

Ventura County SELPA
CAPA Level IV 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 IV (grades 6-8) Focus Skills				
English/Language Arts	Assessment Dates			
Skill 1: Read a simple four-to-five word sentence composed of high frequency words composed				
Student will read ____ high frequency words at the <input type="checkbox"/> Kindergarten <input type="checkbox"/> 1st <input type="checkbox"/> 2nd <input type="checkbox"/> 3rd grade level.				
Student will read simple three word sentence composed of high frequency words.				
Student will read simple four word sentence composed of high frequency words.				
Student will read simple five word sentence composed of high frequency words.				
Score = Total ÷ 4 =				
Focus Skill 2: Understand frequently used synonyms, antonyms, and homographs				
Student will match pictures/words representing frequently used synonyms.				
Student will identify pictures/words that are antonyms of frequently used words.				
Student will identify pictures/words representing frequently used homographs.				
Student will identify synonym for word: <input type="checkbox"/> picture <input type="checkbox"/> orally <input type="checkbox"/> word				
Student will identify antonym for word: <input type="checkbox"/> picture <input type="checkbox"/> orally <input type="checkbox"/> word				
Student will select pictures that represent two definitions for homograph.				
Score = Total ÷ 6 =				
Focus Skill 3: Select a book title that would provide more information for a main idea				
Student will select picture that represents main idea of a story presented by an adult.				
Student will answer yes/no questions about the main idea of story presented by an adult.				
Student will select the book title which matches main idea of story presented by an adult from <input type="checkbox"/> two <input type="checkbox"/> three <input type="checkbox"/> more ____ choices.				
Score = Total ÷ 3 =				
Focus Skill 4: Distinguish between cause and effect in expository text				
Student will correctly respond to indicate whether or not a possible outcome might be caused by a certain action/event.				
Student will select from 3 choices what might happen because of a certain action/event.				
Student will answer <input type="checkbox"/> Who <input type="checkbox"/> What <input type="checkbox"/> Where <input type="checkbox"/> When <input type="checkbox"/> Why <input type="checkbox"/> How questions from the text, including magazine and newspaper articles.				
Score = Total ÷ 3 =				
Focus Skill 5: Identify the key features of consumer materials				
Student will identify telephone book.				
Student will locate in telephone book: <input type="checkbox"/> white pages <input type="checkbox"/> yellow pages <input type="checkbox"/> government listings				
Student will identify newspaper.				
Student will locate sections in newspaper: <input type="checkbox"/> front page <input type="checkbox"/> sports section <input type="checkbox"/> comics <input type="checkbox"/> movie listings <input type="checkbox"/> television listings <input type="checkbox"/> want ads				
Student will identify magazine.				
Student will locate in magazine: <input type="checkbox"/> Table of Contents <input type="checkbox"/> Cover story <input type="checkbox"/> Story of interest				
Score = Total ÷ 6 =				

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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Focus Skill 6: Identify an appropriate genre for a given task	Assessment Dates			
Student will identify reasons for writing a letter: <input type="checkbox"/> convey information <input type="checkbox"/> thank you <input type="checkbox"/> apology <input type="checkbox"/> other _____				
Student will identify reasons for making a list: <input type="checkbox"/> shopping <input type="checkbox"/> things to do <input type="checkbox"/> homework <input type="checkbox"/> home/school job list <input type="checkbox"/> other _____				
Student will identify reasons for writing a story: <input type="checkbox"/> share past event <input type="checkbox"/> class newspaper <input type="checkbox"/> other _____				
Student will identify reasons for writing expository text: <input type="checkbox"/> report <input type="checkbox"/> class newspaper <input type="checkbox"/> other _____				
Student will select the appropriate choice: letter, list, story, or expository text for a task.				
Score = Total ÷ 5 =				
Focus Skill 7: Use knowledge of a character's traits to determine the causes for that character's actions				
Student will identify character traits <input type="checkbox"/> bravery <input type="checkbox"/> helpfulness <input type="checkbox"/> ambition <input type="checkbox"/> kindness <input type="checkbox"/> Other _____				
Student will identify behaviors often associated with these character traits.				
Student will identify the character traits that led to the character's actions in the story.				
Score = Total ÷ 3 =				
Focus Skill 8: Identify themes conveyed through characters, actions, and images				
Student will identify picture that depicts theme associated with specific actions.				
Student will identify picture that depicts theme associated with specific character traits.				
Student will identify picture that depicts theme associated with specific images.				
Student will identify picture that depicts theme of story given clues about characters, actions, & images.				
Score = Total ÷ 4 =				
Focus Skill 9: Identify the main events of the plot and the influence of those main events on future actions				
Student will select pictures representing the main ideas of the story.				
Student will put pictures representing the main ideas of the story in sequence.				
Student will indicate how each main idea leads to the next main idea.				
Student will identify how main events in the plot influence future events/actions in the story.				
Score = Total ÷ 4 =				
Focus Skill 10: Identify a solution to a given problem/conflict				
Student will identify problems/conflicts in daily life at home or at school.				
Student will identify potential solutions to a problem or conflict at home or at school.				
Student will select picture to identify conflict or problem in a story.				
Student will select picture to identify solution to conflict or problem in a story.				
Score = Total ÷ 4 =				
Focus Skill 11: Identify whether the solution resolved the problem				
Student will identify problems/conflict in a story.				
Student will identify solution to the conflict in a story.				
Student will answer yes/no question about whether the solution resolved the conflict.				
Score = Total ÷ 3 =				

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Describe if needed:

Focus Skill 12: Use a simple sentence	Assessment Dates			
Student will use words to communicate. <input type="checkbox"/> verbal <input type="checkbox"/> pictures <input type="checkbox"/> written				
Student will use phrases to communicate. <input type="checkbox"/> verbal <input type="checkbox"/> pictures <input type="checkbox"/> written				
Student will use simple sentences to communicate.				
Student will arrange <input type="checkbox"/> 3-4 <input type="checkbox"/> 4-6 words (or pictographs) in sequential order to make a sentence.				
Student will write/type a <input type="checkbox"/> word <input type="checkbox"/> phrase <input type="checkbox"/> simple sentence.				
Score = Total ÷ 5 =				
Focus Skill 13: Use correct capitalization at the beginning of a sentence				
Student will identify first word in the sentence.				
Student will distinguish between a capital letter and a lower case letter.				
Student will identify a word that is capitalized.				
Student will select the sentence that has the correct capitalization at the beginning of a sentence.				
Student will write/type a capital letter at the beginning of a sentence when writing.				
Score = Total ÷ 5 =				
Focus Skill 14: Spell simple high-frequency words				
Student will spell ___ simple high frequency words at the <input type="checkbox"/> Kindergarten <input type="checkbox"/> 1st <input type="checkbox"/> 2nd <input type="checkbox"/> 3rd grade level.				
Student will spell ___ functional words.				
Student will identify word which is misspelled in an array of high frequency words.				
Student will correct the spelling of a misspelled high frequency word.				
Score = Total ÷ 4 =				
Focus Skill 15: Select a focus and an organizational structure based upon purpose				
Student will identify various structures for writing <input type="checkbox"/> letter <input type="checkbox"/> report <input type="checkbox"/> poem <input type="checkbox"/> list <input type="checkbox"/> news article <input type="checkbox"/> email <input type="checkbox"/> memo <input type="checkbox"/> other _____				
Student will determine at least two purposes for writing.				
Student will identify the best structure for each purpose (e.g., letter, report, list, or story).				
Score = Total ÷ 3 =				
Focus Skill 16: Execute two- or three-step oral instructions and directions				
Student will follow one-step oral directions/instructions.				
Student will follow two-step oral directions/instructions. <input type="checkbox"/> related <input type="checkbox"/> unrelated				
Student will follow three-step oral directions/instructions. <input type="checkbox"/> related <input type="checkbox"/> unrelated				
Score = Total ÷ 3=				
Focus Skill 17: Ask a question to elicit information				
Student will identify question words: Who, What, When, Where, How, Why				
Student will attempt to elicit information by <input type="checkbox"/> pointing/gesturing <input type="checkbox"/> making noises <input type="checkbox"/> pictures <input type="checkbox"/> using single words				
Student will use questioning phrases to elicit information.				
Student will ask questions to elicit information: <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three				
Score = Total ÷ 4 =				

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Focus Skill 18: Determine the speaker's attitude toward the subject	Assessment Dates			
Student will use yes/no to indicate whether a speaker is in favor of the subject.				
Student will use yes/no to indicate whether a speaker is against the subject.				
Student will identify from three choices (for, against, neither for or against) the speaker's attitude toward the subject.				
Student will identify speaker's attitude/feelings from the speaker's tone or nonverbal language (e.g. <i>pleased, angry, happy, sad, frustrated</i>).				
Score = Total ÷ 4 =				
Focus Skill 19: Maintain the topic for three exchanges				
Student will appropriately answer a question.				
Student will maintain the topic when responding to a statement or question.				
Student will maintain the topic for two exchanges. <input type="checkbox"/> preferred topic <input type="checkbox"/> less preferred topic				
Student will maintain the topic for three exchanges. <input type="checkbox"/> preferred topic <input type="checkbox"/> less preferred				
Student will initiate a topic and wait for a response.				
Score = Total ÷ 5 =				
Focus Skill 20: Use precise language such as sensory details (e.g. size, shape, color)				
Student will use/identify words that describe the size of the object.				
Student will use/identify words that describe the shape of the object.				
Student will use/identify words that describe the color of the object.				
Student will use/identify words describing the size, shape, and color of objects.				
Score = Total ÷ 4 =				

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COMMENTS

Date _____ Notes: _____

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