

# 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.

(b) Understand that the last number name said **tells** the number of objects **counted**. The number of objects is the same regardless of their arrangement or the order in which they were **counted**.

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 recognize the number of objects counted.

I can count in order.

I can recognize the number of objects no matter how they are arranged.

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:

1. Understand that the number matches the quantity of objects.
2. Understand vocabulary (recognize, quantity, and order).
3. Number recognition.

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.

Constructed: The student will have to match the numeral with the correct quantity (Example: match the numeral 3 with 3 bears).

6. Scoring Guide

**Exceeds Expectations:** 4 out of 4 correct.

**Proficient:** 3 out 4 correct

**Approaching Proficiency:** 2 out of 4 correct.

**Not Proficient:** Less than 3 correct.



