

**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				
Science	Assessment Dates			
Motion				
<b>Focus Skill 1: Know that the position of an object can be described by locating it in relation to a reference point</b>				
Student will locate reference point				
Student will put item on reference point				
Student will move item to the <input type="checkbox"/> left <input type="checkbox"/> right <input type="checkbox"/> above <input type="checkbox"/> below reference point				
Student will move item two or more spaces from reference point <input type="checkbox"/> left <input type="checkbox"/> right <input type="checkbox"/> above <input type="checkbox"/> below				
Student will identify where item is in relation to reference point				
<b>Score = Total ÷ 5 =</b>				
<b>Focus Skill 2: Know that an object's motion can be described by recording the change in position of the object over time</b>				
Student will identify two points on a map				
Student will identify points on a map a plane would cross while in motion between two points				
<b>Score = Total ÷ 2 =</b>				
Forces				
<b>Focus Skill 3: Know that the way to change how something is moving is by giving it a push or a pull</b>				
Student will push an object with enough force to cause movement				
Student will pull an object with enough force to cause movement				
Student will change the direction by pushing the object				
Student will change the direction by pulling the object				
<b>Score = Total ÷ 4 =</b>				
<b>Focus Skill 4: Know that the size of the change is related to the amount of force of the push or pull</b>				
Student will push an object with enough force to cause movement				
Student will pull an object with enough force to cause movement				
Student will identify two items pushed (heavier and lighter) which item will require more force				
Student will identify which of two items (heavier and lighter) when pulled will require more force				
Student will place in order pictures of three items from least to most effort needed to push				
Student will place in order pictures of three items from least to most effort needed to pull				
<b>Score = Total ÷ 6 =</b>				
<b>Focus Skill 5: Know that the forces that act on an object include gravity and friction</b>				
Student will drop an object to the floor				
Student will identify two textures <input type="checkbox"/> smooth <input type="checkbox"/> rough				
Student will watch a penny slide down two separate textures (smooth, rough) and identify which moves slower				
Student will identify items impacted by gravity				
Student will identify items impacted by friction				
<b>Score = Total ÷ 5 =</b>				

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: Know that the great mass of an object, the more force is needed to move the object	Assessment Dates			
Student when shown two items will indicate which item needs the most force to move the object				
Student when shown two items will indicate which item needs the least force to move the object				
Student will identify which item has the most mass				
Student will identify which item has the least mass				
Student when shown three items will indicate which item needs the most force to move the object				
Score = Total ÷ 5 =				
<b>Structure of Matter</b>				
Focus Skill 7: Know that the periodic table is used to identify elements				
Student will match three items from the periodic table of the elements				
Student will identify the periodic table of the elements from an array of three				
Student will identify the metal section on the periodic table of the elements				
Student will identify the non-metal section on the periodic table of the elements				
Student will identify the inert gas section on the periodic table of the elements				
Score = Total ÷ 5 =				
<b>Earth in the Solar System (Earth Science)</b>				
Focus Skill 8: Know that the Sun is an average star that provides heat and light to Earth				
Student will identify the sun				
Student will identify the sun in relation to the earth				
Student will state that the sun provides light				
Student will state that the sun provides heat				
Score = Total ÷ 4 =				
Focus Skill 9: Know that the Earth is one planet that orbits the Sun				
Student will identify the sun				
Student will identify the earth				
Student will identify which is a planet				
Student will show that the earth orbits the sun				
Score = Total ÷ 4 =				
Focus Skill 10: Know that the Moon orbits the Earth				
Student will identify the earth				
Student will identify the moon				
Student will show that the moon orbits the earth				
Score = Total ÷ 3 =				
<b>Reactions</b>				
Focus Skill 11: Know the physical changes for a liquid when it changes from one state to another (freezing, melting, boiling)				
Student will identify liquid				
Student will match picture of freezing to ice				
Student will match picture of heat to melting/liquid				
Score = Total ÷ 3 =				

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Chemistry of Living Systems (Life Science)	Assessment Dates			
<b>Focus Skill 12: Know that the substance can be classified by their physical properties (e.g. hardness, flexibility, density and thermal conductivity)</b>				
Student will identify frozen				
Student will identify liquid				
Student will identify steam				
Student will sequence, in order, water-freezer-ice; ice-sun-liquid; water-stove/fire-steam				
<b>Score = Total ÷ 4 =</b>				
Density and Buoyancy				
<b>Focus Skill 13: Know that some objects float or sink</b>				
Student will identify water				
Student will identify whether item placed in water floats				
Student will identify whether item placed in water sinks				
Student will sort through 5 pictures of items and indicate whether the item sinks or floats (i.e., rock, coin, nail, cork, boat)				
<b>Score = Total ÷ 4 =</b>				
Investigation and Experimentation				
<b>Focus Skill 14: Make a hypothesis based on prior knowledge</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 chart				
Student will review data and determine if predictions were accurate				
<b>Score = Total ÷ 4 =</b>				
<b>Focus Skill 15: Conduct a scientific investigation to test a hypothesis</b>				
Student will make a prediction when shown a sequence of three events				
Student will conduct a simple three step experiment				
Student will identify outcome of a three step experiment				
Student will state whether hypothesis was correct				
<b>Score = Total ÷ 4 =</b>				
<b>Focus Skill 16: Evaluate the accuracy of data</b>				
Student will match items to graph in appropriate category				
Student will state which is more/less on a graph				
Student will represent data on graph				
<b>Score = Total ÷ 3 =</b>				
<b>Focus Skill 17: Construct appropriate graphs from data (e.g. bar, pictograph, pie graph)</b>				
Student will identify a picture graph				
Student will identify a bar graph				
Student will identify a pie graph				
Student will identify most/least on simple graphs				
<b>Score = Total ÷ 4 =</b>				
<b>Focus Skill 18: Interpret relationships between variables (e.g. time v. temperature; time v. population)</b>				
Student will indicate whether cup of water will freeze faster in the freezer or on the counter				
Student will indicate whether water will turn to steam faster on stove or counter				
Student will indicate whether the forest will disappear faster due to time or population				
<b>Score = Total ÷ 3 =</b>				

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Describe if needed:

**COMMENTS**

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