

## Number Sense Rubric SNAP (Student Numeracy Assessment & Practice)

Competency	1 Student understanding and application of learning standard(s) is not evident	The student demonstrates some understanding and application of number sense	The student demonstrates proficient understanding and application of number sense	Teacher notes for demonstration of understanding and applications beyond proficiency
Communicating and Representing Picture Box	<ul> <li>Pictures do not show the value of the number</li> <li>Inaccurate</li> </ul>	<ul> <li>Pictures show some value in representing the number</li> <li>Partially accurate</li> </ul>	<ul> <li>Pictures are clearly communicated and represent the value of the number</li> <li>Accurate</li> </ul>	
Describe Picture	<ul> <li>Description and elaboration of pictorial representation is not evident</li> <li>Communication is not clear</li> </ul>	<ul> <li>Partial accuracy in describing and elaborating on pictorial representation</li> <li>Partially communicated</li> </ul>	<ul> <li>Accurately describes and elaborates on pictorial representation</li> <li>Clearly communicated</li> </ul>	
Expanded Form	The value of each digit is not evident	Partially accurate in demonstrating the value of each digit	Accurately demonstrates the value of each digit	
Understanding and Solving 3 Equations	Accurate grade appropriate operations are not evident	Accurately uses grade appropriate operations in one or two equations	Accurately uses grade appropriate operations in all three equations	
Connecting and Reflecting Real Life Connection	A real life example is not provided	A partial connection to a real life example is provided	<ul> <li>Connection to a real life example is provided</li> <li>Demonstrates understanding of the number value</li> </ul>	
Reflection	Simple reflections on mathematical thinking are not evident	Simple reflections on mathematical thinking are evident	Some insight on mathematical thinking is evident	
Reasoning and Analyzing Number Line	Incorrect estimate of placement of number on provided number line	Partially correct estimate of placement of number on provided number line	Correct estimate of placement of number on provided number line with benchmarks	
Counting Forwards and Backwards	Incomplete and inaccurate	Partially complete and accurate	Complete and accurate	