

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 | | | |
|--|------------------|--|--|--|
| 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 = | | | | |

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 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 + <input type="checkbox"/> = 5). | | | | |
| Score = Total ÷ 5 = | | | | |

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

Describe if needed:

COMMENTS

Date _____ Notes: _____

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