Chilliwack School District

Number Sense Rubric
SNAP (Student Numeracy Assessment & Practice)

Competency	Emerging *Student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.*	Developing *Student demonstrates a partial understanding* of the concepts and competencies relevant to the expected learning.	Proficient *Student demonstrates a complete understanding* of the concepts and competencies relevant to the expected learning.	*Teacher notes for demonstration of understanding and applications beyond proficiency*
Communicating and Representing *Picture Box*	• Pictures do not show the value of the number • Inaccurate	• Pictures show some value in representing the number • Partially accurate	• Pictures are clearly communicated and represent the value of the number (e.g. base ten and/or symbols) • Accurate	
Describe Picture	• Description and elaboration of pictorial representation is not evident • Communication is not clear	• Partial accuracy in describing and elaborating on pictorial representation AND/OR • Partially communicated	• Accurately describes and elaborates on pictorial representation (e.g. legend, key, or words) • Clearly communicated	
Expanded Form	• Emergent understanding of the value of digits in their place values	• Partial accuracy in demonstrating the value of each digit (40000+2000 +139=42139 OR 4000+2000+100 +30+9=42139)	• Accurately demonstrates the value of each digit (e.g. 500+20+4 or five hundreds, 2 tens, and 4 ones)	
Understanding and Solving *3 Equations*	• Emergent use of operations	• Accurately uses grade appropriate operations in one or two equations	• Accurately uses grade appropriate operations in all three equations (see Teacher Guide for examples)	
Connecting and Reflecting *Real Life Connection*	• A real-life example is not provided or is not connected to the number	• A partial connection to a real-life example is provided (e.g. "I bought a house for $319")	• Connection to a real-life example is provided • Demonstrates understanding of the number value (e.g. 5347 leaves on a small tree shows understanding; "I live at 5347 Elm St," does not)	
Reasoning and Analyzing *Number Line*	• Emergent understanding of the placement of the number on a number line	• Partially correct estimate of placement of number on provided number line; benchmarks may be	• Correct estimate of placement of number on provided number line with benchmarks	
Counting Forwards and Backwards	• Emergent understanding of place value, number sense, and/or skip counting	• Partially complete and accurate	• Complete and accurate; demonstrates understanding but may include a minor recording error	

Chilliwack School District

Operations Rubric
SNAP (Student Numeracy Assessment & Practice)

Competency	**Emerging** *Student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning*	**Developing** *Student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning*	**Proficient** *Student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning*	**Extending** *Student demonstrates an insightful understanding of the concepts and competencies relevant to the expected learning*
Communicating and Representing *Entire Assessment*	• Communication (written, pictorial or symbolic) of understanding is emerging	• Communicates (written, pictorial or symbolic) partial understanding	• Communicates (written, pictorial or symbolic) clear understanding	• Communicates (written, pictorial or symbolic) insightful understanding in multiple ways
Understanding and Solving *Draw & Calculate Boxes*	• Emergent use of strategies to solve the problem and show understanding	• Strategies chosen do not lead to an accurate solution • Reasoning to solve the problem is absent	• Uses ***grade appropriate*** strategies to correctly solve the problem and show understanding	• Uses multiple strategies and/or insightful reasoning to correctly solve the problem and show understanding
Connecting and Reflecting *Real Life Example/ Word Problem*	• Emerging ability to connect mathematical concepts to real life examples	• Real life example and connections to mathematical concepts are partially developed	• Real life example and connections to mathematical concepts are evident • The example shows a clear connection to the operation	• Real life example and connections to mathematical concepts are insightful
Reflection	• With support, student is not yet able to reflect on their learning	• Can partially identify strengths and stretches "*Everything was easy; nothing was hard'*	• With sentence frames and structure, can proficiently reflect on their learning " *I feel confident with ___; ___ was challenging; my goal is ___"*	• Insightful reflection on mathematical thinking is evident
Reasoning and Analyzing *Estimate & Justify Box*	• Emerging ability to use Estimation/mental math strategies • Estimate is not yet reasonable and justification not provided	• Calculates rather than estimates *"I think it is 366 because 3x122=366"* • Strategy use is not justified *"My guess is 300 because I used mental math"*	• Reasonable estimation provided • Clearly explains strategy *"I think it is about 360 because I did 3x100=300 and 3x20=60 and added 300+60"*	• Reasonable estimation provided and insightfully explains the strategy *"I think it is about 360 because I did 3x100=300 and 3x20=60 and added 300+60 but the solution is greater than that because I rounded down""*