

# Mathematics CFA Template

## 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 number**represents**amounts 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? \_\_\_\_\_
3. How many bundles of ten would represent 100? \_\_\_\_\_

#### Construct or Draw

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

#### Construct or Draw

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

