ____ choices.				
<b>Score = Total ÷ 3 =</b>				
<b>Focus Skill 4: Distinguish between cause and effect in expository text</b>				
Student will correctly respond to indicate whether or not a possible outcome might be caused by a certain action/event.				
Student will select from 3 choices what might happen because of a certain action/event.				
Student will answer <input type="checkbox"/> Who <input type="checkbox"/> What <input type="checkbox"/> Where <input type="checkbox"/> When <input type="checkbox"/> Why <input type="checkbox"/> How questions from the text, including magazine and newspaper articles.				
<b>Score = Total ÷ 3 =</b>				
<b>Focus Skill 5: Identify the key features of consumer materials</b>				
Student will identify telephone book.				
Student will locate in telephone book: <input type="checkbox"/> white pages <input type="checkbox"/> yellow pages <input type="checkbox"/> government listings				
Student will identify newspaper.				
Student will locate sections in newspaper: <input type="checkbox"/> front page <input type="checkbox"/> sports section <input type="checkbox"/> comics <input type="checkbox"/> movie listings <input type="checkbox"/> television listings <input type="checkbox"/> want ads				
Student will identify magazine.				
Student will locate in magazine: <input type="checkbox"/> Table of Contents <input type="checkbox"/> Cover story <input type="checkbox"/> Story of interest				
<b>Score = Total ÷ 6 =</b>				

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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Describe if needed:

Focus Skill 6: Identify an appropriate genre for a given task	Assessment Dates			
Student will identify reasons for writing a letter: <input type="checkbox"/> convey information <input type="checkbox"/> thank you <input type="checkbox"/> apology <input type="checkbox"/> other _____				
Student will identify reasons for making a list: <input type="checkbox"/> shopping <input type="checkbox"/> things to do <input type="checkbox"/> homework <input type="checkbox"/> home/school job list <input type="checkbox"/> other _____				
Student will identify reasons for writing a story: <input type="checkbox"/> share past event <input type="checkbox"/> class newspaper <input type="checkbox"/> other _____				
Student will identify reasons for writing expository text: <input type="checkbox"/> report <input type="checkbox"/> class newspaper <input type="checkbox"/> other _____				
Student will select the appropriate choice: letter, list, story, or expository text for a task.				
Score = Total ÷ 5 =				
<b>Focus Skill 7: Use knowledge of a character's traits to determine the causes for that character's actions</b>				
Student will identify character traits <input type="checkbox"/> bravery <input type="checkbox"/> helpfulness <input type="checkbox"/> ambition <input type="checkbox"/> kindness <input type="checkbox"/> Other _____				
Student will identify behaviors often associated with these character traits.				
Student will identify the character traits that led to the character's actions in the story.				
Score = Total ÷ 3 =				
<b>Focus Skill 8: Identify themes conveyed through characters, actions, and images</b>				
Student will identify picture that depicts theme associated with specific actions.				
Student will identify picture that depicts theme associated with specific character traits.				
Student will identify picture that depicts theme associated with specific images.				
Student will identify picture that depicts theme of story given clues about characters, actions, & images.				
Score = Total ÷ 4 =				
<b>Focus Skill 9: Identify the main events of the plot and the influence of those main events on future actions</b>				
Student will select pictures representing the main ideas of the story.				
Student will put pictures representing the main ideas of the story in sequence.				
Student will indicate how each main idea leads to the next main idea.				
Student will identify how main events in the plot influence future events/actions in the story.				
Score = Total ÷ 4 =				
<b>Focus Skill 10: Identify a solution to a given problem/conflict</b>				
Student will identify problems/conflicts in daily life at home or at school.				
Student will identify potential solutions to a problem or conflict at home or at school.				
Student will select picture to identify conflict or problem in a story.				
Student will select picture to identify solution to conflict or problem in a story.				
Score = Total ÷ 4 =				
<b>Focus Skill 11: Identify whether the solution resolved the problem</b>				
Student will identify problems/conflict in a story.				
Student will identify solution to the conflict in a story.				
Student will answer yes/no question about whether the solution resolved the conflict.				
Score = Total ÷ 3 =				

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Describe if needed:

Focus Skill 12: Use a simple sentence	Assessment Dates			
Student will use words to communicate. <input type="checkbox"/> verbal <input type="checkbox"/> pictures <input type="checkbox"/> written				
Student will use phrases to communicate. <input type="checkbox"/> verbal <input type="checkbox"/> pictures <input type="checkbox"/> written				
Student will use simple sentences to communicate.				
Student will arrange <input type="checkbox"/> 3-4 <input type="checkbox"/> 4-6 words (or pictographs) in sequential order to make a sentence.				
Student will write/type a <input type="checkbox"/> word <input type="checkbox"/> phrase <input type="checkbox"/> simple sentence.				
<b>Score = Total ÷ 5 =</b>				
<b>Focus Skill 13: Use correct capitalization at the beginning of a sentence</b>				
Student will identify first word in the sentence.				
Student will distinguish between a capital letter and a lower case letter.				
Student will identify a word that is capitalized.				
Student will select the sentence that has the correct capitalization at the beginning of a sentence.				
Student will write/type a capital letter at the beginning of a sentence when writing.				
<b>Score = Total ÷ 5 =</b>				
<b>Focus Skill 14: Spell simple high-frequency words</b>				
Student will spell ___ simple high frequency words at the <input type="checkbox"/> Kindergarten <input type="checkbox"/> 1st <input type="checkbox"/> 2nd <input type="checkbox"/> 3rd grade level.				
Student will spell ___ functional words.				
Student will identify word which is misspelled in an array of high frequency words.				
Student will correct the spelling of a misspelled high frequency word.				
<b>Score = Total ÷ 4 =</b>				
<b>Focus Skill 15: Select a focus and an organizational structure based upon purpose</b>				
Student will identify various structures for writing <input type="checkbox"/> letter <input type="checkbox"/> report <input type="checkbox"/> poem <input type="checkbox"/> list <input type="checkbox"/> news article <input type="checkbox"/> email <input type="checkbox"/> memo <input type="checkbox"/> other _____				
Student will determine at least two purposes for writing.				
Student will identify the best structure for each purpose (e.g., letter, report, list, or story).				
<b>Score = Total ÷ 3 =</b>				
<b>Focus Skill 16: Execute two- or three-step oral instructions and directions</b>				
Student will follow one-step oral directions/instructions.				
Student will follow two-step oral directions/instructions. <input type="checkbox"/> related <input type="checkbox"/> unrelated				
Student will follow three-step oral directions/instructions. <input type="checkbox"/> related <input type="checkbox"/> unrelated				
<b>Score = Total ÷ 3=</b>				
<b>Focus Skill 17: Ask a question to elicit information</b>				
Student will identify question words: Who, What, When, Where, How, Why				
Student will attempt to elicit information by <input type="checkbox"/> pointing/gesturing <input type="checkbox"/> making noises <input type="checkbox"/> pictures <input type="checkbox"/> using single words				
Student will use questioning phrases to elicit information.				
Student will ask questions to elicit information: <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three				
<b>Score = Total ÷ 4 =</b>				

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Describe if needed:

Focus Skill 18: Determine the speaker's attitude toward the subject	Assessment Dates			
Student will use yes/no to indicate whether a speaker is in favor of the subject.				
Student will use yes/no to indicate whether a speaker is against the subject.				
Student will identify from three choices (for, against, neither for or against) the speaker's attitude toward the subject.				
Student will identify speaker's attitude/feelings from the speaker's tone or nonverbal language (e.g. <i>pleased, angry, happy, sad, frustrated</i> ).				
<b>Score = Total ÷ 4 =</b>				
<b>Focus Skill 19: Maintain the topic for three exchanges</b>				
Student will appropriately answer a question.				
Student will maintain the topic when responding to a statement or question.				
Student will maintain the topic for two exchanges. <input type="checkbox"/> preferred topic <input type="checkbox"/> less preferred topic				
Student will maintain the topic for three exchanges. <input type="checkbox"/> preferred topic <input type="checkbox"/> less preferred				
Student will initiate a topic and wait for a response.				
<b>Score = Total ÷ 5 =</b>				
<b>Focus Skill 20: Use precise language such as sensory details (e.g. size, shape, color)</b>				
Student will use/identify words that describe the size of the object.				
Student will use/identify words that describe the shape of the object.				
Student will use/identify words that describe the color of the object.				
Student will use/identify words describing the size, shape, and color of objects.				
<b>Score = Total ÷ 4 =</b>				

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Describe if needed:

CAPA - LEVEL IV (grades 6-8) Focus Skills				
Mathematics	Assessment Dates			
<b>Focus Skill 1: Round off prices to the nearest dollar</b>				
Student will identify what's one more than (from 1-10).				
Student will indicate prices in dollars and cents (less than 50 cents) as the same dollar amount.				
Student will indicate prices in dollars and cents (50 cents or more) as the next highest dollar amount.				
Student will indicate how many dollars are needed to purchase an item.				
Student will use "next dollar strategy" when purchasing: <input type="checkbox"/> one item <input type="checkbox"/> two items <input type="checkbox"/> three items <input type="checkbox"/> four items				
Score = Total ÷ 5 =				
<b>Focus Skill 2: Solve addition problems with sums up to 75 using a calculator</b>				
Student will add whole numbers using a calculator with sums up to <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 75				
Score = Total ÷ 1 =				
<b>Focus Skill 3: Order and compare numbers up to 75</b>				
Student will count whole numbers to <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 75				
Student will order whole numbers (least to greatest or smallest to biggest) from <input type="checkbox"/> 1-10 <input type="checkbox"/> 1-20 <input type="checkbox"/> 1-30 <input type="checkbox"/> 1-40 <input type="checkbox"/> 1-50 <input type="checkbox"/> 1-60 <input type="checkbox"/> 1-70 <input type="checkbox"/> 1-75				
Student will indicate whole numbers that are equal using equal sign (=).				
Student will indicate which number is greater of two choices using greater than sign (>).				
Student will compare two whole numbers and indicate whether they are equal or which one is greater using the equal sign (=). or greater than sign (>).				
Score = Total ÷ 5 =				
<b>Focus Skill 4: Solve addition and subtraction problems with sums up to 75 using a calculator</b>				
Student will identify + sign, - sign, and = sign on calculator.				
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 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 75				
Student will subtract 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 <input type="checkbox"/> 30 <input type="checkbox"/> 40 <input type="checkbox"/> 50 <input type="checkbox"/> 60 <input type="checkbox"/> 70 <input type="checkbox"/> 75				
Score = Total ÷ 3 =				
<b>Focus Skill 5: Use repetitive addition to explain multiplication</b>				
Student will use pictures/manipulatives to demonstrate repetitive addition.				
Student will add a number to itself to explain multiplication by 2 (e.g. 3 + 3).				
Student will use manipulatives to show repetitive addition when given a multiplication problem.				
Student will add a number to itself and then add it again to explain multiplication by three (e.g. 3 + 3 + 3).				
Student will make a diagram to demonstrate that multiplication is repetitive addition.				
Score = Total ÷ 5 =				

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Describe if needed:

Focus Skill 6: Solve real-life addition and subtraction problems with sums up to 30 using calculator	Assessment Dates			
Student will identify + sign, - sign, and = sign on calculator.				
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 <input type="checkbox"/> 30				
Student will subtract 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 <input type="checkbox"/> 30				
Student will identify words/symbols which indicate addition: <input type="checkbox"/> + <input type="checkbox"/> sum <input type="checkbox"/> total <input type="checkbox"/> in all <input type="checkbox"/> all together <input type="checkbox"/> _____				
Student will solve real-life problems requiring addition of 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 using a calculator.				
Student will identify words/symbols which indicate subtraction: <input type="checkbox"/> - <input type="checkbox"/> difference <input type="checkbox"/> left <input type="checkbox"/> left over <input type="checkbox"/> _____				
Student will solve real-life problems requiring subtraction of whole numbers up to <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30 using a calculator.				
<b>Score = Total ÷ 7 =</b>				
<b>Focus Skill 7: Solve one-step linear equations in one variable</b>				
Student will solve equations of the type $3 + \square = 10$ .				
Student will solve equations of the type $10 - \square = 3$ .				
Student will solve equations of the type $3 + X = 10$ .				
Student will solve equations of the type $10 - X = 3$ .				
<b>Score = Total ÷ 4 =</b>				
<b>Focus Skill 8: Convert one unit of measurement to another (e.g. foot to inches, feet to yard)</b>				
Student will indicate that there are 12 inches in one foot.				
Student will indicate that there are 3 feet in one yard.				
Student will find the number of inches in <input type="checkbox"/> one foot <input type="checkbox"/> 2 feet <input type="checkbox"/> 3 feet <input type="checkbox"/> yard.				
Student will find the number of feet in <input type="checkbox"/> one yard <input type="checkbox"/> 2 yards.				
<b>Score = Total ÷ 4 =</b>				
<b>Focus Skill 9 : Choose appropriate tool to measure volume (liquid or dry)</b>				
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 select measuring cup or measuring spoon when asked to measure liquid for a recipe.				
Student will independently use measuring cup or measuring spoon when asked to measure a liquid.				
Student will select appropriate tool (measuring cup or spoon) when asked to measure volume of liquid or dry substance.				
<b>Score = Total ÷ 5 =</b>				

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Describe if needed:

CAPA - LEVEL IV (grades 6-8) Focus Skills				
Science	Assessment Dates			
Motion				
<b>Focus Skill 1: Know that the position of an object can be described by locating it in relation to a reference point</b>				
Student will locate reference point				
Student will put item on reference point				
Student will move item to the <input type="checkbox"/> left <input type="checkbox"/> right <input type="checkbox"/> above <input type="checkbox"/> below reference point				
Student will move item two or more spaces from reference point <input type="checkbox"/> left <input type="checkbox"/> right <input type="checkbox"/> above <input type="checkbox"/> below				
Student will identify where item is in relation to reference point				
<b>Score = Total ÷ 5 =</b>				
<b>Focus Skill 2: Know that an object's motion can be described by recording the change in position of the object over time</b>				
Student will identify two points on a map				
Student will identify points on a map a plane would cross while in motion between two points				
<b>Score = Total ÷ 2 =</b>				
Forces				
<b>Focus Skill 3: Know that the way to change how something is moving is by giving it a push or a pull</b>				
Student will push an object with enough force to cause movement				
Student will pull an object with enough force to cause movement				
Student will change the direction by pushing the object				
Student will change the direction by pulling the object				
<b>Score = Total ÷ 4 =</b>				
<b>Focus Skill 4: Know that the size of the change is related to the amount of force of the push or pull</b>				
Student will push an object with enough force to cause movement				
Student will pull an object with enough force to cause movement				
Student will identify two items pushed (heavier and lighter) which item will require more force				
Student will identify which of two items (heavier and lighter) when pulled will require more force				
Student will place in order pictures of three items from least to most effort needed to push				
Student will place in order pictures of three items from least to most effort needed to pull				
<b>Score = Total ÷ 6 =</b>				
<b>Focus Skill 5: Know that the forces that act on an object include gravity and friction</b>				
Student will drop an object to the floor				
Student will identify two textures <input type="checkbox"/> smooth <input type="checkbox"/> rough				
Student will watch a penny slide down two separate textures (smooth, rough) and identify which moves slower				
Student will identify items impacted by gravity				
Student will identify items impacted by friction				
<b>Score = Total ÷ 5 =</b>				

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Describe if needed:

Focus Skill 6: Know that the great mass of an object, the more force is needed to move the object	Assessment Dates			
Student when shown two items will indicate which item needs the most force to move the object				
Student when shown two items will indicate which item needs the least force to move the object				
Student will identify which item has the most mass				
Student will identify which item has the least mass				
Student when shown three items will indicate which item needs the most force to move the object				
Score = Total ÷ 5 =				
<b>Structure of Matter</b>				
Focus Skill 7: Know that the periodic table is used to identify elements				
Student will match three items from the periodic table of the elements				
Student will identify the periodic table of the elements from an array of three				
Student will identify the metal section on the periodic table of the elements				
Student will identify the non-metal section on the periodic table of the elements				
Student will identify the inert gas section on the periodic table of the elements				
Score = Total ÷ 5 =				
<b>Earth in the Solar System (Earth Science)</b>				
Focus Skill 8: Know that the Sun is an average star that provides heat and light to Earth				
Student will identify the sun				
Student will identify the sun in relation to the earth				
Student will state that the sun provides light				
Student will state that the sun provides heat				
Score = Total ÷ 4 =				
Focus Skill 9: Know that the Earth is one planet that orbits the Sun				
Student will identify the sun				
Student will identify the earth				
Student will identify which is a planet				
Student will show that the earth orbits the sun				
Score = Total ÷ 4 =				
Focus Skill 10: Know that the Moon orbits the Earth				
Student will identify the earth				
Student will identify the moon				
Student will show that the moon orbits the earth				
Score = Total ÷ 3 =				
<b>Reactions</b>				
Focus Skill 11: Know the physical changes for a liquid when it changes from one state to another (freezing, melting, boiling)				
Student will identify liquid				
Student will match picture of freezing to ice				
Student will match picture of heat to melting/liquid				
Score = Total ÷ 3 =				

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Describe if needed:

Chemistry of Living Systems (Life Science)	Assessment Dates			
<b>Focus Skill 12: Know that the substance can be classified by their physical properties (e.g. hardness, flexibility, density and thermal conductivity)</b>				
Student will identify frozen				
Student will identify liquid				
Student will identify steam				
Student will sequence, in order, water-freezer-ice; ice-sun-liquid; water-stove/fire-steam				
Score = Total ÷ 4 =				
<b>Density and Buoyancy</b>				
<b>Focus Skill 13: Know that some objects float or sink</b>				
Student will identify water				
Student will identify whether item placed in water floats				
Student will identify whether item placed in water sinks				
Student will sort through 5 pictures of items and indicate whether the item sinks or floats (i.e., rock, coin, nail, cork, boat)				
Score = Total ÷ 4 =				
<b>Investigation and Experimentation</b>				
<b>Focus Skill 14: Make a hypothesis based on prior knowledge</b>				
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 chart				
Student will review data and determine if predictions were accurate				
Score = Total ÷ 4 =				
<b>Focus Skill 15: Conduct a scientific investigation to test a hypothesis</b>				
Student will make a prediction when shown a sequence of three events				
Student will conduct a simple three step experiment				
Student will identify outcome of a three step experiment				
Student will state whether hypothesis was correct				
Score = Total ÷ 4 =				
<b>Focus Skill 16: Evaluate the accuracy of data</b>				
Student will match items to graph in appropriate category				
Student will state which is more/less on a graph				
Student will represent data on graph				
Score = Total ÷ 3 =				
<b>Focus Skill 17: Construct appropriate graphs from data (e.g. bar, pictograph, pie graph)</b>				
Student will identify a picture graph				
Student will identify a bar graph				
Student will identify a pie graph				
Student will identify most/least on simple graphs				
Score = Total ÷ 4 =				
<b>Focus Skill 18: Interpret relationships between variables (e.g. time v. temperature; time v. population)</b>				
Student will indicate whether cup of water will freeze faster in the freezer or on the counter				
Student will indicate whether water will turn to steam faster on stove or counter				
Student will indicate whether the forest will disappear faster due to time or population				
Score = Total ÷ 3 =				

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- Eye Gaze
- Gesture
- Vocalization
- Pictures
- Voice Output Device (VOD)
- Words
- Sign
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Describe if needed:

**COMMENTS**

Date \_\_\_\_\_ Notes: \_\_\_\_\_

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Date \_\_\_\_\_ Notes: \_\_\_\_\_

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Grading Rubric

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