

Mathematics CFA Template

Pre-Instruction

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

5.NBT.6- Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

2. Mathematical Practices

#1-Make sense and persevere in solving them
#2-Reason abstractly and quantitatively
#3-Construct viable arguments and critique the reasoning of others
#4-Model with mathematics
#7-Look for and make use of structure

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

I can divide whole numbers with four digit dividends and two digit divisors.
I can use place value to divide four digit dividends and two digit divisors.

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:

Concepts of quotients, dividend, divisor
Understand place value
Concepts of rectangular arrays, equations, area models
Understand properties of operations

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.

There are 1,716 students participating in Field Day. They are put into teams of 16 for the competition. There may be students left over. How many teams get created? Please use as least two strategies to prove your answer, however, you are encouraged to use more.

6. Scoring Guide

Exceeds Expectations: Students show more than two correct ways to show the correct answer.

Proficient: Students use two strategies to show work correctly.

Approaching Proficiency: Students show the correct answer using one strategy correctly.

Not Proficient: Students do not show any strategy correctly.

Name: _____ Date: _____

Power Standard: 5.NBT.6

Directions: Complete the following open response item.

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Tracking Sheet

Class: _____ Grade: 5

Student	1 st Attempt				2 nd Attempt				3 rd 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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