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): |
| 5.NBT.6- Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. |
| 2. Mathematical Practices |
| #1-Make sense and persevere in solving them  #2-Reason abstractly and quantitatively  #3-Construct viable arguments and critique the reasoning of others  #4-Model with mathematics  #7-Look for and make use of structure |
| 3. I Can Statements – Put learning targets in student friendly terms. |
| I can divide whole numbers with four digit dividends and two digit divisors.  I can use place value to divide four digit dividends and two digit divisors.  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: |
| Concepts of quotients, dividend, divisor  Understand place value  Concepts of rectangular arrays, equations, area models  Understand properties of operations |
| 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. |
| There are 1,716 students participating in Field Day. They are put into teams of 16 for the competition. There may be students left over. How many teams get created? Please use as least two strategies to prove your answer, however, you are encouraged to use more. |
| 6. Scoring Guide |
| **Exceeds Expectations:** Students show more than two correct ways to show the correct answer.  **Proficient:**  Students use two strategies to show work correctly.  **Approaching Proficiency:** Students show the correct answer using one strategy correctly.  **Not Proficient:** Students do not show any strategy correctly. |

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

Power Standard: 5.NBT.6

Directions: Complete the following open response item.

There are 1,716 students participating in Field Day. They are put into teams of 16 for the competition. There may be students left over. How many teams are created? Please use at least two strategies to prove your answer. However, you are encouraged to use more.

Power Standard: 5.NBT.6- Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Tracking Sheet

Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: 5

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| 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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