



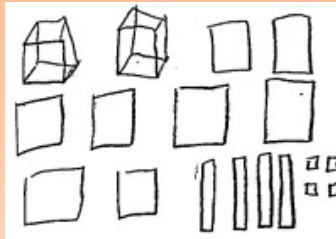
Draw To Represent The Value Of The Number

Number Sense Rubric: Proficient

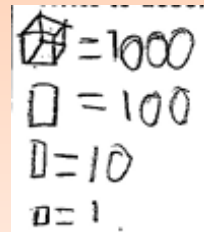
- Pictures are clearly communicated and represent the value of the number
- Accurate

Grade 4 SNAP Number Sense

Draw to represent the value
of the number (2844):



Write to describe your picture



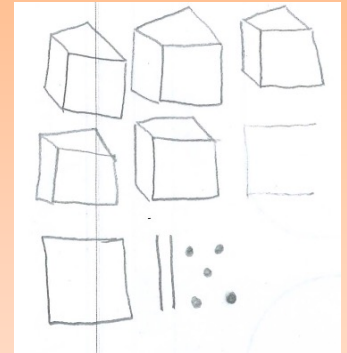
Draw to represent the value
of the number (4286):



Write to describe your picture

I drew 4 cubes, 2
flats, 8 rods and 6
units.

Draw to represent the value
of the number (5125):



Write to describe your picture

five thousands, one hundred,
twenty five.

Note:

- Students do not have to draw the value of the number in Base Ten. If they choose to make their own symbols, they need to include key or legend to show the value of each symbol. This key/legend can serve as their written explanation.

Goal:

- Students should represent the four-digit number using symbols and clearly show the strategy they used to create their picture.



Grade 4 SNAP Number Sense

Write The Number In Expanded Form

Number Sense Rubric: Proficient

- Accurately demonstrates the value of each digit

Write the number in expanded form (6582):

$$6000 + 500 + 80 + 2$$

Write the number in expanded form (4286):

$$4000 + 200 + 80 + 6$$

or

$$4,000 + 200 + 80 + 6$$

4286

This student demonstrated a deeper understanding by showing multiple ways to show the value of each digit

Write the number in expanded form (5125):

$$5,000 + 100 + 20 + 5$$

Notes:

- Students usually show expanded form using an addition expression, but words are acceptable as well
- Students must show each place value separately (they can't be combined)

Goal:

- Students should accurately express a number as the sum of the place values of its digits



Grade 4 SNAP Number Sense

Create 3 Equations That Equal The Number

Number Sense Rubric: Proficient

- Accurately uses grade appropriate operations in all three equations

Create 3 equations that equal the number (4286):

$$\begin{array}{l} 5000 - 1000 - 286 = 4286 \\ 3 \times 1000 + 286 = 4286 \\ 2 \times 2000 + 70 + 16 = 4286 \end{array}$$

Create 3 equations that equal the number (5125):

$$\begin{array}{l} 03,289 + 1,836 = 5,125 \\ 21,025 \div 5 = 5,125 \\ 38,531 - 4,396 = 5,125 \end{array}$$

Create 3 equations that equal the number (4286):

$$\begin{array}{l} 3,000 + 1,286 = 4,286 \\ 6,000 - 2,000 + 286 = 4,286 \\ (2 \times 2000) + 286 = 4,286 \end{array}$$

Notes:

- In Grade 4, students should be able to add, subtract, multiply, and divide, so “grade appropriate” responses should include a variety of these operations (but not necessarily all of them).
- Adding numbers into empty place values (e.g. $4000 + 172 = 4172$) is not grade appropriate, nor is adding 1 or 0 to a number (e.g. $4171 + 1 = 4172$ or $4172 + 0 = 4172$).
- The line between “grade appropriate” and “not” can be subjective. Use your understanding of the curriculum and your professional judgement to make that call.

Goal:

- Encourage students to find equations that challenge them, but are accurate



Grade 4 SNAP Number Sense

Write a Real-Life Example

Number Sense Rubric: Proficient

- Connection to a real-life example is provided
- Demonstrates understanding of the number value

Write a real-life example that shows the value of the number:

5,125 pieces of paper in a tall stack of paper.

Write a real-life example that shows the value of the number:

there are 2,846 children in playland.

Write a real-life example that shows the value of the number:

There were 3,289 people at the hockey game. In the intermission 1,836 people came to the game. That meant 5,125 people were at the game that day.

Note:

- Picture books, number talks, collaborative problem solving, and high-yield routines like “Clothesline Math” can help students conceptualize large numbers and give them examples of where they can be found in the world around us

Goal:

- Students should show that they have a general understanding of the value of a number in the thousands.



Grade 4 SNAP Number Sense

Counting Forward and Backwards

Number Sense Rubric: Proficient

- Complete and accurate

Count forward by (300) from the number.

5614
5314
5014
4714
4414
4114
3814
3514
3214

Count forwards by 300 from the number.

Count forward by (6) from the number

3262
3256
3250
3244
3238
3232
3226
3220
3214

Count forwards by 6 from the number.

Count backward by (4) from the number.

2844
2840
2836
2832
2828
2824
2820
2816
2812

Notes:

- One minor error in this section does not necessarily mean that a student can't be "Proficient". Check for place value understanding and a reasonable ability to add/subtract numbers and score according to your judgement.

Goal:

- Students should be able to count forward and backward by any single-digit number or simple two- or three-digit number from a variety of starting points.



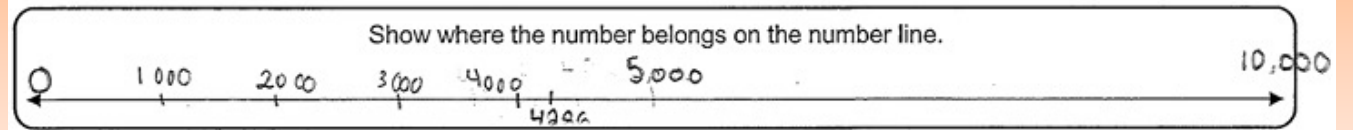
Number Line

Number Sense Rubric: Proficient

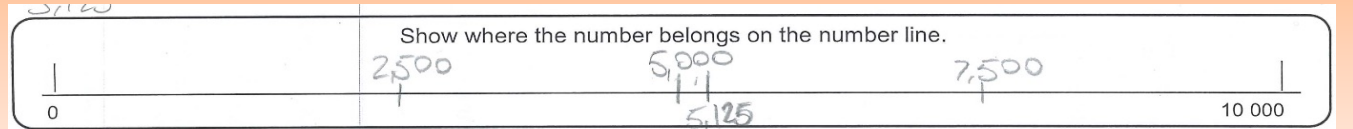
- Correct estimate of placement of number on provided number line with at least three benchmarks and appropriate endpoints.

Grade 4 SNAP Number Sense

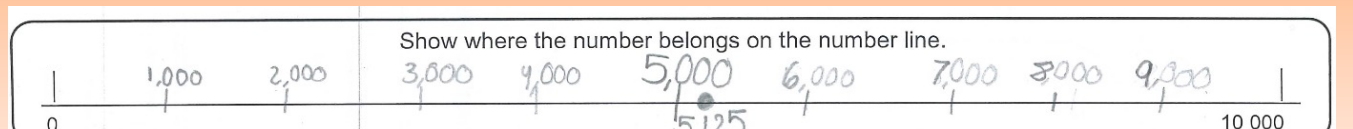
Show where the number (4286) belongs on the number line.



Show where the number (5125) belongs on the number line.



Show where the number (5125) belongs on the number line.



Note:

- In Grades 2-5, endpoints should be provided by the teacher (in this case, 0 and 10000)

Goal:

- Using a ruler or other measurement tool can help students to be accurate with the even spacing of their benchmarks and the placement of their number



Reflection

Number Sense Rubric: Proficient

- With sentence frames and structure, student can proficiently reflect on their learning

Grade 4 SNAP Number Sense

Reflect

<p><i>Strength</i> I came up with a good example from my fishing trip.</p>	<p><i>Stretch</i> 3 equations took a long time to get all right</p>	<p><i>Reflect:</i></p>	<p><i>Goal</i> I want to work on dividing, so I can use it in 3 equations</p>
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Reflect

<p><i>Reflect:</i></p>	<p>Number line was easy. The count backwards was easy. 2 equations are easy and expanded form was easy. Everything was easy. But the count forwards I had to use my hands.</p>
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Reflect

<p><i>Reflect:</i></p>	<p>Counting down by 4s was hard and I made some mistakes. Then I fixed it by counting by 2s and skipping one every time.</p>
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Goal:

- Identify and articulate strengths, stretches, and/or goals related to the content and competencies explored in the SNAP

Notes:

- It's important to model and teach effective reflection skills, or students will often default to "It was all easy" or "It was all hard"
- Clear expectations like, "Give me one strength, one stretch, and one goal" will lead to more insightful, reflective responses
- You can find reflection sentence stems in [Connecting and Reflecting Resources](#)