

# 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 (c)- **Understand** that each successive number name refers to a quantity that is one larger.

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 tell you a number that is 1 more than \_\_\_\_\_.

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 student will need to know how to rote count.

The students will need to understand more and less.

The student will need to understand the relationship between numbers and quantities.

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

Look at the cubes tell me what would come next if you add 1 more?

6. Scoring Guide

**Exceeds Expectations:** The students will tell the number and show their work.

**Proficient:** The student is able to tell the following number.

**Approaching Proficiency:** The student is unable to name the following number.

**Not Proficient:** The student is unable to name the following number.

