Mathematics CFA Template

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| Pre-Instruction |
| 1. List the Standard. Underline the nouns (what students will know) and highlight the verbs (what student will do): |
| 8.NS.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate irrational numbers approximately on a number line diagram, and estimate the value of expressions (e.g.,. |
| 2. Mathematical Practices |
| SMP 4. Model with mathematics.  SMP 5. Use appropriate tools strategically. |
| 3. I Can Statements – Put learning targets in student friendly terms. |
| I can approximate an irrational number.  I can compare the size of irrational numbers.  I can locate irrational numbers using a number line.  I can estimate the value of expressions.  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. Definition of rational and irrational numbers. 2. Converting rational and irrational numbers to a decimal. 3. Arrange numbers in numerical order. 4. Know and be able to create, understand, and use a number line. |
| 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. |
| Constructed Response   1. Place the following numbers on a number line.   3.4 ,, -.89, 73%, 1/5, -5 |
| 6. Scoring Guide |
| **Exceeds Expectations:** Demonstrated response by converting all rational to irrational numbers.  **Proficient:**  Correctly placed all numbers on the number line.  **Approaching Proficiency:** Correctly placed four to five numbers on the number line.  **Not Proficient:** Correctly placed one to three numbers on the number line. |