

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

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

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

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Describe if needed:

**COMMENTS**

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

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