Mathematics CFA Template

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| Pre-Instruction |
| 1. List the Standard. Underline the nouns (what students will know) and highlight the verbs (what student will do): |
| 2.NBT.1-Understand that the three digits of a three digit numberrepresentsamounts of hundreds, tens and ones. |
| 2. Mathematical Practices |
| #1- Make sense of problems and persevere in solving them.#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. |
| 3. I Can Statements – Put learning targets in student friendly terms. |
| 1. I can tell what numbers/digits are in the hundreds, tens, and ones place.
2. I can make/represent a hundred using bundles of ten.
3. I can tell the value/amount of each digit in a three digit number.

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: |
| 1. Students must know place value.
2. Students must be familiar with base ten blocks.
3. Vocabulary-digit, place value, represents.
 |
| 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. |
| 1. 642 \_\_\_\_\_tens \_\_\_\_\_\_hundreds \_\_\_\_\_\_\_ones
2. What is the value of the 7 in 738? 3? 8?
3. How many bundles of ten would represent 100?
4. Construct or draw a model to represent 823.
 |
| 6. Scoring Guide  |
| **Exceeds Expectations:**Students answer 4 out of 4 correctly and provides additional evidence/represents in various ways.**Proficient:** Students answer 4 out of 4 correctly.**Approaching Proficiency:**student answers 3 out of 4 correctly.**Not Proficient:**student answers less than 3 correctly. |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2.NBT.1 Constructed Response**

**Fill in the Blank**

1. The number 642 contains: \_\_\_\_\_tens \_\_\_\_\_\_hundreds \_\_\_\_\_\_\_ones
2. In the number 738, What is the value of the 7? \_\_\_\_\_\_\_

 What is the value of the 3? \_\_\_\_\_\_\_

 What is the value of the 8? \_\_\_\_\_\_\_

1. How many bundles of ten would represent 100? \_\_\_\_\_\_\_

**Construct or Draw**

1. In the box below, construct or draw a model to represent 823.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2.NBT.1 Constructed Response**

**Fill in the Blank**

1. The number 642 contains: \_\_\_\_\_tens \_\_\_\_\_\_hundreds \_\_\_\_\_\_\_ones
2. In the number 738, What is the value of the 7? \_\_\_\_\_\_\_

 What is the value of the 3? \_\_\_\_\_\_\_

 What is the value of the 8? \_\_\_\_\_\_\_

1. How many bundles of ten would represent 100? \_\_\_\_\_\_\_

**Construct or Draw**

1. In the box below, construct or draw a model to represent 823.

**2.NBT.1 Tracking Sheet**

Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: 2 Skill: 2.NBT.1

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| --- | --- | --- | --- |
| Student | 1st Attempt | 2nd Attempt | 3rd Attempt |
| Not Proficient | Approaching Proficiency | Proficient | Exceeds Expectations | Not Proficient | Approaching Proficiency | Proficient | Exceeds Expectations | Not Proficient | Approaching Proficiency | Proficient | Exceeds Expectations |
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