

Mathematics CFA Template

Pre-Instruction

1. List the Standard. Underline the nouns (what students will know) and highlight the verbs (what student will do):

1.NBT.2: **Understand** that the two digits of a two digit number **represent** amounts of tens and ones. **Understand** the following as special cases:

- 10 can be thought of as a bundle of ten ones-called a “ten.”
- The numbers from 11-19 are **composed** of a ten and 1-9 ones.
- The multiples of 10 refer to 1-9 tens and 0 ones.

2. Mathematical Practices

1. Make sense of the problem and persevere.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

3. I Can Statements – Put learning targets in student friendly terms.

- I can identify the tens place and ones place in a two digit number. (Level 1)
- I can tell how many tens and ones are in a two digit number. (Level 1)
- I can compose a number using a given amount of tens and ones. (Level 3)

Depth of Knowledge of the standard (Highlight the Level of the Learning Target):

Level 1 Recall; Level 2 – Skill/Concept; Level 3 – Strategic Thinking; Level 4 – Extended Thinking

4. List the skills students need to know in order to begin this standard:

- Number sense (1-20) , Skip counting by 10’s , Meaning of place value (tens and ones)

5. What type of assessment am I going to write? [selected response (m/c, t/f, y/n, matching, fill in ___) **or** constructed response (**short:** word, phrase, sentence, single problem; **extended:** multi-step operations in math, problem solving)] List the assessment questions.

Constructed response (verbal and written)

1. The teacher will display a number using bundles of 10’s and some extra ones. When prompted, students will respond to the following questions:
 - A) How many tens are in this number?
 - B) How many ones are in this number?
 - C) What number is represented?
2. Students will show the following numbers by drawing or using manipulatives of their choice:
 - A) 18
 - B) 40
 - C) 27

6. Scoring Guide

Exceeds Expectations: Students will answer all 6 questions correctly, showing multiple representations of numbers on question number 2.

Proficient: Students will answer all 6 questions correctly, showing work when applicable on question number 2.

Approaching Proficiency: Students will answer at least 3 questions correctly, showing work when applicable on question number 2.

Not Proficient: Students answer less than 3 questions correctly.

Name: _____

Power Standard: 1.NBT.1

Directions: Students will show the following numbers by drawing or using manipulatives of their choice:

18

40

27

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Not Proficient: Students answer less than 3 questions correctly.