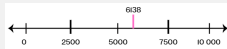


SD71- District Assessment

Number Sense Rubric - Grade 5

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
Communicating and Representing <i>Picture Box</i>	<ul style="list-style-type: none"> Pictures do not show the value of the number Inaccurate 	<ul style="list-style-type: none"> Pictures show some value in representing the number Partially accurate 	<ul style="list-style-type: none"> Pictures are clearly communicated and represent the value of the number (e.g. base ten and/or symbols) Accurate 	
<i>Describe Picture</i>	<ul style="list-style-type: none"> Description and elaboration of pictorial representation is not evident Communication is not clear 	<ul style="list-style-type: none"> Partial accuracy in describing and elaborating on pictorial representation AND/OR Partially communicated 	<ul style="list-style-type: none"> Accurately describes and elaborates on pictorial representation (e.g. legend, key, or words) Clearly communicated 	
<i>Expanded Form</i>	<ul style="list-style-type: none"> Emergent understanding of the value of digits in their place values 	<ul style="list-style-type: none"> Partially accurate in demonstrating the value of each digit (ex. $6000 + 100 + 38$) 	<ul style="list-style-type: none"> Accurately demonstrates the value of each digit (e.g. $6000 + 100 + 30 + 8$) etc. OR 6 thousands, 1 hundreds, 3 tens, 8 ones etc.) 	
Understanding and Solving <i>3 Equations</i>	<ul style="list-style-type: none"> Emergent use of operations, two or more are not grade appropriate, and or accurate. 	<ul style="list-style-type: none"> Accurately uses grade appropriate operations in one or two equations ($+1/+2$ or $-1/-2$ is not grade appropriate) 	<ul style="list-style-type: none"> Accurately uses grade appropriate operations in all three equations with use of multiple operations ($+/-x/$) 	
Connecting and Reflecting <i>Real Life Connection</i>	<ul style="list-style-type: none"> The example is not representative of the value (ex. <i>my house number is 6138</i>) A real-life example is not provided. 	<ul style="list-style-type: none"> A partial connection to a real-life example representing the value of the number. Partial understanding of the reasonableness (ex. <i>There are 6138 trees in the Comox Valley</i>) 	<ul style="list-style-type: none"> Connection to a reasonable real-life example is provided Demonstrates understanding of the number value (e.g. <i>6138 leaves on a medium tree shows understanding</i>) 	
<i>Reflection</i>	<ul style="list-style-type: none"> With support, student is not yet able to reflect on their learning. (ex. <i>I did not like it</i>) 	<ul style="list-style-type: none"> Can partially identify strengths and stretches e.g. <i>"Everything was easy. Nothing was hard."</i> 	<ul style="list-style-type: none"> Can proficiently reflect on their learning, highlighting strengths and stretches. e.g. <i>"I feel confident with ____; ____ was challenging; my goal is ____"</i> 	
Reasoning and Analyzing <i>Number Line</i>	<ul style="list-style-type: none"> Emergent understanding of the placement of the number on a number line. No benchmarks and/or lack of accuracy of number placement. 	<ul style="list-style-type: none"> Partially correct estimate of placement of number on provided number line; benchmarks may be missing. 	<ul style="list-style-type: none"> Correct estimate of placement of number on provided number line with at least three benchmarks 	
<i>Counting Forwards and Backwards</i>	<ul style="list-style-type: none"> Emergent understanding of place value, number sense, and/or skip counting with inconsistent mistakes. 	<ul style="list-style-type: none"> Partially complete and accurate, has more than one mistake in counting consistency. 	<ul style="list-style-type: none"> Complete and accurate; demonstrates understanding but may include a Minor recording error is ok, as long as pattern carries on consistently afterwards. 	

Overall Proficiency Score:

Emerging

Developing

Proficient

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