

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.4 **Understand** the relationship between numbers and quantities; **connect** counting to cardinality.

a. When counting objects, **say** the number names in the standard order, **pairing** each object with one and only one number name and each number name with one and only one object.

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 a group of objects in order.

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:

N/A

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.

Observation:

Count out (the teacher will choose a number) _____ (the teacher will choose a math manipulative)

*The teacher will take notes during the observation and make accommodations based on the results.

6. Scoring Guide

Exceeds Expectations:

Proficient: Student correctly demonstrates one-to-one correspondence while counting in standard order

Approaching Proficiency: Student correctly demonstrates one-to-one correspondence or counting standard order

Not Proficient: Student does not demonstrate one-to-one correspondence or counting in a standard order

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