

**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				
Science	Assessment Dates			
Physical Science				
<b>Focus Skill 1: Know that some objects are attracted to magnets</b>				
Student will pick up metal object with a magnet				
Student will remove an object from a magnet				
Student will attempt to pick up objects that don't stick to a magnet (paper, straw, wooden block)				
Student will sort objects according to whether or not they stick to a magnet				
<b>Score = Total ÷ 4 =</b>				
<b>Focus Skill 2: Know that two substances may combine to form a new substance</b>				
Student mixes two colors to form a new color				
Student will place ice tray or cup of water in freezer and indicate when it has changed				
Student will take a frozen object and place in warm place and indicate when it has changed				
Teacher will place pan of water on hot plate and student will identify change i.e., gas, bubbles, steam				
When given 3 pictures will sequence change of substance (color, solid, liquid, gas)				
<b>Score = Total ÷ 5 =</b>				
<b>Focus Skill 3: Know that metals conduct heat</b>				
Student will identify hot and cold				
Student will identify metal versus non-metal				
Student will sort metals (aluminum, copper, steel) vs nonmetals				
When given a group of three items will state which one will get hottest the fastest (nail, plastic bottle, wooden spoon)				
<b>Score = Total ÷ 4 =</b>				
<b>Focus Skill 4: Know properties of matter: solid, liquid, gas</b>				
Student will identify solid from a liquid				
Student will identify liquid from a gas				
Student will sort solid, liquid, gas				
When shown a picture, student will indicate whether item is solid, liquid or gas				
<b>Score = Total ÷ 4 =</b>				
<b>Life Science</b>				
<b>Focus Skill 5: Know that plants (producers) are a source of food</b>				
Student will identify plants from an array of pictures				
When presented food producing plants (i.e., apple tree, tomato plant) with non-edible items (i.e., pine tree) will indicate which are sources of food for humans				
Student will sort pictures of foods generated by plants and organisms that eat them				
<b>Score = Total ÷ 3 =</b>				

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: Know that animals (consumers) eat plants and other animals for food	Assessment Dates			
Student will sort animals and plants				
Student will identify that animals eat food				
Student will indicate that some animals eat plants				
Student will indicate that some animals eat other animals				
When given pictures of animals and plants will sort by producers or consumers.				
<b>Score = Total ÷ 5 =</b>				
<b>Focus Skill 7: Know that animals inhabit and can survive in different kinds of environments</b>				
Student will identify animals				
Student will identify environments such as desert, mountain, rainforest, tropical, grassland				
Student will identify plants that depend on animals for pollination				
Student will match plant and animal based on pollination				
Student will match plant and animal based on seed dispersal				
Student will identify plants that depend on animals for seed dispersal				
Student will sort animals based on habitat				
<b>Score = Total ÷ 7 =</b>				
<b>Focus Skill 8: Know that animals use plants for shelter</b>				
Student will identify plants				
Student will identify shelter (i.e., house, cave, tree, nest)				
Student will match animal to plant used for shelter				
When presented an animal, student will indicate an appropriate plant for shelter				
<b>Score = Total ÷ 4 =</b>				
<b>Focus Skill 9: Know that the heart pumps blood through the body</b>				
Student will identify body				
Student will identify blood				
Student will identify heart				
Student will show location of heart on their body				
Student will find pulse on self or other to indicate understanding of heart pumping				
Student will indicate on a picture of how blood moves through the body				
<b>Score = Total ÷ 6 =</b>				
<b>Focus Skill 10 Know that oxygen is inhaled and carbon dioxide is exhaled</b>				
Student will identify body				
Student will identify lungs				
Student will show how to inhale oxygen				
Student will show how to exhale carbon dioxide				
Student will identify pictures of inhaling oxygen				
Student will identify pictures of exhaling carbon dioxide				
<b>Score = Total ÷ 6 =</b>				
<b>Focus Skill 11: Know that the mouth aids in the digestion of food</b>				
Student will identify mouth				
Student will identify teeth				
Student will identify tongue				
Student will identify where food "enters the body."				
Student will identify where they "chew food"				
Student will describe how food is broken down in the body (salivate, chew, swallow)				
<b>Score = Total ÷ 6 =</b>				

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Describe if needed:

Focus Skill 12: Know that the stomach aids in the digestion of food	Assessment Dates			
Student will identify stomach				
Student will identify esophagus				
Student will identify the how food enters the body through mouth and esophagus				
Student will show that food enters the stomach				
Student will describe how digestion happens in the stomach				
Score = Total ÷ 5 =				
<b>Focus Skill 13: Know that the colon releases waste products</b>				
Student will identify where food enters the body				
Student will identify where waste products leave the body				
Student will identify the location of the colon				
Student will sequence pictures in order of how food moves through the body				
Score = Total ÷ 4 =				
<b>Earth Science</b>				
<b>Focus Skill 14: Know properties of various rocks (e.g., color, shiny, dull, rough, smooth)</b>				
Student will match items by texture <input type="checkbox"/> rough <input type="checkbox"/> smooth <input type="checkbox"/> shiny <input type="checkbox"/> dull <input type="checkbox"/> light dark				
Student will sort items by texture <input type="checkbox"/> rough <input type="checkbox"/> smooth <input type="checkbox"/> shiny <input type="checkbox"/> dull <input type="checkbox"/> light <input type="checkbox"/> dark				
Student will identify rocks that are: <input type="checkbox"/> rough <input type="checkbox"/> smooth <input type="checkbox"/> shiny <input type="checkbox"/> dull <input type="checkbox"/> light <input type="checkbox"/> dark <input type="checkbox"/> rock				
When given a cue student will find a rock identified by two attributes (shiny, smooth)				
Score = Total ÷ 4 =				
<b>Focus Skill 15: Know that matter can change from one form to another</b>				
Student will identify solid matter, liquid, gas				
Student will match two pictures of change (i.e., caterpillar to butterfly; rain to puddle; sun to snowman melting; stove to steam)				
Student will explain the change				
Score = Total ÷ 3 =				
<b>Focus Skill 16: Know that water vapor can form fog or clouds</b>				
Student will match pictures of <input type="checkbox"/> clouds <input type="checkbox"/> fog <input type="checkbox"/> water <input type="checkbox"/> vapor				
Student will identify <input type="checkbox"/> clouds <input type="checkbox"/> fog <input type="checkbox"/> water <input type="checkbox"/> vapor				
Student will sequence pictures of forms of water vapor (clouds, fog)				
Score = Total ÷ 3 =				
<b>Focus Skill 17: Know that water can fall to Earth as rain, hail, or snow</b>				
Student will identify rain				
Student will identify hail				
Student will identify snow				
Student will state that water can fall to earth in different forms				
Score = Total ÷ 4 =				
<b>Focus Skill 18: Know where fresh water is located (e.g., rivers, lakes)</b>				
Student will identify water from an array of items				
Student will match pictures of <input type="checkbox"/> lake <input type="checkbox"/> rain <input type="checkbox"/> ocean <input type="checkbox"/> river				
Student will identify which picture is <input type="checkbox"/> river <input type="checkbox"/> lake <input type="checkbox"/> rain				
Student will identify where fresh water is located				
Score = Total ÷ 4 =				
<b>Focus Skill 19: Know that the amount of fresh water is limited</b>				
Student will identify water from an array of items				
Student will identify concept of empty, "all gone"				
Student will indicate that fresh water on earth is limited				
Score = Total ÷ 3 =				

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Describe if needed:

Focus Skill 20: Know that the availability of fresh water can be extended by decreasing the use of water	Assessment Dates			
Student will identify water from an array of items				
Student will identify sources of fresh water				
When given a globe or map will indicate fresh sources of water				
Student will identify ways to save water: <input type="checkbox"/> off when brushing teeth <input type="checkbox"/> off when getting drink				
Score = Total ÷ 4 =				
<b>Focus Skill 21: Know that the Sun produces heat and light</b>				
Student will identify the sun from an array of items				
Student will identify hot and cold				
Student will identify light and dark				
Student will match sun with pictures of heat and light				
Student will indicate that the sun produces heat and light				
Score = Total ÷ 5 =				
<b>Investigation and Experimentation</b>				
<b>Focus Skill 22: Make inferences based on observations</b>				
When presented 2 pictures and several choices of a 3 <sup>rd</sup> picture student will show "what will happen next?"				
Given pictures of beginning and end student will select from several 3 <sup>rd</sup> choices what occurred in the middle				
When given a sequence of pictures of change (water on stove, in freezer, on counter) student will infer whether result will be solid, liquid or gas				
When given pictures of an organism interacting with plants student will organize the sequence of events (i.e., animal eating a plant, bee pollinating a flower)				
When given pictures of an earth science event student will organize the sequence of events (volcano, tidal wave)				
Score = Total ÷ 5 =				
<b>Focus Skill 23: Repeat observations to improve accuracy</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 graph for 3-4 trials of experiment				
Student will review data and determine if prediction was accurate				
Score = Total ÷ 4 =				
<b>Focus Skill 24: Predict the outcome of a simple investigation</b>				
Student will be shown the first two steps of a three step experiment				
Student will predict the outcome of the experiment				
Student will determine if outcome is accurate (yes, no)				
Score = Total ÷ 3 =				
<b>Focus Skill 25: Classify objects by appropriate criteria</b>				
Student will match items				
Student will sort items based on one attribute				
Student will sort items based on <input type="checkbox"/> two <input type="checkbox"/> three attributes				
Student will identify that an item may fit in more than one category/attribute				
Score = Total ÷ 4 =				

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Focus Skill 26: Select appropriate tools (e.g., ruler, scale, measuring cup) and make quantitative observations	Assessment Dates			
Student will match items: <input type="checkbox"/> magnifying glass <input type="checkbox"/> balance <input type="checkbox"/> thermometer <input type="checkbox"/> ruler <input type="checkbox"/> measuring cup				
Student will identify tools <input type="checkbox"/> magnifying glass <input type="checkbox"/> balance <input type="checkbox"/> thermometer <input type="checkbox"/> ruler <input type="checkbox"/> measuring cup				
Student will match tool to object to measure <input type="checkbox"/> balance/rock <input type="checkbox"/> thermometer/temperature <input type="checkbox"/> ruler/size				
Student will state which tool would be used to: <input type="checkbox"/> observe <input type="checkbox"/> find the mass <input type="checkbox"/> find the temperature <input type="checkbox"/> find the length				
<b>Score = Total ÷ 4 =</b>				
<b>Focus Skill 27: Represent data on a graph</b>				
Student will match items to graph				
Student will match items to a graph in appropriate category				
Student will state which is more/less on a graph				
Student will represent data on a graph				
<b>Score = Total ÷ 4 =</b>				
<b>Focus Skill 28: Interpret simple bar/pictorial graphs</b>				
Student will identify a picture graph				
Student will identify a bar graph				
Student will identify more/less on simple graphs				
Student will answer a question regarding a simple graph				
<b>Score = Total ÷ 4 =</b>				

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Describe if needed:

**COMMENTS**

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

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