Mathematics CFA Template

Pre-Instruction

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

3.MD. 1 *Tell* and *write* time to the nearest minute and *measure* in minutes. *Solve* word problems involving *addition* and *subtraction* of time intervals in minutes, e.g., by *representing* a problem on a number line diagram.

(A) Tell and write time

2. Mathematical Practices

1. *Make sense of problems and perseveres 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.

 I can tell time to the nearest minute.

I can write time to the nearest minute.

I can measure time in intervals in minutes.

I can add and subtract time intervals in minutes.

I can solve word problems in involving adding and subtracting time intervals in minutes.

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:

Vocabulary- Hour hand, minute hand, interval, hour, minute, seconds, a.m., p.m., half hour, colon, analog, digital

Counting by fives

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.

Selective Response and Constructive Response

SR- 5 clocks with students writing the correct time, 5 clocks with students illustrating the hands on the clock correctly

CR- Jenny went to the dentist at 1:15 p.m., she left the dentist office at 3:30 p.m. How long was Jenny at the dentist office? Solve adding words, pictures, and/or numbers.

6. Scoring Guide

**Exceeds Expectations:** Student will show the correct answer using two or more ways to solve.

**Proficient:**  Student will show the correct answer and show one strategy to explain.

**Approaching Proficiency:** Student attempts to solve and explain.

**Not Proficient:** Student solved the problem incorrectly and provided no explanation.

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

Power Standard: 3.MD.1

Directions: Look at the times on each clock below and write the correct time below each one.



Directions: Draw hands to correctly display the time on each clock below.

 **6:45 7:23 2:52**

  

 **12:17 10:38**

 

 Jenny went to the dentist at 1:15 p.m., She left the dentist office at 3:30 p.m. How long was Jenny at the dentist office? Solve adding words, pictures, and/or numbers.

Power Standard: 3.MD. 1 *Tell* and *write* time to the nearest minute and *measure* in minutes. *Solve* word problems involving *addition* and *subtraction* of time intervals in minutes, e.g., by *representing* a problem on a number line diagram.

Tracking Sheet

Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: 3

|  |  |  |  |
| --- | --- | --- | --- |
| 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 |
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