

**Ventura County SELPA**  
**CAPA Level V 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 V (grades 9-11) Focus Skills				
Science	Assessment Dates			
<b>Cell Biology</b>				
<b>Focus Skill 1: Know that plants capture sunlight and convert it to energy</b>				
Student will identify sun				
Student will identify plant				
Student will sequence events showing the process of energy (sunlight energy to grow)				
<b>Score = Total ÷ 3 =</b>				
<b>Focus Skill 2: Know that plants use energy to make food</b>				
Student will identify sun				
Student will identify plant				
Student will select the picture that shows which one uses energy from the sun to make its own food (e.g., carrot, bear, rat)				
Student will sequence pictures indicating capture of sunlight and conversion to energy				
Student identifies plants that are foods				
<b>Score = Total ÷ 5 =</b>				
<b>Ecology</b>				
<b>Focus Skill 3: Know that changes in ecosystems may be due to climate changes, impact of human activity, and changes in population size</b>				
Student will identify types of climates (desert, tropical, polar temperate)				
Student will identify pictures of humans impacting the environment				
Student will identify representations of population size (dense, scarce)				
Student will match a picture with corresponding effect on ecosystem				
<b>Score = Total ÷ 4 =</b>				
<b>Focus Skill 4: Know the role of producers and decomposers in an ecosystem</b>				
Student will identify producers				
Student will identify decomposers				
Student will sort decomposers from producers				
Student will match producer with ecosystem				
Student will match decomposers with ecosystem				
Student will identify what would happen if there were no decomposers in an ecosystem				
<b>Score = Total ÷ 6 =</b>				
<b>Focus Skill 5: Know levels of the energy pyramid (e.g., producers, consumers)</b>				
Student will identify consumers				
Student will identify producers				
Student will identify decomposers				
When given pictures of producer, consumer, decomposer will sequence on energy pyramid				
<b>Score = Total ÷ 4 =</b>				
<b>Focus Skill 6 Know the role of an organism in a simple food web</b>				
Student will match organism to food source				
Student will sequence three food source items (e.g., woodpecker, beetle, tree)				
When presented a food web student will identify 4-5 items on the food web (e.g., tree, woodpecker, bark, beetle, squirrel, acorn)				
<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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Evolution (Speciation)	Assessment Dates			
<b>Focus Skill 7: Know that fossil evidence can be analyzed with regard to species change over time and mass extinction</b>				
Student will identify fossils lived a long time ago				
Student will identify that fossils give scientists information about plants and animals				
Student will identify trilobite fossil				
Student will identify fish				
Student will identify dinosaur bone				
When given pictures of a rock profile that show layers of rocks formed over time student will identify: <input type="checkbox"/> youngest layer <input type="checkbox"/> oldest layer <input type="checkbox"/> youngest fossil <input type="checkbox"/> oldest fossil				
Student will indicate what happened to the dinosaur and trilobite over time				
<b>Score = Total ÷ 7 =</b>				
<b>Physiology (Homeostasis)</b>				
<b>Focus Skill 8: Know that the circulatory system moves nutrients and oxygen in blood through the body</b>				
Student will identify heart				
Student will identify lungs				
Student will identify blood				
Student will identify where oxygen enters the body				
Student will sequence the steps of the circulatory system				
<b>Score = Total ÷ 5 =</b>				
<b>Focus Skill 9: Know that the excretory system removes waste from the body</b>				
Student will identify where food enters the body				
Student will identify where food exits the body				
Student will identify the stomach and colon				
Student will sequence the steps of the excretory system				
<b>Score = Total ÷ 4 =</b>				
<b>Focus Skill 10: Know that sensory organs (e.g., by allowing for touch, taste, smell, hearing,) provide information about the environment (e.g. temperature, light, and sound)</b>				
Student will identify ears				
Student will identify eyes				
Student will identify nose				
Student will identify mouth				
Student will identify skin				
Student will identify fingers				
Student will identify which organ is used to tell you something is "hot" or "cold"				
Student will identify which organ is used to tell you that something is "light" or "dark"				
Student will identify which organ is used to tell you something is "loud" or "quiet"				
Student will identify which organ will tell you something is "smooth" or "rough"				
<b>Score = Total ÷ 10 =</b>				
<b>Physiology (Infection and Immunity)</b>				
<b>Focus Skill 11: Know that the skin protects the body from infections.</b>				
Student will identify skin				
Student will identify environmental causes of infection (dirt, sneeze)				
Student will identify picture of something which will protect the body from harmful bacteria/infection (hand washing, Band-Aid)				
Student will identify picture of skin subject to infection (cut)				
<b>Score = Total ÷ 4 =</b>				

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Describe if needed:

Focus Skill 12: Know that vaccination protects an individual from infectious disease	Assessment Dates			
Students will answer yes/no questions about what a vaccine is				
Students will answer yes/no questions about the purpose of a vaccine				
Students will indicate who gives vaccines				
Student will indicate that parents take their children to get vaccines				
Score = Total ÷ 4 =				
<b>Physics</b>				
<b>Focus Skill 13: Know that the greater the mass of an object, the more force is needed to achieve the same rate of change in motion</b>				
Student will sort items based on greater and less mass				
Student will identify when presented two items which item requires more force to move				
Student will select from two pictures which item requires more force to move				
Student will sequence three items in the order of amount of force needed to achieve the same change in motion				
Score = Total ÷ 4 =				
<b>Focus Skill 14: Know that gravity is a force that acts on an object on Earth</b>				
Student will sort items based on greater and less mass				
Student will state that when two items are dropped at the same time that they will land simultaneously				
Student will explain what force causes items to fall (gravity)				
Student will identify in which direction gravity will pull (down, earth, ground)				
Score = Total ÷ 4 =				
<b>Focus Skill 15: Know that elements on the periodic table are classified as metals, non-metals, and inert gases</b>				
Student will identify the periodic table of the elements				
Student will find the metal section on the periodic table of the elements				
Student will find the non-metal section on the periodic table of the elements				
Student will find the inert gas section on the periodic table of the elements				
Student will match symbols to periodic table for <input type="checkbox"/> metals <input type="checkbox"/> non-metal <input type="checkbox"/> inert gas				
Student will identify whether symbol is metal, non-metal or inert gas				
Score = Total ÷ 6 =				
<b>Focus Skill 16: Know that the pH scale is used to identify acid and base solutions</b>				
Identify PH Scale				
When shown a PH scale student will identify <input type="checkbox"/> base <input type="checkbox"/> acid				
Student will match items to PH scale indicating base or acid				
Student will use litmus paper to identify acid or base of a given substance				
Score = Total ÷ 4 =				
<b>Focus Skill 17: Know how stirring, temperature, and surface area of a substance can affect the dissolving process</b>				
When shown two pictures student identifies which one is dissolved				
When shown two pictures of items dissolving student will indicate which is faster <input type="checkbox"/> surface area <input type="checkbox"/> temperature <input type="checkbox"/> stirring				
When given a scenario student will tell what to do to make it dissolve faster				
Score = Total ÷ 3 =				

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Describe if needed:

Earth Science				
	Assessment Dates			
<b>Focus Skill 18: Know the general characteristics of an earthquake</b>				
Student will compare the physical properties of different kinds of rocks (smooth, rough, dark, light, other properties, etc.)				
Student will indicate that smaller rocks come from the breakage and weathering of larger rocks				
Student will identify soil is made partly from weathered rock				
Student will match landforms <input type="checkbox"/> flat land <input type="checkbox"/> mountain <input type="checkbox"/> rocky <input type="checkbox"/> grassy				
Student will label pictures <input type="checkbox"/> flat land <input type="checkbox"/> mountain <input type="checkbox"/> rocky <input type="checkbox"/> grassy				
Student will identify the earth by a picture, globe or map				
Student will match pictures/words to picture of earth <input type="checkbox"/> crust <input type="checkbox"/> mantle <input type="checkbox"/> outer core <input type="checkbox"/> inner core				
Student will identify earth's layers <input type="checkbox"/> crust <input type="checkbox"/> mantle <input type="checkbox"/> outer core <input type="checkbox"/> inner core				
Student will identify earth's crust having plates that fit together (tectonic plates)				
<b>Score = Total ÷ 9 =</b>				
<b>Focus Skill 19: Know that earthquakes can be the result of a sudden motion along breaks in the crust called faults</b>				
Student will identify faults as cracks/breaks in the earth (layers of rock)				
Student will indicate that faults store energy				
Student will indicate that faults/rocks move (bend, change shape, suddenly slide past)				
Student will identify that when force is great and rocks suddenly slide past each other an earthquake occurs				
Student will indicate that an earthquake is a vibration/movement of earth that releases the stored energy				
<b>Score = Total ÷ 5 =</b>				
<b>Focus Skill 20: Know the general characteristics of a volcano</b>				
Student will identify volcano as a type of mountain				
Student will indicate that high temperature in the earth causes rock to melt				
Student will identify magma as melted rock				
Student will indicate that magma makes its way toward the earth's surface				
Student will identify magma escapes through an opening in the crust, through the volcano (eruption)				
Student will identify the flow from the eruption as magma				
Student will identify lava as an extreme high temperature				
<b>Score = Total ÷ 7 =</b>				
<b>Focus Skill 21: Know the general characteristics of weather</b>				
Student will identify seasons				
Student will identify weather change from season to season				
Student will match pictures to seasons (falling leaves, snow, rain, sun, school activities, vacations, etc.)				
Student will identify various weather conditions <input type="checkbox"/> sunny <input type="checkbox"/> cloudy <input type="checkbox"/> rainy <input type="checkbox"/> warm <input type="checkbox"/> cool <input type="checkbox"/> blizzard <input type="checkbox"/> thunderstorm <input type="checkbox"/> windy				
Student will match weather conditions to a correct picture				
Student will describe weather (in pictures)				

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Describe if needed:

Focus Skill 21 continued	Assessment Dates			
Student will describe weather conditions from mild to strong (breeze/hurricane or drizzle/rainstorm)				
Student will match pictures of main cloud types <input type="checkbox"/> cumulus <input type="checkbox"/> stratus <input type="checkbox"/> cirrus <input type="checkbox"/> nimbus				
Student will identify pictures of main cloud types <input type="checkbox"/> cumulus <input type="checkbox"/> stratus <input type="checkbox"/> cirrus <input type="checkbox"/> nimbus				
Student will identify by description the three main clouds <input type="checkbox"/> puffy and white <input type="checkbox"/> flat and smooth <input type="checkbox"/> dull and gray				
Student will match clouds with weather				
Student will identify that the earth revolves around the sun				
Student will identify the way the sun's rays strike the earth's surface will result in change of season				
Score = Total ÷ 13 =				
<b>Focus Skill 22: Know the general characteristics of climate</b>				
Student will identify that weather conditions can change suddenly (today=warm, tomorrow=rain)				
Student will identify climate as weather conditions of an area over a long period of time				
Student will identify that climate changes slowly				
Score = Total ÷ 3 =				
<b>Focus Skill 23: Know the climate of specific biomes</b>				
Student will match pictures of weather conditions to an area <input type="checkbox"/> desert <input type="checkbox"/> tropical <input type="checkbox"/> polar <input type="checkbox"/> tundra				
Student will identify weather conditions to climate of an area (rain-rainforest; snow/ice-polar; sun-tropical; sun/dry-desert)				
Student will identify climate to a thermometer				
Score = Total ÷ 3 =				
<b>California Geology</b>				
<b>Focus Skill 24: Know different kinds of natural hazards (e.g., earthquakes, volcanoes, landslides)</b>				
Student will match pictures of cause and effect for natural hazards <input type="checkbox"/> flood <input type="checkbox"/> fire <input type="checkbox"/> drought <input type="checkbox"/> landslide <input type="checkbox"/> earthquake				
Student will identify cause and effect that natural hazards have on animals and plants in the environment				
Score = Total ÷ 2 =				
<b>Investigation and Experimentation</b>				
<b>Focus Skill 25: Select and use appropriate tools and technology (e.g., calculators, balances, magnifying lens, binoculars)</b>				
Student will match pictures of tools <input type="checkbox"/> calculator <input type="checkbox"/> balance <input type="checkbox"/> ruler <input type="checkbox"/> hammer <input type="checkbox"/> thermometer <input type="checkbox"/> magnifying glass <input type="checkbox"/> measuring cup <input type="checkbox"/> scale <input type="checkbox"/> timer				
Student will match appropriate measuring tool <input type="checkbox"/> liquid <input type="checkbox"/> temperature <input type="checkbox"/> length				
Given pictures of tools student will pick appropriate tool when asked a question (i.e., Which tool would be used to observe a rock?)				
Student will describe verbally or by pictures their observations after using a magnifying glass or microscope				
Student will respond to the question "What does this tool measure?" <input type="checkbox"/> mass <input type="checkbox"/> temperature <input type="checkbox"/> length				
Score = Total ÷ 5 =				

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Focus Skill 26: Collect, display and analyze data	Assessment Dates			
Student will compare and sort common objects based on two physical attributes (including color, shape, texture, size, weight)				
Student will write, draw, or use pictures to describe a sequence of steps, events and observations				
Student will follow instructions for a scientific experimentation <input type="checkbox"/> pictures <input type="checkbox"/> verbal <input type="checkbox"/> written				
Student will identify least to most on a graph <input type="checkbox"/> bar <input type="checkbox"/> pie chart <input type="checkbox"/> line				
Student will order pictures or items (as on a graph) from least to most				
Student will order pictures or items (as on a graph) from most to least				
Student will measure liquids <input type="checkbox"/> 1 cup <input type="checkbox"/> 2 cups				
Student will identify ½ cup				
Student will identify amount of liquid in a measuring cup by <input type="checkbox"/> 1 cup <input type="checkbox"/> ½ cup <input type="checkbox"/> 1 ½ cups				
Student will identify ¼ cup				
Student will match pictures when presented with a completed grid/table				
Student will complete a grid/table that has been started by placing similar items in appropriate columns (i.e., column with smooth rock, rough rock or mountain, grassland, desert, polar)				
Student will respond to questions when presented with a complete grid/table <input type="checkbox"/> how many <input type="checkbox"/> which is more <input type="checkbox"/> which is least <input type="checkbox"/> which has most <input type="checkbox"/> how many are the same				
<b>Score = Total ÷ 13 =</b>				
<b>Focus Skill 27: Identify possible sources of error in an experiment</b>				
Student will match pictures of a sequence of an experiment				
Student will identify cause and effect of experiment after completed				
Student will indicate error in an experiment				
Student will indicate "what may have happened" in a particular experiment error by picking possible pictures from impossible pictures				
<b>Score = Total ÷ 4 =</b>				
<b>Focus Skill 28: Form a simple hypothesis based on observations</b>				
Student will collect data based on observation				
Student will indicate "what will happen if..." in a particular experiment error				
Student will ask questions regarding observation				
Student will indicate a prediction by given a choice of two pictures (one picture possible, one not possible)				
Student will indicate a prediction based on patterns of observation				
Student will indicate a hypothesis				
<b>Score = Total ÷ 6 =</b>				
<b>Focus Skill 29: Interpret scale models and diagrams</b>				
Student will match real object to picture				
Student will compare and contrast items <input type="checkbox"/> Venn diagram <input type="checkbox"/> pictorial graph				
Student will respond to questions represented on models and diagrams <input type="checkbox"/> Venn Diagram <input type="checkbox"/> chart <input type="checkbox"/> pyramid <input type="checkbox"/> graph <input type="checkbox"/> picture representation				
<b>Score = Total ÷ 3=</b>				

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Describe if needed:

**COMMENTS**

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

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