

Grade 1 Student Numeracy Assessment and Practice (SNAP) Teacher Guide

What is the SNAP?

The Student Numeracy Assessment and Practice (SNAP) is the Chilliwack district numeracy assessment for all students in grades 2 – 7. It was created by a group of Chilliwack educators and has been used in all grades 2 – 7 classes since September 2016. In September 2017, after participating in Christina Tondevold's Number Sense 101 course, a group of Chilliwack teachers created and piloted Kindergarten and Grade 1 SNAPs.

The SNAP is a unique assessment; not only is it a measurement of achievement, but it is **intended to be used as a practice tool throughout the entire year**. The data it provides should be used to **inform and guide instructional planning**. If only used as a summative assessment, the SNAP will not help in achieving one of our main goals, which is to improve students' proficiency in number sense and operations.

The Kindergarten and Grade 1 SNAPs are one-page assessments that focus on the foundational skill of Number Sense. They complement any balanced math program and quickly provide teachers the information they need for responsive planning and instruction.

SNAP is fully aligned with the BC Curricular Competencies in math. Each area of the assessment is connected to a particular competency, and the competencies are built right into the grading rubric. It is a good idea to participate in collaborative marking with colleagues to help establish common expectations.

How to Effectively use the SNAP

SNAP practice does not always need to be on the SNAP templates; in fact, once areas of need are identified, most number sense practice will happen through other strategies, such as daily high yield number sense routines (e.g. number talks, count around the circle) and whole or small-group instruction. Explore the Recommended Links for sites that support the teaching and learning of early number sense.

Grade 1 Learning Standards

Students will focus on Number Concepts to 20.

When introducing your students to the SNAP, take your time and explicitly teach and model each component of the assessment. Use content that the students should be confident with from kindergarten. You can chunk the assessment into smaller pieces. You can complete SNAPS as a whole group guided activity and have students work with partners to help build confidence. Have students share their thinking; encourage them to use many different ways to demonstrate their thinking and solutions.

The SNAP template

See Grading Rubrics for specific criteria.

DRAW: The picture must show the value of the number. Students could draw for example tallies, a shape of their choice ____ times, base ten blocks.

TEN FRAMES: Students must accurately represent the number in the given ten frames.

DECOMPOSE THE NUMBER: Students must accurately write three equations that equal the number.

REAL-LIFE EXAMPLE: The examples must be realistic and specific. It is important that students demonstrate an understanding of value in their example. For instance, “I wear jersey #12” does not show an understanding of the value of 12; “There are 12 eggs in a carton” does. Literature and sharing out of real-life examples helps students make connections to the numbers and add to their bank of knowledge.

SKIP-COUNTING: Begin at the number and count backwards by 1. Begin at the number and count forwards by 1, 2, 5 or 10.

NUMBER PATH: Students must circle the correct number of boxes on the number path. The boxes must be connected in one group. Check to see if they are using benchmarks of 5 and 10 to build their number.

Acknowledgements

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