

**Ventura County SELPA**  
**CAPA Level V 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 V (grades 9-11) Focus Skills	Assessment Dates			
<b>English/Language Arts</b>				
<b>Focus Skill 1: Identify and use the literal and common figurative meaning of words (e.g. running late)</b>				
Student will identify the literal meaning of common words.				
Student will identify the figurative meaning of a word from choice of two.				
Student will arrange three words with similar meanings from weakest to strongest (i.e., grumpy, cross, furious).				
<b>Score = Total ÷ 3 =</b>				
<b>Focus Skill 2: Understand "shades of meaning" in related words (e.g. softly and quietly)</b>				
Student will match words with similar meanings <input type="checkbox"/> four words <input type="checkbox"/> eight words.				
Student will select two words with most similar shades of meaning from three related words (e.g., tiny, petite, small).				
Student will arrange two pictures representing related words from <input type="checkbox"/> most to least <input type="checkbox"/> least to most <input type="checkbox"/> hardest to softest <input type="checkbox"/> softest to hardest				
Student will arrange three pictures representing related words from <input type="checkbox"/> most to least <input type="checkbox"/> least to most <input type="checkbox"/> hardest to softest <input type="checkbox"/> softest to hardest				
Student will explain/show how two related words have different "shades of meaning."				
<b>Score = Total ÷ 5 =</b>				
<b>Focus Skill 3: Analyze environmental print (e.g. labels, signs, menus)</b>				
Student will follow own daily activities/schedule.				
Student will follow a picture recipe				
Student will find times on a bus schedule				
Student will use menu to order items.				
Student will identify _____ community signs.				
Student will identify _____ food labels.				
<b>Score = Total ÷ 6 =</b>				
<b>Focus Skill 4: Choose relevant question for provided topic</b>				
Student will select relevant questions from choice of three.				
Student will participate in reciprocal conversation by asking questions.				
Student will generate relevant questions about a topic in a one to one setting.				
Student will generate relevant questions in consumer settings ( <i>How much is it?, Where can I find?, Can you help me?</i> ).				
<b>Score = Total ÷ 4 =</b>				
<b>Focus Skill 5: Identify the interactions between main and subordinate characters in a literary text</b>				
Student will identify main characters and subordinate characters in text.				
Student will answer questions about characters in a story ready orally: <input type="checkbox"/> who <input type="checkbox"/> what <input type="checkbox"/> when <input type="checkbox"/> how				
Student will select picture which identifies interactions between main character and one subordinate character when given <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 choices.				
Student will identify feelings a main character may feel about a subordinate character when given choices.				
Student will identify interaction between main and subordinate characters in a story.				
<b>Score = Total ÷ 5 =</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: Determine characters' traits by what the characters say about themselves in dialogue	Assessment Dates			
Student will select picture that best describes a trait of a main character (friendly, silly, mean, happy, etc) <input type="checkbox"/> 2 choices <input type="checkbox"/> 3 choices <input type="checkbox"/> 4 choices				
Student will select pictures that depict different traits of a main character <input type="checkbox"/> 2 traits <input type="checkbox"/> 3 traits				
Student will identify dialogue from story that reveals the character's traits.				
<b>Score = Total ÷ 3 =</b>				
Focus Skill 7: Compare features of themes conveyed through characters' actions				
Student will respond to questions about what s/he likes to do.				
Student will respond to questions about places s/he likes to go.				
Student will respond to questions about his/her best friend.				
Student will respond to questions about what/where the character <input type="checkbox"/> likes to do <input type="checkbox"/> likes to go <input type="checkbox"/> friends				
<b>Score = Total ÷ 4 =</b>				
Focus Skill 8: Write a short dictation sentence				
Student will put pictures in order to make a sentence: <input type="checkbox"/> 2-4 <input type="checkbox"/> 3-5 <input type="checkbox"/> 4-6 pictures				
Student will put words in order to make a sentence: <input type="checkbox"/> 2-4 <input type="checkbox"/> 3-5 <input type="checkbox"/> 4-6 words				
Student will copy a sentence.				
Student will write/type words from a dictated sentence: <input type="checkbox"/> 2-4 <input type="checkbox"/> 3-5 <input type="checkbox"/> 4-6 words				
Student will write/type dictated sentence: <input type="checkbox"/> 2-4 <input type="checkbox"/> 3-5 <input type="checkbox"/> 4-6 words with correct <input type="checkbox"/> word order <input type="checkbox"/> spelling <input type="checkbox"/> capitalization <input type="checkbox"/> punctuation				
<b>Score = Total ÷ 5 =</b>				
Focus Skill 9: Spell simple high frequency words				
Student will produce own personal information: <input type="checkbox"/> name <input type="checkbox"/> address <input type="checkbox"/> contact person				
Student will make a list for an activity (e.g., "To Do" List for classmates, names for attendance, community outing, shopping list for groceries, list for CBI trips.)				
Student will spell ___ functional words (e.g. exit, open, under, men, women).				
Student will complete fill-in forms (applications, resumes, address envelopes).				
<b>Score = Total ÷ 4 =</b>				
Focus Skill 10: Use precise language, action verbs, and sensory details				
Student will provide details when asked after listening to a short story or passage: <input type="checkbox"/> main themes <input type="checkbox"/> characters <input type="checkbox"/> sequence of events				
Student will dictate or write a single paragraph of three related simple sentences. (e.g., introduction, description, closing).				
Student will construct a sentence about a person, place or thing, using two or more descriptors.				
Student will dictate or write three to four sentences using descriptive language.				
<b>Score = Total ÷ 4 =</b>				

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Describe if needed:

Focus Skill 11: Provide information supporting an idea under discussion	Assessment Dates			
Student will indicate likes/dislikes and give reason.				
Student will indicate reason for a request.				
Student will participate in dialogue within a group on a specific topic: <input type="checkbox"/> 1 to 5 minutes <input type="checkbox"/> 5 – minutes more				
Student will evaluate a school-based event to formulate own opinion ( <i>using specific evidence</i> ).				
<b>Score = Total ÷ 4 =</b>				
<b>Focus Skill 12: Use describing words to describe a picture</b>				
Student will respond if correct when given describing words about a picture.				
Student will indicate if correct when given who/what/when/where/why statements about pictures.				
Student will indicate correct item or picture when asked who/what/when/where/why questions.				
Student will describe what s/he sees when shown an item or picture				
Student will describe a situation addressing the 5 "wh" questions: <input type="checkbox"/> who <input type="checkbox"/> what <input type="checkbox"/> where <input type="checkbox"/> when <input type="checkbox"/> why				
<b>Score = Total ÷ 5 =</b>				
<b>Focus Skill 13: Ask relevant questions</b>				
Student will interact with another person with appropriate <input type="checkbox"/> tone <input type="checkbox"/> volume <input type="checkbox"/> cadence <input type="checkbox"/> proximity				
Student will ask for help with a job or trade.				
Student will identify and relate work experience skills relevant to job.				
Student will ask relevant questions during a mock interview.				
<b>Score = Total ÷ 4 =</b>				

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Describe if needed:

CAPA - LEVEL V (grades 9-11) Focus Skills				
Mathematics	Assessment Dates			
<b>Focus Skill 1: Order and compare whole numbers to 100</b>				
Student will identify dates on a calendar.				
Student will identify numbers on a <input type="checkbox"/> clock <input type="checkbox"/> timer				
Student will measure using <input type="checkbox"/> ruler <input type="checkbox"/> yardstick <input type="checkbox"/> tape measure				
Student will count by: <input type="checkbox"/> 2s <input type="checkbox"/> 5s <input type="checkbox"/> 10s				
Student will compare with written numbers/objects/manipulatives <input type="checkbox"/> more than <input type="checkbox"/> less than <input type="checkbox"/> equal to				
Score = Total ÷ 5 =				
<b>Focus Skill 2: Use parts of concrete objects to make a whole</b>				
Student will put equal pieces together to make a whole.				
Student will identify equal portions.				
Student will select equal pieces from a mixed array and put them together to make a whole.				
Student will serve equal portioned snacks.				
Student will disassemble tools for storage.				
Student will identify: <input type="checkbox"/> ½ <input type="checkbox"/> ¼ <input type="checkbox"/> 1/3				
Score = Total ÷ 6 =				
<b>Focus Skill 3: Solve problems using combinations of coins and bills</b>				
Student will identify proper location of decimal point.				
Student will solve problems using proper decimal point placement: <input type="checkbox"/> addition <input type="checkbox"/> subtraction				
Student will indicate values of: <input type="checkbox"/> penny <input type="checkbox"/> nickel <input type="checkbox"/> dime <input type="checkbox"/> quarter <input type="checkbox"/> bills				
Student will use coins to make a vending machine purchase.				
Student will show or tell how many dollars are needed to purchase an item, using "next dollar" strategy.				
Score = Total ÷ 5 =				
<b>Focus Skill 4: Solve simple problems using the multiplication of a one-digit number by a one-digit number</b>				
Student will multiply one-digit number by one digit-number using manipulatives.				
Student will multiply one-digit number by one digit-number using multiplication tables.				
Student will multiply one-digit number by one digit-number using calculator.				
Student will multiply one-digit number by one digit-number.				
Score = Total ÷ 4 =				
<b>Focus Skill 5: Add fractions with like denominators (e.g. 1/2, 1/4) using concrete objects</b>				
Student will indicate whether answers are correct when problems are presented using manipulatives showing adding of fractions.				
Student will add fractions with like denominators using manipulatives.				
Student will add fractions with like denominators and find answer on a chart.				
Score = Total ÷ 3 =				

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Describe if needed:

Focus Skill 6: Solve addition problems up to 100 with a calculator	Assessment Dates			
Student will identify function keys that indicate <input type="checkbox"/> + <input type="checkbox"/> = on calculator.				
Student will add whole numbers using a calculator with sums up to <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"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100				
Score = Total ÷ 2 =				
<b>Focus Skill 7: Add and subtract whole numbers with sums up to 100</b>				
Student will identify function keys that indicate <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> = on calculator.				
Student will add whole numbers using a calculator with sums up to <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"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100				
Student will subtract whole numbers using a calculator with sums up to <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"/> 80 <input type="checkbox"/> 90 <input type="checkbox"/> 100				
Score = Total ÷ 3 =				
<b>Focus Skill 8: Multiply single digit numbers with a calculator</b>				
Student will identify function keys that indicate <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> = <input type="checkbox"/> x on a calculator.				
Student will multiply one-digit number by one digit-number using calculator.				
Score = Total ÷ 2 =				
<b>Focus Skill 9: Measure liquid volume of given quantity (water, flour, sugar, rice, etc.)</b>				
Student will select appropriate tool to measure (water, flour, sugar, rice) <input type="checkbox"/> measuring cup <input type="checkbox"/> measuring cup				
Student will measure liquid using a measuring cup: <input type="checkbox"/> 1 cup <input type="checkbox"/> ½ cup <input type="checkbox"/> ¼ cup <input type="checkbox"/> 2 cups				
Student will measure solids using a measuring cup: <input type="checkbox"/> 1 cup <input type="checkbox"/> ½ cup <input type="checkbox"/> ¼ cup <input type="checkbox"/> 2 cups				
Student will measure volume using: <input type="checkbox"/> tablespoon <input type="checkbox"/> teaspoon <input type="checkbox"/> ½ teaspoon <input type="checkbox"/> ¼ teaspoon				
Student will identify: <input type="checkbox"/> 1 cup <input type="checkbox"/> pint <input type="checkbox"/> quart <input type="checkbox"/> half gallon <input type="checkbox"/> gallon				
Student will locate and recognize abbreviations of volume amount.				
Student will make a recipe requiring one measured volume item.				
Student will make a recipe requiring more than one measured item.				
Score = Total ÷ 8 =				

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Describe if needed:

CAPA - LEVEL V (grades 9-11) Focus Skills				
Science	Assessment Dates			
<b>Cell Biology</b>				
<b>Focus Skill 1: Know that plants capture sunlight and convert it to energy</b>				
Student will identify sun				
Student will identify plant				
Student will sequence events showing the process of energy (sunlight energy to grow)				
<b>Score = Total ÷ 3 =</b>				
<b>Focus Skill 2: Know that plants use energy to make food</b>				
Student will identify sun				
Student will identify plant				
Student will select the picture that shows which one uses energy from the sun to make its own food (e.g., carrot, bear, rat)				
Student will sequence pictures indicating capture of sunlight and conversion to energy				
Student identifies plants that are foods				
<b>Score = Total ÷ 5 =</b>				
<b>Ecology</b>				
<b>Focus Skill 3: Know that changes in ecosystems may be due to climate changes, impact of human activity, and changes in population size</b>				
Student will identify types of climates (desert, tropical, polar temperate)				
Student will identify pictures of humans impacting the environment				
Student will identify representations of population size (dense, scarce)				
Student will match a picture with corresponding effect on ecosystem				
<b>Score = Total ÷ 4 =</b>				
<b>Focus Skill 4: Know the role of producers and decomposers in an ecosystem</b>				
Student will identify producers				
Student will identify decomposers				
Student will sort decomposers from producers				
Student will match producer with ecosystem				
Student will match decomposers with ecosystem				
Student will identify what would happen if there were no decomposers in an ecosystem				
<b>Score = Total ÷ 6 =</b>				
<b>Focus Skill 5: Know levels of the energy pyramid (e.g., producers, consumers)</b>				
Student will identify consumers				
Student will identify producers				
Student will identify decomposers				
When given pictures of producer, consumer, decomposer will sequence on energy pyramid				
<b>Score = Total ÷ 4 =</b>				
<b>Focus Skill 6 Know the role of an organism in a simple food web</b>				
Student will match organism to food source				
Student will sequence three food source items (e.g., woodpecker, beetle, tree)				
When presented a food web student will identify 4-5 items on the food web (e.g., tree, woodpecker, bark, beetle, squirrel, acorn)				
<b>Score = Total ÷ 3 =</b>				

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Describe if needed:

Evolution (Speciation)	Assessment Dates			
<b>Focus Skill 7: Know that fossil evidence can be analyzed with regard to species change over time and mass extinction</b>				
Student will identify fossils lived a long time ago				
Student will identify that fossils give scientists information about plants and animals				
Student will identify trilobite fossil				
Student will identify fish				
Student will identify dinosaur bone				
When given pictures of a rock profile that show layers of rocks formed over time student will identify: <input type="checkbox"/> youngest layer <input type="checkbox"/> oldest layer <input type="checkbox"/> youngest fossil <input type="checkbox"/> oldest fossil				
Student will indicate what happened to the dinosaur and trilobite over time				
<b>Score = Total ÷ 7 =</b>				
<b>Physiology (Homeostasis)</b>				
<b>Focus Skill 8: Know that the circulatory system moves nutrients and oxygen in blood through the body</b>				
Student will identify heart				
Student will identify lungs				
Student will identify blood				
Student will identify where oxygen enters the body				
Student will sequence the steps of the circulatory system				
<b>Score = Total ÷ 5 =</b>				
<b>Focus Skill 9: Know that the excretory system removes waste from the body</b>				
Student will identify where food enters the body				
Student will identify where food exits the body				
Student will identify the stomach and colon				
Student will sequence the steps of the excretory system				
<b>Score = Total ÷ 4 =</b>				
<b>Focus Skill 10: Know that sensory organs (e.g., by allowing for touch, taste, smell, hearing,) provide information about the environment (e.g. temperature, light, and sound)</b>				
Student will identify ears				
Student will identify eyes				
Student will identify nose				
Student will identify mouth				
Student will identify skin				
Student will identify fingers				
Student will identify which organ is used to tell you something is "hot" or "cold"				
Student will identify which organ is used to tell you that something is "light" or "dark"				
Student will identify which organ is used to tell you something is "loud" or "quiet"				
Student will identify which organ will tell you something is "smooth" or "rough"				
<b>Score = Total ÷ 10 =</b>				
<b>Physiology (Infection and Immunity)</b>				
<b>Focus Skill 11: Know that the skin protects the body from infections.</b>				
Student will identify skin				
Student will identify environmental causes of infection (dirt, sneeze)				
Student will identify picture of something which will protect the body from harmful bacteria/infection (hand washing, Band-Aid)				
Student will identify picture of skin subject to infection (cut)				
<b>Score = Total ÷ 4 =</b>				

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Describe if needed:

Focus Skill 12: Know that vaccination protects an individual from infectious disease	Assessment Dates			
Students will answer yes/no questions about what a vaccine is				
Students will answer yes/no questions about the purpose of a vaccine				
Students will indicate who gives vaccines				
Student will indicate that parents take their children to get vaccines				
<b>Score = Total ÷ 4 =</b>				
<b>Physics</b>				
<b>Focus Skill 13: Know that the greater the mass of an object, the more force is needed to achieve the same rate of change in motion</b>				
Student will sort items based on greater and less mass				
Student will identify when presented two items which item requires more force to move				
Student will select from two pictures which item requires more force to move				
Student will sequence three items in the order of amount of force needed to achieve the same change in motion				
<b>Score = Total ÷ 4 =</b>				
<b>Focus Skill 14: Know that gravity is a force that acts on an object on Earth</b>				
Student will sort items based on greater and less mass				
Student will state that when two items are dropped at the same time that they will land simultaneously				
Student will explain what force causes items to fall (gravity)				
Student will identify in which direction gravity will pull (down, earth, ground)				
<b>Score = Total ÷ 4 =</b>				
<b>Focus Skill 15: Know that elements on the periodic table are classified as metals, non-metals, and inert gases</b>				
Student will identify the periodic table of the elements				
Student will find the metal section on the periodic table of the elements				
Student will find the non-metal section on the periodic table of the elements				
Student will find the inert gas section on the periodic table of the elements				
Student will match symbols to periodic table for <input type="checkbox"/> metals <input type="checkbox"/> non-metal <input type="checkbox"/> inert gas				
Student will identify whether symbol is metal, non-metal or inert gas				
<b>Score = Total ÷ 6 =</b>				
<b>Focus Skill 16: Know that the pH scale is used to identify acid and base solutions</b>				
Identify PH Scale				
When shown a PH scale student will identify <input type="checkbox"/> base <input type="checkbox"/> acid				
Student will match items to PH scale indicating base or acid				
Student will use litmus paper to identify acid or base of a given substance				
<b>Score = Total ÷ 4 =</b>				
<b>Focus Skill 17: Know how stirring, temperature, and surface area of a substance can affect the dissolving process</b>				
When shown two pictures student identifies which one is dissolved				
When shown two pictures of items dissolving student will indicate which is faster <input type="checkbox"/> surface area <input type="checkbox"/> temperature <input type="checkbox"/> stirring				
When given a scenario student will tell what to do to make it dissolve faster				
<b>Score = Total ÷ 3 =</b>				

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Describe if needed:

Earth Science				
	Assessment Dates			
<b>Focus Skill 18: Know the general characteristics of an earthquake</b>				
Student will compare the physical properties of different kinds of rocks (smooth, rough, dark, light, other properties, etc.)				
Student will indicate that smaller rocks come from the breakage and weathering of larger rocks				
Student will identify soil is made partly from weathered rock				
Student will match landforms <input type="checkbox"/> flat land <input type="checkbox"/> mountain <input type="checkbox"/> rocky <input type="checkbox"/> grassy				
Student will label pictures <input type="checkbox"/> flat land <input type="checkbox"/> mountain <input type="checkbox"/> rocky <input type="checkbox"/> grassy				
Student will identify the earth by a picture, globe or map				
Student will match pictures/words to picture of earth <input type="checkbox"/> crust <input type="checkbox"/> mantle <input type="checkbox"/> outer core <input type="checkbox"/> inner core				
Student will identify earth's layers <input type="checkbox"/> crust <input type="checkbox"/> mantle <input type="checkbox"/> outer core <input type="checkbox"/> inner core				
Student will identify earth's crust having plates that fit together (tectonic plates)				
<b>Score = Total ÷ 9 =</b>				
<b>Focus Skill 19: Know that earthquakes can be the result of a sudden motion along breaks in the crust called faults</b>				
Student will identify faults as cracks/breaks in the earth (layers of rock)				
Student will indicate that faults store energy				
Student will indicate that faults/rocks move (bend, change shape, suddenly slide past)				
Student will identify that when force is great and rocks suddenly slide past each other an earthquake occurs				
Student will indicate that an earthquake is a vibration/movement of earth that releases the stored energy				
<b>Score = Total ÷ 5 =</b>				
<b>Focus Skill 20: Know the general characteristics of a volcano</b>				
Student will identify volcano as a type of mountain				
Student will indicate that high temperature in the earth causes rock to melt				
Student will identify magma as melted rock				
Student will indicate that magma makes its way toward the earth's surface				
Student will identify magma escapes through an opening in the crust, through the volcano (eruption)				
Student will identify the flow from the eruption as magma				
Student will identify lava as an extreme high temperature				
<b>Score = Total ÷ 7 =</b>				
<b>Focus Skill 21: Know the general characteristics of weather</b>				
Student will identify seasons				
Student will identify weather change from season to season				
Student will match pictures to seasons (falling leaves, snow, rain, sun, school activities, vacations, etc.)				
Student will identify various weather conditions <input type="checkbox"/> sunny <input type="checkbox"/> cloudy <input type="checkbox"/> rainy <input type="checkbox"/> warm <input type="checkbox"/> cool <input type="checkbox"/> blizzard <input type="checkbox"/> thunderstorm <input type="checkbox"/> windy				
Student will match weather conditions to a correct picture				
Student will describe weather (in pictures)				

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Describe if needed:

Focus Skill 21 continued	Assessment Dates			
Student will describe weather conditions from mild to strong (breeze/hurricane or drizzle/rainstorm)				
Student will match pictures of main cloud types <input type="checkbox"/> cumulus <input type="checkbox"/> stratus <input type="checkbox"/> cirrus <input type="checkbox"/> nimbus				
Student will identify pictures of main cloud types <input type="checkbox"/> cumulus <input type="checkbox"/> stratus <input type="checkbox"/> cirrus <input type="checkbox"/> nimbus				
Student will identify by description the three main clouds <input type="checkbox"/> puffy and white <input type="checkbox"/> flat and smooth <input type="checkbox"/> dull and gray				
Student will match clouds with weather				
Student will identify that the earth revolves around the sun				
Student will identify the way the sun's rays strike the earth's surface will result in change of season				
<b>Score = Total ÷ 13 =</b>				
<b>Focus Skill 22: Know the general characteristics of climate</b>				
Student will identify that weather conditions can change suddenly (today=warm, tomorrow=rain)				
Student will identify climate as weather conditions of an area over a long period of time				
Student will identify that climate changes slowly				
<b>Score = Total ÷ 3 =</b>				
<b>Focus Skill 23: Know the climate of specific biomes</b>				
Student will match pictures of weather conditions to an area <input type="checkbox"/> desert <input type="checkbox"/> tropical <input type="checkbox"/> polar <input type="checkbox"/> tundra				
Student will identify weather conditions to climate of an area (rain-rainforest; snow/ice-polar; sun-tropical; sun/dry-desert)				
Student will identify climate to a thermometer				
<b>Score = Total ÷ 3 =</b>				
<b>California Geology</b>				
<b>Focus Skill 24: Know different kinds of natural hazards (e.g., earthquakes, volcanoes, landslides)</b>				
Student will match pictures of cause and effect for natural hazards <input type="checkbox"/> flood <input type="checkbox"/> fire <input type="checkbox"/> drought <input type="checkbox"/> landslide <input type="checkbox"/> earthquake				
Student will identify cause and effect that natural hazards have on animals and plants in the environment				
<b>Score = Total ÷ 2 =</b>				
<b>Investigation and Experimentation</b>				
<b>Focus Skill 25: Select and use appropriate tools and technology (e.g., calculators, balances, magnifying lens, binoculars)</b>				
Student will match pictures of tools <input type="checkbox"/> calculator <input type="checkbox"/> balance <input type="checkbox"/> ruler <input type="checkbox"/> hammer <input type="checkbox"/> thermometer <input type="checkbox"/> magnifying glass <input type="checkbox"/> measuring cup <input type="checkbox"/> scale <input type="checkbox"/> timer				
Student will match appropriate measuring tool <input type="checkbox"/> liquid <input type="checkbox"/> temperature <input type="checkbox"/> length				
Given pictures of tools student will pick appropriate tool when asked a question (i.e., Which tool would be used to observe a rock?)				
Student will describe verbally or by pictures their observations after using a magnifying glass or microscope				
Student will respond to the question "What does this tool measure?" <input type="checkbox"/> mass <input type="checkbox"/> temperature <input type="checkbox"/> length				
<b>Score = Total ÷ 5 =</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.



Ventura County SELPA  
CAPA Level V Formative Assessment Worksheet

NAME \_\_\_\_\_

DOB \_\_\_\_\_

Student communicates using:

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

Describe if needed:

**COMMENTS**

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.