

Emerging	Developing	Multiplication - Proficient  Chilliwack School District		Extending
		Estimate	- I can use a strategy to change the numbers so they are “friendly,” then multiply to find my estimate (You might round or use a different strategy). - Writing your estimate without showing how you found it is not enough.	
		Drawing and Explanation	- I can show that I understand multiplication by using a drawing with the right numbers. - I could draw base-ten blocks, a bar model, number bonds, or another type of picture. - Just changing the numbers in the equation into base-ten blocks does not show multiplication. - I can use words to explain what my drawing is showing.	
		Calculate	- I can use any strategy I know to solve the multiplication problem. - I can show all of my work and not just the answer. - I can check my estimate to see if my answer makes sense.	
		Real Life/ Word Problem	- I can write a real-life example that shows multiplication <u>OR</u> - I can write a word problem that shows multiplication. - I can use the same numbers that we’re using for the rest of this SNAP.	
		Reflect	- I can find something I was good at, something I found hard, and something I want to get better at (Strength, Stretch, Goal). - I can think more deeply than “It was all easy,” “It was all hard,” or “I don’t know.”	