Mathematics CFA Template

|  |
| --- |
| Pre-Instruction |
| 1. List the Standard. Underline the nouns (what students will know) and highlight the verbs (what student will do): |
| 6.G.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real world and mathematical problems. |
| 2. Mathematical Practices |
| #1- Make sense and preserve 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. |
| 1. I can find the area of triangles, quadrilaterals, and polygons.
2. I can compose quadrilaterals, triangles, and polygons into rectangles or decompose into triangles and other shapes
3. I can apply and solve real world problems

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. Read and understand/make sense of word problems
2. Vocabulary- area, quadrilaterals, polygons, compose, decompose, right triangles
3. How to find the area triangles, quadrilaterals, and polygons
4. Compose and decompose a rectangle into 2 triangles
 |
| 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. |
| Exit tickets- Vocabulary plus skillsConstructive response-short: few questionsWord problems which include finding the area of triangles, quadrilateral, and polygons**Examples:**Find the area of a triangle with a base length of three units and a height of four units.Find the area of the trapezoid shown below using the formulas for rectangles and triangles. The height is 3 units. 12  3 7 A rectangle measures 3 inches by 4 inches. If the lengths of each side double, what is the effect on the area?The area of the rectangular school garden is 24 square units. The length of the garden is 8 units. What is the lengthof the fence needed to enclose the entire garden? |
| 6. Scoring Guide  |
| **Exceeds Expectations:** Student answered 4 out of 4 questions correctly**Proficient:**  Student answered 3 out 4 questions correctly**Approaching Proficiency:** Student answered 2 out of 4 questions correctly**Not Proficient:** Student answered 1 out of 4 questions correctly  |

6.G.1 Tracking Sheet

Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: 6 Skill: 6.G.1

|  |  |  |  |
| --- | --- | --- | --- |
| Student | 1st Attempt | 2nd Attempt | 3rd Attempt |
| Not Proficient | Approaching Proficiency | Proficient | Exceeds Expectations | Not Proficient | Approaching Proficiency | Proficient | Exceeds Expectations | Not Proficient | Approaching Proficiency | Proficient | Exceeds Expectations |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |

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

**6.G.1 – Formative Assessment**

***Directions: Solve the following problems. Be sure to show your work.***

Find the area of a triangle with a base length of three units and a height of four units.

Find the area of the trapezoid shown below using the formulas for rectangles and triangles. The height is 3 units.

 12

 3

 7

A rectangle measures 3 inches by 4 inches. If the lengths of each side double, what is the effect on the area?

The area of the rectangular school garden is 24 square units. The length of the garden is 8 units. What is the length

of the fence needed to enclose the entire garden?

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

**6.G.1 – Formative Assessment**

***Directions: Solve the following problems. Be sure to show your work.***

Find the area of a triangle with a base length of three units and a height of four units.

Find the area of the trapezoid shown below using the formulas for rectangles and triangles. The height is 3 units.

 12

 3

 7

A rectangle measures 3 inches by 4 inches. If the lengths of each side double, what is the effect on the area?

The area of the rectangular school garden is 24 square units. The length of the garden is 8 units. What is the length

of the fence needed to enclose the entire garden?