

# Mathematics CFA Template

## Pre-Instruction

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

3.MD. 1 *Tell and write* time to the nearest minute and *measure* in minutes. *Solve* word problems involving *addition* and *subtraction* of time intervals in minutes, e.g., by *representing* a problem on a number line diagram.

(A) Tell and write time

2. Mathematical Practices

1. *Make sense of problems and perseveres 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.*
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 tell time to the nearest minute.

I can write time to the nearest minute.

I can measure time in intervals in minutes.

I can add and subtract time intervals in minutes.

I can solve word problems in involving adding and subtracting time intervals in minutes.

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:

Vocabulary- Hour hand, minute hand, interval, hour, minute, seconds, a.m., p.m., half hour, colon, analog, digital

Counting by fives

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.

Selective Response and Constructive Response

SR- 5 clocks with students writing the correct time, 5 clocks with students illustrating the hands on the clock correctly

CR- Jenny went to the dentist at 1:15 p.m., she left the dentist office at 3:30 p.m. How long was Jenny at the dentist office? Solve adding words, pictures, and/or numbers.

6. Scoring Guide

**Exceeds Expectations:** Student will show the correct answer using two or more ways to solve.

**Proficient:** Student will show the correct answer and show one strategy to explain.

**Approaching Proficiency:** Student attempts to solve and explain.

**Not Proficient:** Student solved the problem incorrectly and provided no explanation.

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

Power Standard: 3.MD.1

Directions: Look at the times on each clock below and write the correct time below each one.



Directions: Draw hands to correctly display the time on each clock below.

**6:45**



**7:23**



**2:52**



**12:17**



**10:38**



Jenny went to the dentist at 1:15 p.m., She left the dentist office at 3:30 p.m. How long was Jenny at the dentist office? Solve adding words, pictures, and/or numbers.

