

Kindergarten Number Sense SNAP

Name: _____

<p>Build the number. One or Two More or Less</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: left;"> $+ 1 =$ $- 1 =$ </div> <div style="text-align: left;"> $+ 2 =$ $- 2 =$ </div> </div>	<p>Represent and subitize the number in three ways.</p>
<p>Decompose the number in three ways.</p> 	<p>Benchmarks of five and ten.</p> <div style="border: 1px solid black; width: 150px; height: 40px; margin: 10px auto; display: flex; flex-wrap: wrap;"> <div style="width: 50%; height: 20px;"></div> <div style="width: 50%; height: 20px;"></div> </div> <div style="border: 1px solid black; width: 150px; height: 40px; margin: 10px auto; display: flex; flex-wrap: wrap;"> <div style="width: 50%; height: 20px;"></div> <div style="width: 50%; height: 20px;"></div> </div> <p style="margin-top: 20px;">Tell me where you would be able to see _____ of something in your world.</p>

Circle the number on the number path (or line).



Grade 1 Number Sense SNAP

Name: _____

Count forward by 1, 2, 5, or 10 from the number.

Draw a picture to represent the number.

Show the number that is one more or less or two more or less.

Draw the number on the ten frames.

Count backward from _____.

Decompose the number to make three equations.

Talk about a real-life example that shows the value of the number.

Show the quantity on the number path (or line).

0
20

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SNAP for 0–100

SNAP

Number Sense

0–100

Name: _____

Date: _____

	<p>Show the value of the number.</p>	<p>Describe your picture.</p>	
			<p>Count backward by _____ from the number.</p>
			<p>Count forward by _____ from the number.</p>
			<p>Count backward by _____ from the number.</p>
			<p>Count forward by _____ from the number.</p>
			<p>Count backward by _____ from the number.</p>
			<p>Count forward by _____ from the number.</p>
			<p>Count backward by _____ from the number.</p>
			<p>Count forward by _____ from the number.</p>
			<p>Count backward by _____ from the number.</p>

Show where the number falls on the number line.

0

100

Reflect

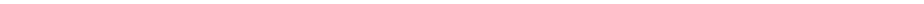
SNAP

Number Sense

0–1,000

[illegible]

Show where the number falls on the number line.



A horizontal number line with a vertical tick mark at the left end labeled '0' and a vertical tick mark at the right end labeled '1,000'.

Reflect

SNAP for 0–10,000

SNAP

Number Sense

0–10,000

Name: _____

Date: _____

<div>Count forward by _____ from the number.</div>	<div>Show the value of the number.</div>	<div>Describe your picture.</div>	<div>Count backward by _____ from the number.</div>		
	<div>Create three equations that equal the number.</div>	<div>Show the number in expanded form.</div>			
					<div>Create a real-life example that shows the value of the number.</div>

Show where the number falls on the number line.

0

10,000

Reflect

SNAP for 0–100,000

SNAP

Number Sense

0–100,000

Name: _____

Date: _____

<div>Count forward by _____ from the number.</div>	<div>Show the value of the number.</div>	<div>Describe your picture.</div>	<div>Count backward by _____ from the number.</div>		
	<div>Create three equations that equal the number.</div>	<div>Show the number in expanded form.</div>			
		<div>Create a real-life example that shows the value of the number.</div>			

Show where the number falls on the number line.

0

100,000

Reflect

SNAP

Number Sense

Count forward
by _____
from the number.

Show the value of the number.

Describe your picture.

Create three equations
that equal the number.

Create a real-life
example that shows the
value of the number.

Show the number in
expanded form.

Count backward
by _____
from the number.

Show where the number falls on the number line.

Reflect

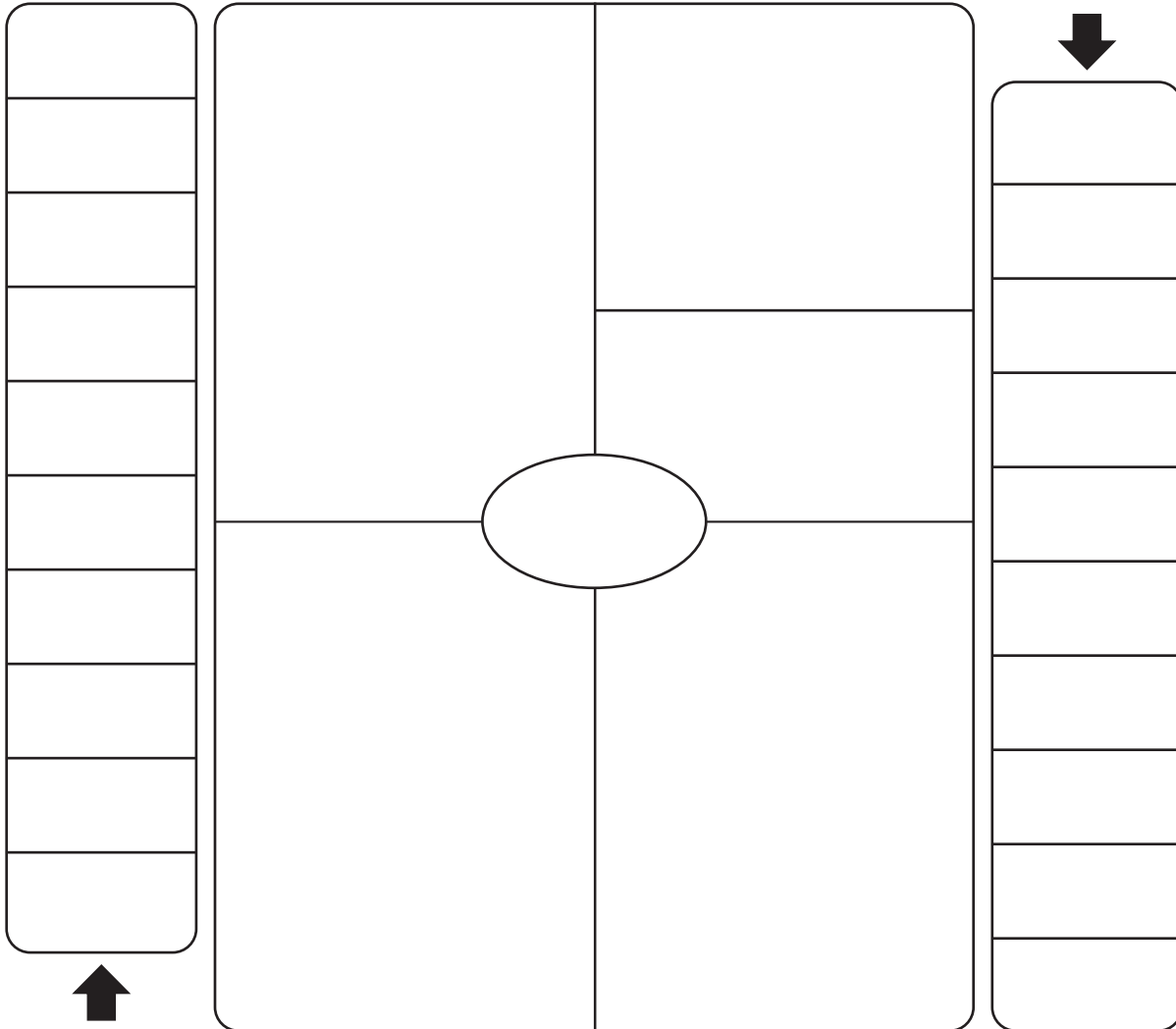
Blank SNAP

SNAP

Number Sense

Name: _____

Date: _____



The diagram consists of a central square divided into four quadrants by a horizontal and vertical line. In the center of the square is a circle. To the left of the square is a vertical column of 10 empty rectangular boxes. To the right of the square is another vertical column of 10 empty rectangular boxes. An upward-pointing arrow is located below the left column, and a downward-pointing arrow is located above the right column.

SNAP Number Sense Rubric				
Competency	1—Emerging <i>Student understanding and application of learning standards are not evident.</i>	2—Developing <i>The student demonstrates some understanding and application of number sense.</i>	3—Applying <i>The student demonstrates proficient understanding and application of number sense.</i>	4—Extending <i>The student demonstrates insightful understanding and application.</i>
Conceptual understanding <i>Picture box</i>			<ul style="list-style-type: none"> Picture clearly communicates and represents the value of the number Accurate 	
<i>Describe picture</i>			<ul style="list-style-type: none"> Accurately describes and elaborates on pictorial representation Clearly communicates 	
Procedural fluency <i>Expanded form</i>			<ul style="list-style-type: none"> Accurately demonstrates the value of each digit 	
<i>Counting forward and backward</i>			<ul style="list-style-type: none"> Complete and accurate 	
Strategic competence <i>Real-life connection</i>			<ul style="list-style-type: none"> Provides connection to a real-life example Demonstrates understanding of the number value 	
<i>Three equations</i>			<ul style="list-style-type: none"> Accurately uses grade-appropriate operations in all three equations 	
Adaptive reasoning <i>Number line</i>			<ul style="list-style-type: none"> Correctly estimates placement of number on provided number line with benchmarks (justification) 	
Productive disposition <i>Reflection</i>			<ul style="list-style-type: none"> Some insight on mathematical thinking evident Evidence of self-efficacy in response 	
Cut Scores:	0—7: Emerging	8—12: Developing	13—16: Applying	16—20: Extending

SNAP Number Sense Class Profile

Teacher: _____ Year: _____ Doorway question: _____

<div>Conceptual understanding</div> <div>Picture box and description picture</div> <div>Not evident Proficient</div>	<div>Procedural fluency</div> <div>Expanded form and counting forward and backward</div> <div>Not evident Proficient</div>	<div>Strategic competence</div> <div>Real-life connection and three equations</div> <div>Not evident Proficient</div>	<div>Adaptive reasoning</div> <div>Number line</div> <div>Not evident Proficient</div>	<div>Productive disposition</div> <div>Reflection</div> <div>Not evident Proficient</div>
<div>Whole-class instruction</div>	<div>Small-group instruction</div>	<div>Individual instruction</div>		