

# Mathematics CFA Template

## Pre-Instruction

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

OA.1: **Interpret** a multiplication equation as a comparison, ex., **Interpret**  $35=5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. **Represent** verbal statements of multiplicative comparisons as multiplication equations.

- A. **Interpret** a multiplication equation as a comparison.
- B. **Represent** verbal statements of multiplicative comparisons from additive comparisons. (See Table 2)

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.

1. I can understand multiplying with comparisons.
2. I can identify the number of sets and the number in each set.
3. I can write and identify equations.
4. I can understand the properties of multiplication.

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. Understand inverse operation.
2. Understand vocabulary terms.
3. Understand properties of multiplication and division.
4. Solve problems involving the four operations and identify and explain patterns in math.

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. Sally is five years old. Her mom is eight times older. How old is Sally's mom? (Answer:  $5 \times 8 = 40$ )
2. A red ribbon is six centimeters long. A blue ribbon is three times longer. How long is the blue ribbon? (Answer: 18 cm long) ([k-5mathteachingresources.com](http://k-5mathteachingresources.com))
3. Which property of multiplication is shown? (Answer: A)  
 $6 \times 2 - 6 \times 1 = 6 \times (2 - 1)$ 
  - A. Distributive
  - B. Commutative
  - C. Zero
  - D. Identity
4. Create an equation using the distributive property.

## 6. Scoring Guide

**Exceeds Expectations:** 4 out of 4 correct showing work and explain using correct terms/peer teach.

**Proficient:** 4 out of 4 correct

**Approaching Proficiency:** 3 out of 4 correct

**Not Proficient:** less than 3 correct

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

#### 4.OA.1 Formative Assessment

Directions: Write an equation and solve each problem.

1. Sally is five years old. Her mom is eight times older. How old is Sally's mom?
2. A red ribbon is six centimeters long. A blue ribbon is three times longer. How long is the blue ribbon?
3. Which property of multiplication is shown?  $6 \times 2 - 6 \times 1 = 6 \times (2 - 1)$ 
  - A. Distributive
  - B. Commutative
  - C. Zero
  - D. Identity
4. Create an equation using the distributive property.

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

#### 4.OA.1 Formative Assessment

Directions: Write an equation and solve each problem.

1. Sally is five years old. Her mom is eight times older. How old is Sally's mom?
2. A red ribbon is six centimeters long. A blue ribbon is three times longer. How long is the blue ribbon?
3. Which property of multiplication is shown?  $6 \times 2 - 6 \times 1 = 6 \times (2 - 1)$ 
  - E. Distributive
  - F. Commutative
  - G. Zero
  - H. Identity
4. Create an equation using the distributive property.

