

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

NAME \_\_\_\_\_

DOB \_\_\_\_\_

Student communicates using:

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

Describe if needed:

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

Grading Rubric

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

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Describe if needed:

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

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Describe if needed:

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

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Describe if needed:

**COMMENTS**

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