

# SD71- District Assessment

## Number Sense Rubric - Grade 3

### SNAP (Student Numeracy Assessment & Practice)

Competency	Emerging <i>The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.</i>	Developing <i>The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.</i>	Proficient <i>The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.</i>	Notes
<b>Communicating and Representing</b> <i>Picture Box</i>	<ul style="list-style-type: none"> <li>Pictures do not show the value of the number</li> <li>Inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>Pictures show some value in representing the number</li> <li>Partially accurate</li> </ul>	<ul style="list-style-type: none"> <li>Pictures are clearly communicated and represent the value of the number (e.g. base ten and/or symbols)</li> <li>Accurate</li> </ul>	
<i>Describe Picture</i>	<ul style="list-style-type: none"> <li>Description and elaboration of pictorial representation is not evident</li> <li>Communication is not clear</li> </ul>	<ul style="list-style-type: none"> <li>Partial accuracy in describing and elaborating on pictorial representation <b>AND/OR</b></li> <li>Partially communicated</li> </ul>	<ul style="list-style-type: none"> <li>Accurately describes and elaborates on pictorial representation (e.g. legend, key, or words)</li> <li>Clearly communicated</li> </ul>	
<i>Expanded Form</i>	<ul style="list-style-type: none"> <li>Emergent understanding of the value of digits in their place values</li> </ul>	<ul style="list-style-type: none"> <li>Partially accurate in demonstrating the value of each digit (e.g. <math>10+10+10+10+20+7</math>)</li> </ul>	<ul style="list-style-type: none"> <li>Accurately demonstrates the value of each digit (e.g. <math>60+7</math> or 6 tens, 7 ones)</li> </ul>	
<b>Understanding and Solving</b> <i>3 Equations</i>	<ul style="list-style-type: none"> <li>Emergent use of operations, two or more are not grade appropriate, and or accurate.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately uses grade appropriate operations in one or two equations (+1/+2 or -1/-2 is not grade appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>Accurately uses grade appropriate operations in all three equations with an attempt to use more than one operations (+,-)</li> </ul>	
<b>Connecting and Reflecting</b> <i>Real Life Connection</i>	<ul style="list-style-type: none"> <li>The example is not representative of the value (e.g. My soccer jersey is number 67)</li> <li>A real-life example is not provided.</li> </ul>	<ul style="list-style-type: none"> <li>A partial connection to a real-life example representing the value of the number.</li> <li>Partial understanding of the reasonableness (e.g. There are 67 trees in the Comox Valley)</li> </ul>	<ul style="list-style-type: none"> <li>Connection to a reasonable real-life example is provided</li> <li>Demonstrates understanding of the value of the number (e.g. There are 67 pages in my book I read at home)</li> </ul>	
<i>Reflection</i>	<ul style="list-style-type: none"> <li>With support, student is not yet able to reflect on their learning (e.g. I did not like it)</li> </ul>	<ul style="list-style-type: none"> <li>Can partially identify strengths and stretches</li> <li>e.g. "Everything was easy. Nothing was hard."</li> </ul>	<ul style="list-style-type: none"> <li>Can proficiently reflect on their learning, highlighting strengths and stretches. (e.g. "I feel confident with ____; ____ was challenging; my goal is ____")</li> </ul>	
<b>Reasoning and Analyzing</b> <i>Number Line</i>	<ul style="list-style-type: none"> <li>Emergent understanding of the placement of the number on a number line.</li> </ul>	<ul style="list-style-type: none"> <li>Partially correct estimate of placement of number on provided number line; benchmarks may be missing</li> </ul>	<ul style="list-style-type: none"> <li>Correct estimate of placement of number on provided number line with at least three benchmarks</li> </ul>	
<i>Counting Forwards and Backwards</i>	<ul style="list-style-type: none"> <li>Emergent understanding of place value, number sense, and/or skip counting with inconsistent mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>Partially complete and accurate, has more than one mistake in counting consistency.</li> </ul>	<ul style="list-style-type: none"> <li>Complete and accurate; demonstrates understanding but may include a minor recording error, as long as pattern carries on consistently afterwards.</li> </ul>	

Overall Proficiency Score:

Emerging

Developing

Proficient

Student Numeracy Assessment and Practice (SNAP)  
Adapted from SD33- Chilliwack- SNAP