

Operations Multiplication SNAP

Name: _____ Date: _____

Operation: _____

Estimate – justify your thinking:

Represent - with a sketch or drawing:

Calculate:

Explain your sketch:

Write a Real Life Example or Word Problem: _____

Reflect:

Communicating & Representing 1 2 3 4 Enter assessment	Understanding & Solving 1 2 3 4 Enter assessment except reflection	Connecting & Reflecting 1 2 3 4 Reflect & reflection	Reasoning & Analyzing 1 2 3 4 Evaluate
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Grade 4 Student Numeracy Assessment and Practice (SNAP) (Adapted from ANIE 2014)

Operations Template

SNAP

Number Sense (0 - 10 000)

Name: _____ Date: _____

Draw to represent the value of the number. Write to describe your picture.

Count backwards by _____ from the number.

Write the number in expanded form.

Create 3 equations that equal the number. Write a real life example that shows the value of the number.

Show where the number belongs on the number line.

Communicating & Representing 1 2 3 4 Count forwards by _____ from the number	Understanding & Solving 1 2 3 4 2 equations	Connecting & Reflecting 1 2 3 4 Real life	Reasoning & Analyzing 1 2 3 4 Big number & % number
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Grade 4 Student Numeracy Assessment and Practice (SNAP)

Numeracy Template

SNAP - Student Numeracy Assessment & Practice

NUMERACY ASSESSMENT FOR GRADES 2 – 7

June 2016

The SNAP is the result of a year of hard work by a team of dedicated educators in the Chilliwack School District.

Together, we have created a new district Numeracy Assessment – one that would be implemented from grades 2-7 and would align with the new curriculum. Additionally, the assessment would support all three types of assessment – **For** (formative), **Of** (summative), and **As** (students learn from the assessment).

SNAP stands for Student Numeracy Assessment & Practice. We are very pleased that we were able to fit the term “practice” in the title. The idea of practice supports a spiraling approach to teaching and assessing numeracy skills. The SNAP is an assessment that can be used over and over again – to build student fluency, confidence, comprehension and skills.

Results

Pilot classrooms using the SNAP/ANIE* combined with a balanced approach to math instruction have produced significantly improved results on the FSA as a trend over time.

*The ANIE is a numeracy assessment that is philosophically aligned with the SNAP.

Included with SNAP

- Directions for teachers
- Sample protocols
- Templates for each grade
- Rubrics
- Student examples

Created by Teachers

We are grateful to the dedicated team of Chilliwack educators who crafted and piloted this assessment:

- | | |
|-------------------|-----------------|
| Christine Blessin | Jonathan Ferris |
| Kathy Isaac | Anna Lownie |
| Shannon McCann | Tammy McKinley |
| Justin Moore | Kirk Savage |
| Paul Wojcik | |

Find online at SharePoint in Curriculum Resources

Standards

Learning Standards for each grade level from 2 – 7, are provided in the Teacher Instruction component and are indicated on each, grade specific template. There is a specific standard for both Operations and Numeracy at each grade level.

Aligned with the New Curriculum

The SNAP aligns with the competencies defined in the new BC Curriculum. It is available as a shared resource, compliments of SD 33, on the BC Ministry of Education website. See example below....

Competency	1	2	3	4
Communicating and Representing	Student understands the application of learning outcomes to the real world. • Pictures do not show the value of the number. • Inaccurate.	The student demonstrates some understanding and application of learning outcomes. • Pictures are only partially complete. • The value of the number is unclear.	The student demonstrates understanding and application of learning outcomes. • Pictures are clearly communicated and represent the value of the number. • Pictures are to the appropriate level.	The student demonstrates advanced understanding and application of learning outcomes. • Pictures are clearly communicated and represent the value of the number. • Pictures are to the appropriate level. • Accurate.
Understanding and Solving	• Describes a situation of real world problems in a clear and concise manner. • Does not solve the problem.	• Finds a problem in a real world situation and describes it in a clear and concise manner. • Finds a problem in a real world situation and describes it in a clear and concise manner.	• Finds a problem in a real world situation and describes it in a clear and concise manner. • Finds a problem in a real world situation and describes it in a clear and concise manner.	• Finds a problem in a real world situation and describes it in a clear and concise manner. • Finds a problem in a real world situation and describes it in a clear and concise manner.
Connecting and Reflecting	• Does not describe a real world situation in a clear and concise manner. • Does not describe a real world situation in a clear and concise manner.	• Describes a real world situation in a clear and concise manner. • Describes a real world situation in a clear and concise manner.	• Describes a real world situation in a clear and concise manner. • Describes a real world situation in a clear and concise manner.	• Describes a real world situation in a clear and concise manner. • Describes a real world situation in a clear and concise manner.
Reasoning and Analyzing	• Does not describe a real world situation in a clear and concise manner. • Does not describe a real world situation in a clear and concise manner.	• Describes a real world situation in a clear and concise manner. • Describes a real world situation in a clear and concise manner.	• Describes a real world situation in a clear and concise manner. • Describes a real world situation in a clear and concise manner.	• Describes a real world situation in a clear and concise manner. • Describes a real world situation in a clear and concise manner.

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Student understanding and application of learning outcomes is not evident

Communicating and Representing

- Pictures do not show the value of the number
- Inaccurate

Describe Picture

- Description and elaboration of pictorial representation is not evident
- Communication is not clear