Mathematics CFA Template

Pre-Instruction

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

K.CC.2- Counting forward from a given number within a known sequence.

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.

I can count forward from any given number.

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:

The students will need to be able to rote count.
The students will need to have an understanding of what comes next on 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.

Oral Response
Start at the number _____ and count on. (Number sets will vary depending on the time of year)

Teacher can assess 4 to 5 students daily during Calendar Math. Give each of the 4 to 5 student a different number when asking them to count on.

6. Scoring Guide

Exceeds Expectations: The student will count on more than 5 numbers from a given number.

Proficient: The students will count on 5 numbers from a given number.

Approaching Proficiency: The student can count 2 more numbers from a given number.

Not Proficient: **Anything less than proficient.**

Counting Numbers

Class: _____ Grade: K Skill: K.CC.2

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