Kindergarten
Number Sense Assessment Tasks
Teacher Guide

What is the SNAP?

The Student Numeracy Assessment and Practice (SNAP) is the Okanagan Skaha School District numeracy assessment for Kindergarten. The assessment tasks are aligned with the content and curricular competencies in math. Each content area of the assessment is connected to an important number sense concept. The data from the assessment tasks will guide you in selecting number sense activities and routines to support the learners in your classroom.

Administering the Kindergarten SNAP

The Kindergarten SNAP is a one-on-one assessment. The teacher will record student observations during each task in a short interview. **These tasks/concepts may be mastered at any point in the year**. The teacher will record scores on the observation page to be later added into Ed Plan Insight. Student scores can be entered at any time of the year after mastering a skill but are required to be completed by May of Term Three.

Materials Needed

1. Copy of Whole Class Observation page & Student Observation Page
2. Manipulatives for counting. You should have at least 15
3. "Representing the Number" student recording page
4. Subitizing Mats & Numeral page
5. Numeral cards to label sets

Please see the following pages for directions to administer the SNAP.

Instructions for Administering

Teachers can choose to record student observations on the whole class recording sheet **or** individual student observation page or both. **Each section of the assessment is described below.**

Identify Numerals

Ask the student to identify all numerals to 10. A page with the numbers 1-10 is included in this package. *Record correctly identified numerals /10 on class observation page.*

Counting

Ask the child to count forward to 10 and then Backward from 10 to 1

- Does the child say the **number sequence** correctly?
- note in comments if the student goes beyond

Record Y/N on recording page and Ed Plan

Build a Set

Make sure you have a collection of objects that is more than the target number.

1. Ask the student to make a set of 8 objects on a mat or designated area. If they counted in their head, ask them to count again out loud. Notice how they counted:
    - Is there **one to one tagging**? (Did they touch the object as they counted?) *Record Y/N on class observation page.*
2. After the student has counted **rearrange** the objects and ask "Now, how many are there?"
    - Does the child have **conservation of number**? If the student needs to count the objects again, they do not have conservation of number. *Record Y/N on class observation page.*

Matches Quantity

Build three sets (4, 7, 10) Ask the student to use the numeral cards provided and match them to the correct amount.

- Students should be able to quickly match each number to a set.
- You might have students write the number to match the provided set.

Record score /3 on observation page.

Subitize to 5

Sets of subitizing mats for each term are found at the end of this package (Ten Frame, Fingers, Dice, Dots, Tally Marks). Show the student the page and note if they can pick out the correct picture to match 5 without counting the items one by one. 3-4 seconds is average. *Record score /5 on observation page.*

Represent the Number

Have the student represent **8** in as many ways as they can on the "Represent the Number" worksheet found at the end of this package. They might choose any of the following ways:

- drawing a simple picture like circles or happy faces
- filling in dots on two dice
- fill in a ten frame
- Tally marks
- drawing the shape of a Numicon or another common representation of the amount
- other

Record the score 1-3 on class observation page. See rubric for scoring.

Decompose 10

Provide 10 counters to the student.

1. Ask the student "How many ways can you make ___?" or "How can you decompose ____?" **Use language that is familiar to the student.** Prompt student to find 3 ways: "Can you think of more ways?" If a student doesn't know what to do, demonstrate one way.

*The teacher will record if the student can **find 3 ways** to "make ten" and record score /3 that on the observation page.*

Real Life Example

Ask the student "Where would you see about 8 of something in the world?
The answer should indicate that the student understands the quantity of the number and not just noticing digits in the environment. For example, "My shirt has a four on it." does not show an understanding of the value.

> **Developing** - "There are 4 people." does not have enough details. You could prompt the student and ask them, "Where would you see 4 people?"

Proficient - “There are 4 people in my family.” shows an understanding of the value of the number. “There are 4 people in my class.” is not proficient because there are more than 4 people in the class.

Record score (1-3) on observation page. See Rubric for Scoring

Prints Numerals

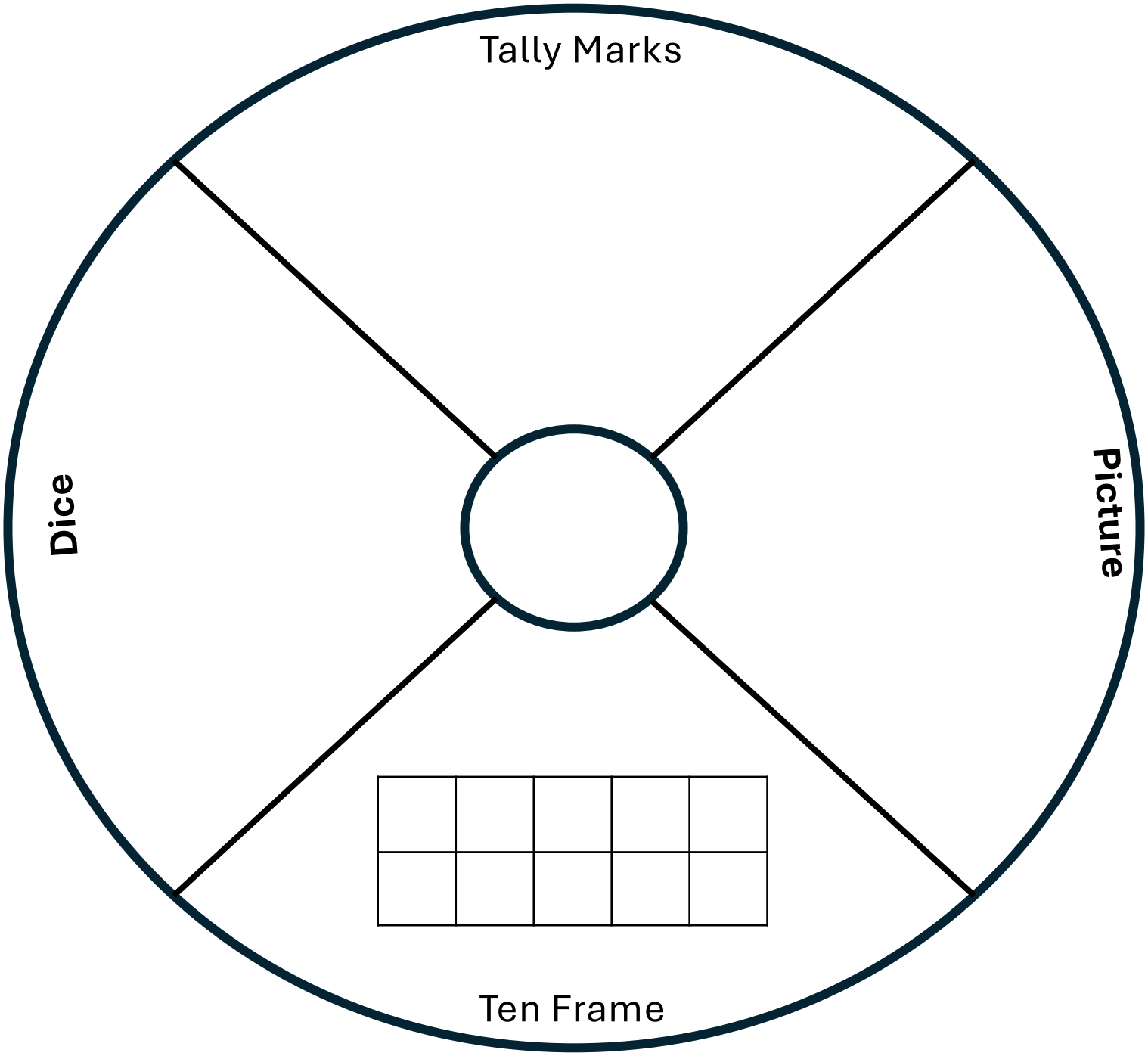
Ask the student to print the numerals to 10 on the back of their student page. “Start at one and print all the numbers to 10.” *Record score (1-3) on observation page. See Rubric for Scoring.*

- Students should be able to recall how to print all the numbers to ten
- Some reversals may be noted and doesn’t indicate the student isn’t proficient as long as the numeral is recognizable.
- If more than 4 numbers are reversed this would be considered developing.

Kindergarten Number Sense Assessment

Representing the Number: Student Page

Name: _____



Kindergarten Number Sense Assessment

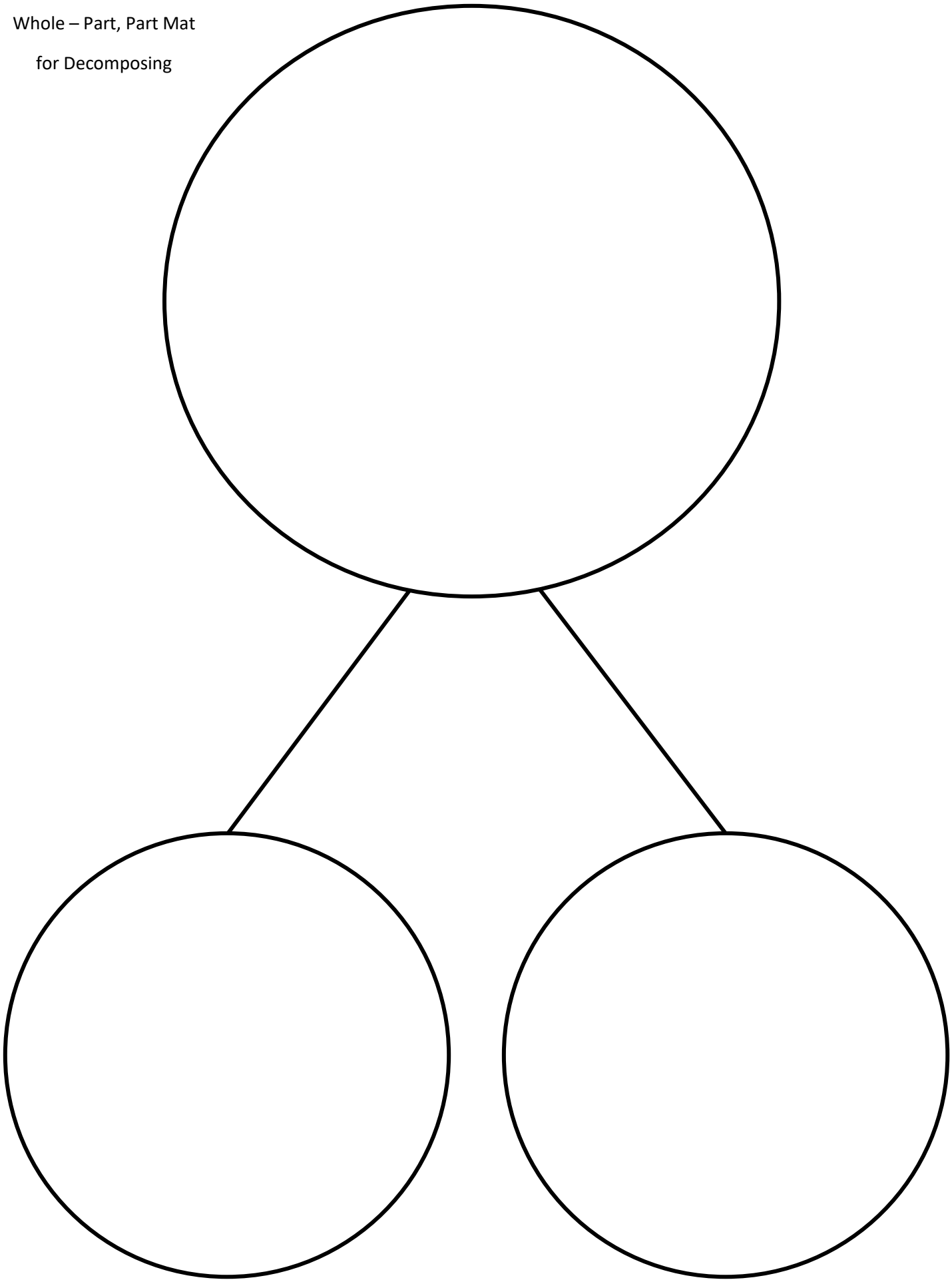
Representing the Number: Student Page

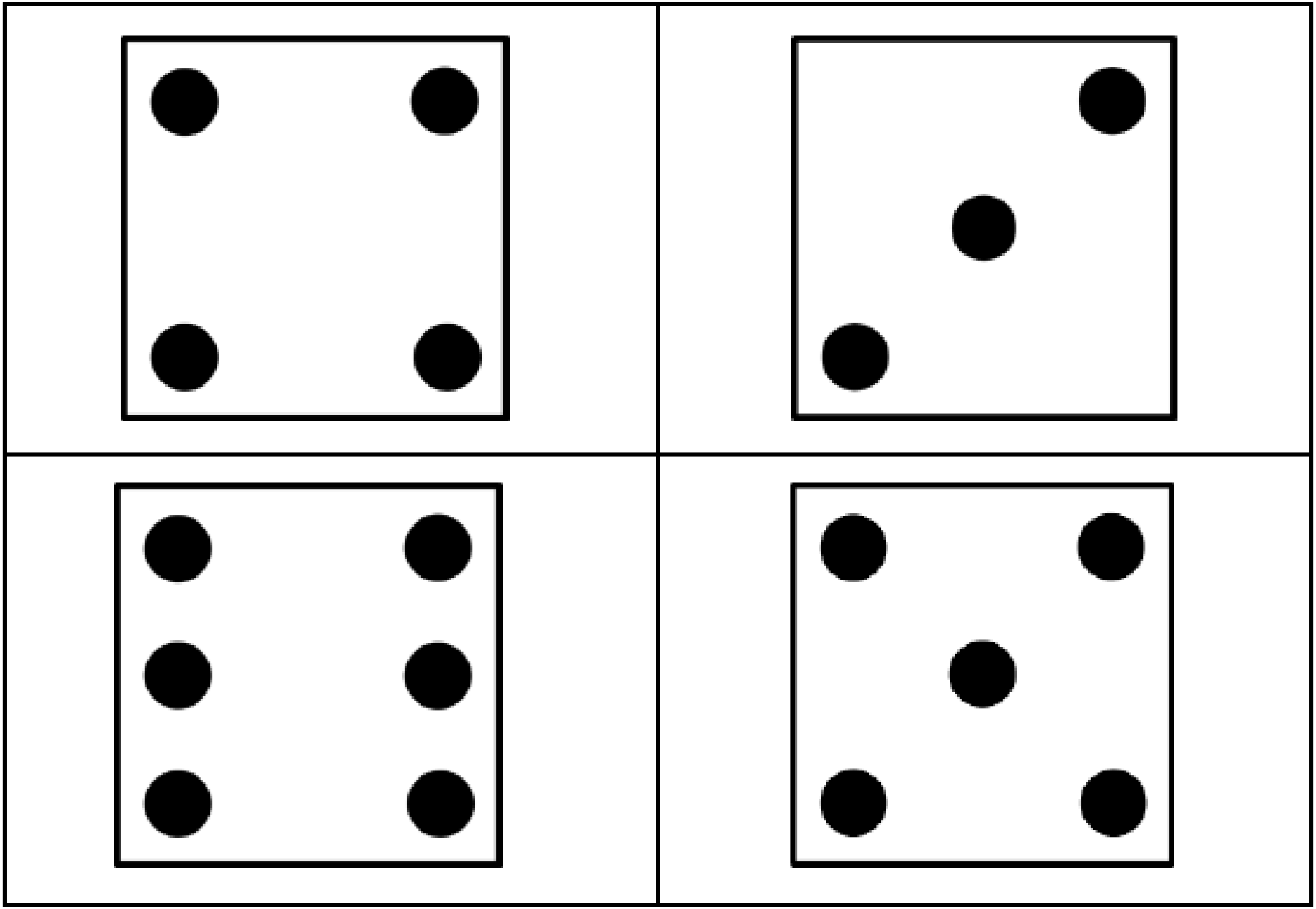
Print numbers to ten:

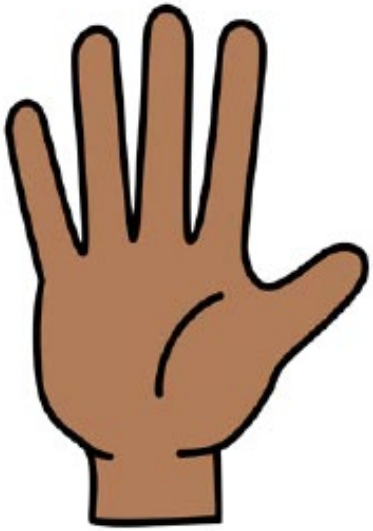
9	4	10
5	8	2
1	3	6
	7	

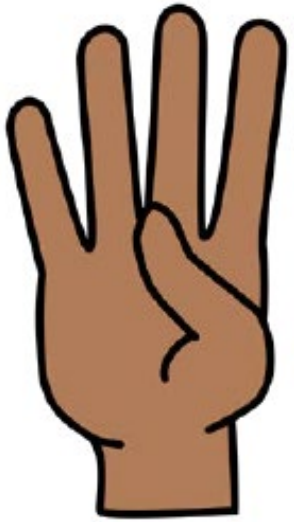
Whole – Part, Part Mat

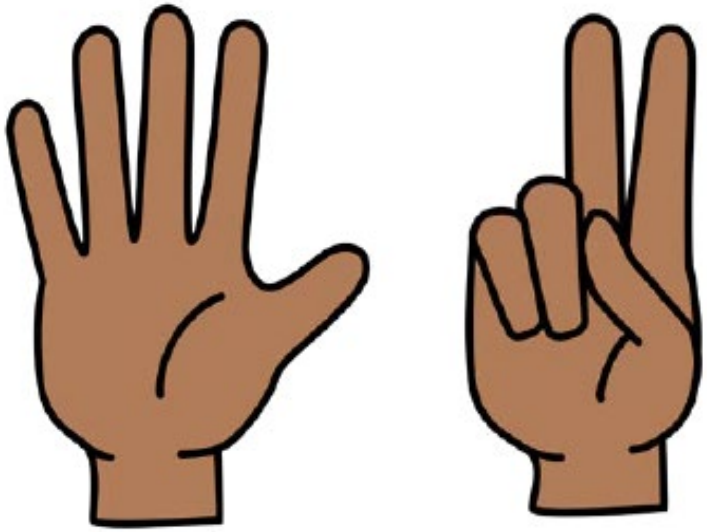
for Decomposing

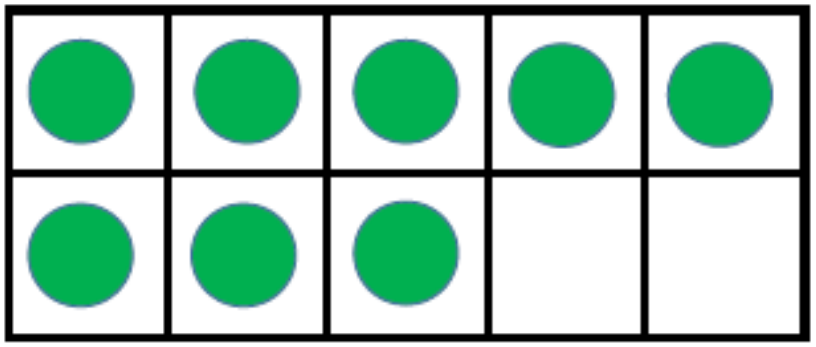


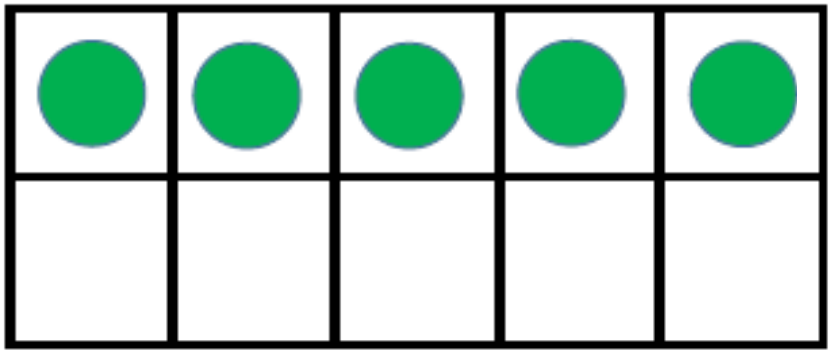


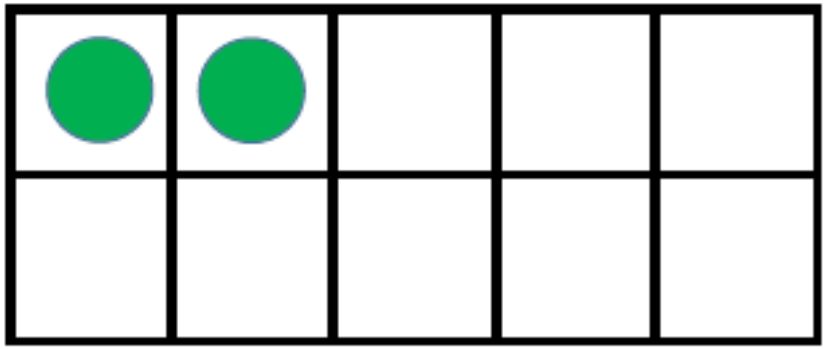


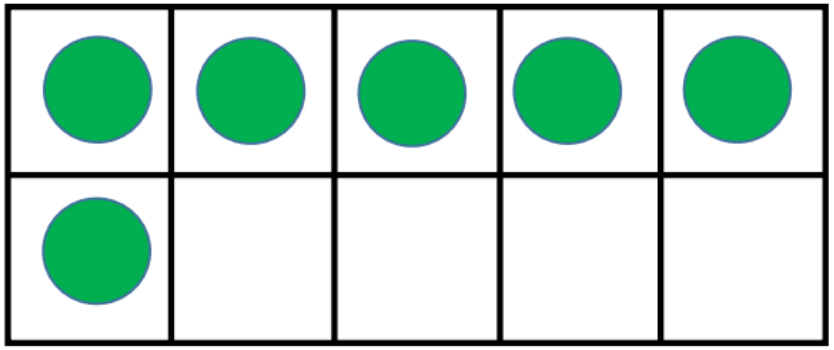


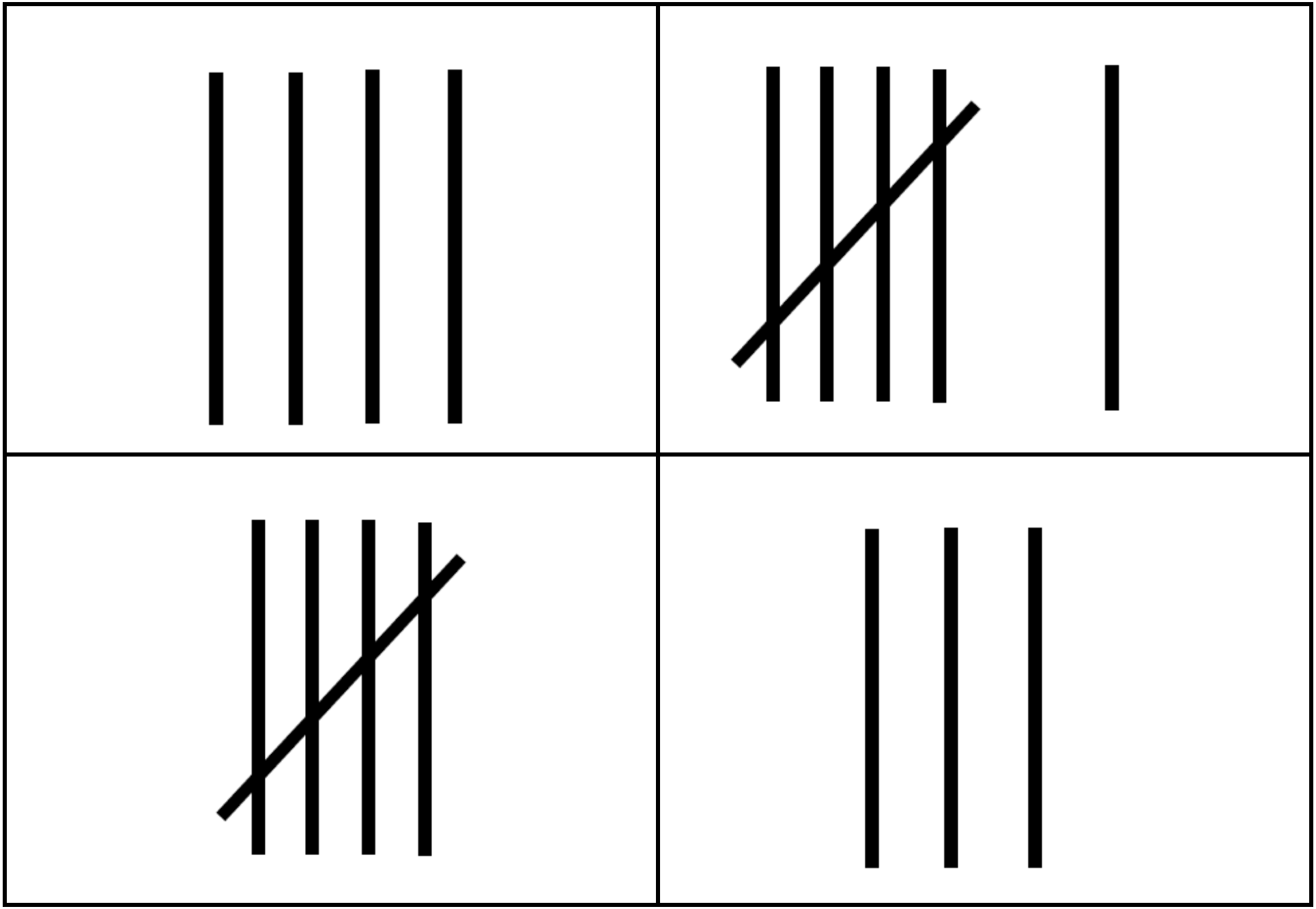












Kindergarten Number Sense SNAP Rubric

Rubric for Assessment Tasks requiring a 1-3 Scoring where 1=Emerging 2=Developing 3=Proficient
*Other Tasks are scored as indicated in Teacher Guide or Task List Page

	1 EMERGING	2 DEVELOPING	3 PROFICIENT
Printing Numerals	-able to print one or two numbers -not yet able	- Prints some numbers to 10 - More than 4 reversals - Relies on copying visual to print numbers	- Print numbers to ten accurately, - Some reversals ok - Might use a visual for one number, but most are automatically recalled
Represent Number	-Is not able to represent the number accurately	Is able to represent the number in one or two ways	- Is able to represent the number in at least three ways, including printing the numeral
Decompose Number	-Not yet able to	-With prompting, decomposes the **number one or two** ways, - needs support to verbalize the parts	- Accurately decomposes the number **<u>three</u>** different ways - -verbally names the parts (5 and 1, 4 and 2 etc…) - use of manipulatives
Real-Life Connection	- Does not provide a real-life example that shows the value of the number **<u>or</u>** - Not able to provide the relevant details after prompting	- Provides a real-life example but requires significant prompting to include relevant details (See Teacher Guide)	- Provides a real-life example that demonstrates understanding of the number value (See Teacher Guide)

Kindergarten Number Sense Assessment
Task Tracking Page

Student Name _____

Task/Skill	Date:		Date:		Date:		Comments
Identifies Numerals to 10							
Counts forward to 10							
Count back from 10							
Builds Sets of 8 with 1-1 tagging and conservation	Cons.	1-1	cons	1-1	Cons.	1-1	
Order numbers to Ten							
Matches quantity to numerals							
Subitize							
Decompose 10 in 3 ways							
Real-Life Example of 8							
Represents Number in 3 Ways							
Writes Numerals to 10							

Notes/Observations:

Number Sense will continue to develop over the school year. This data collection form could be used to track student progress over the school year. Teachers do not need to assess each item each term.

Kindergarten Number Sense Assessment
Class Observation Page

Student	Identifies Numerals to 10	Counts forward to 10	Count back from 10	Builds Sets 1-1 tagging and conservation		Order numbers to Ten	Matches quantity	Subitize	Decompose 10 in 3 ways	Real-Life Example of 8	Represents Number in 3 Ways	Writes Numerals to 10