



Number Sense SNAP Rubric

Name: _____ Teacher _____ Date: _____

Competency	1 Student understanding and application of learning standard is not yet evident EMERGING	2 Student demonstrates some understanding and application of number sense DEVELOPING	3 Student demonstrates proficient understanding and application of number sense PROFICIENT
Communicating & Representing: Picture Box	- Pictures do not show the value of the number - Inaccurate	- Pictures show some value in representing the number - Partially accurate - One correct representation	- Pictures are clearly communicated and represent the value of the number - 2 Accurate representations
Number Written in Words	- Incomplete and/or inaccurate	- Partially accurate - Significant spelling errors that distracts from meaning	- Accurate - -might include grade appropriate spelling errors
Expanded Form	- Value of each digit is not evident	- Partially accurate in demonstrating the value of each digit - e.g. (300+47=347)	- Accurately demonstrates the value of each digit - (e.g. 300+40+7=347)
Understanding & Solving: Decompose the number in 3 ways	- Accurate, grade appropriate operations are not evident - -Incorrect	- Accurate use of grade appropriate operations in one or two equations	- Accurately use grade appropriate operations in all three equations - (See "What to Look For" chart in teacher guide)
Connecting & Reflecting: Real-Life Connection	- A real-life example is not provided - Example is inaccurate	- A partial connection to a real-life example is provided - Context is not enough to support understanding	- Connection to a real-life example is provided - Demonstrates understanding of the number value through provided context
Reflection (Not included in Ed Plan Insight)	- Simple reflections on mathematical thinking are not evident	- Simple reflections on mathematical thinking are evident - Might reflect direct on parts of SNAP that were easy/difficult	- Some insight on mathematical thinking is evident - Reflects on mathematical skill and areas of improvement
Reasoning & Analyzing: Counting Forwards	- Incomplete and inaccurate - inaccurate	- Partially complete and accurate - Complete with one error	- Complete and accurate
Counting Backwards	- Incomplete and inaccurate	- Partially complete and accurate - Complete with one error	- Complete and accurate
Number Line	- Incorrect placement of number on provided number line	- Reasonable placement of number on provided number line - Benchmarks not used appropriately (See Teacher Guide)	- Reasonable placement of the number on provided number line with appropriate benchmarks (See Teacher Guide)

Decomposing Numbers:

Students who are demonstrating full proficiency will be using grade appropriate operations in their equations. See below for “what to look for” consider the previous grade as well.

Grade	What to look for:
1	- Any 3 correct equations - Use of adding one or zero to achieve sum
2&3	- Shows an understanding of making 10 and use of doubles and friendly numbers. - Understanding of making zero to achieve a sum ($124-124+64=64$) - Evidence of use of a pattern in any group of equations.
	- Using more than 2 terms shows evidence of understanding of place value ($300+300+2+2=604$, or $200+200+4=604$) - Evidence of making hundreds ($560+40+4=604$)
4	Using more than 2 operations (x, + and -) ($500 \times 4 + 3000 + 25 = 50$)
5	- Uses all 4 operations - Uses more than 2 terms - Shows evidence of understanding of place value and makes friendly numbers to achieve larger sum
6	Uses all operations (might include use of fractions, decimals or exponents)
7	- Uses all operations, (might include use of fractions, integers, decimals or exponents) - Demonstrates evidence of how negative numbers work - Uses order of operations, brackets and including common fractions ($\frac{1}{4}$ and $\frac{1}{2}$)