

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.OA.1--Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

2. Mathematical Practices

#1- Make sense of problems and persevere in solving them.

#4- Model with mathematics

#6-Attend to precision

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

1. I can use addition to solve one and two step word problems within 100.

2. I can use subtraction to solve one and two step word problems within 100.

3. I can use drawings and equations to help me solve the problem.

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:

Students need to know how to add and subtract, know place value, and know vocabulary such as: equation, symbol, and represent.

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.

Open Response Problem

Directions: Use drawings or equations to solve the word problems below.

1. John had ten (10) baseball cards and then Alex gave him eight (8) more baseball cards. How many baseball cards does John have in all?

2. There were eight (8) red boats and six (6) blue boats in the harbor. Five (5) boats sailed out to sea. How many boats were left in the harbor?

6. Scoring Guide

Exceeds Expectations: Students use a drawing and equation to solve the problem *and* solve the problem correctly. (they do both, drawing and equation)

Proficient: Students will solve each problem correctly by using a drawing *or* equation. (They show either a drawing or equation)

Approaching Proficiency: The problem is set up correctly with a wrong answer or the problem is correct with no evidence.

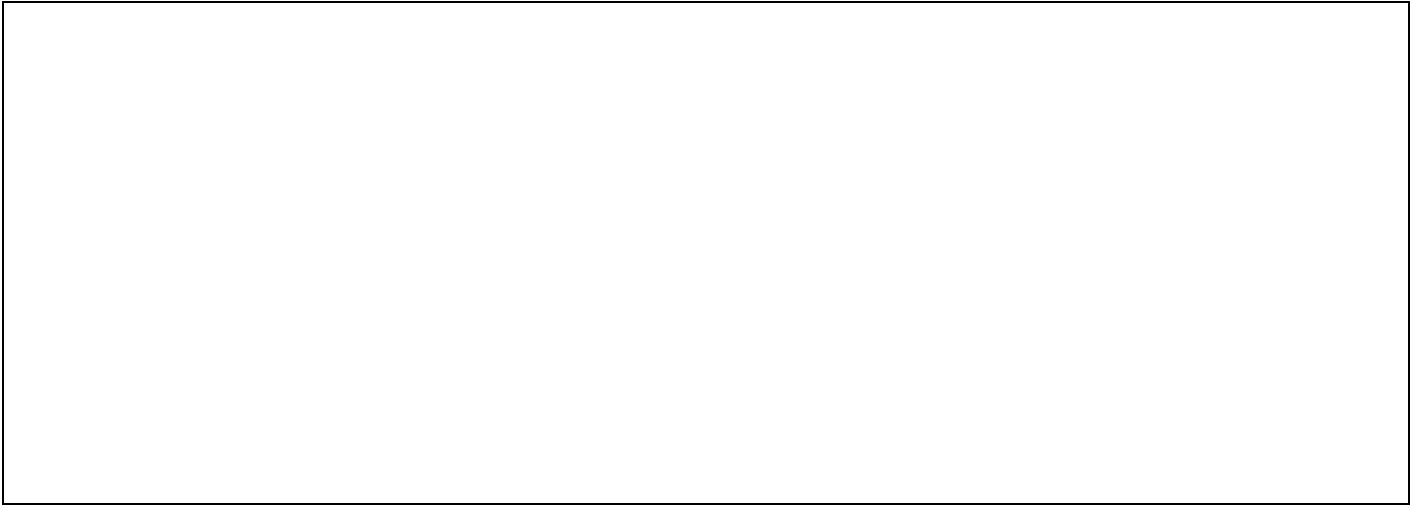
Not Proficient: Both problems are wrong and not set up correctly.

Name: _____

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