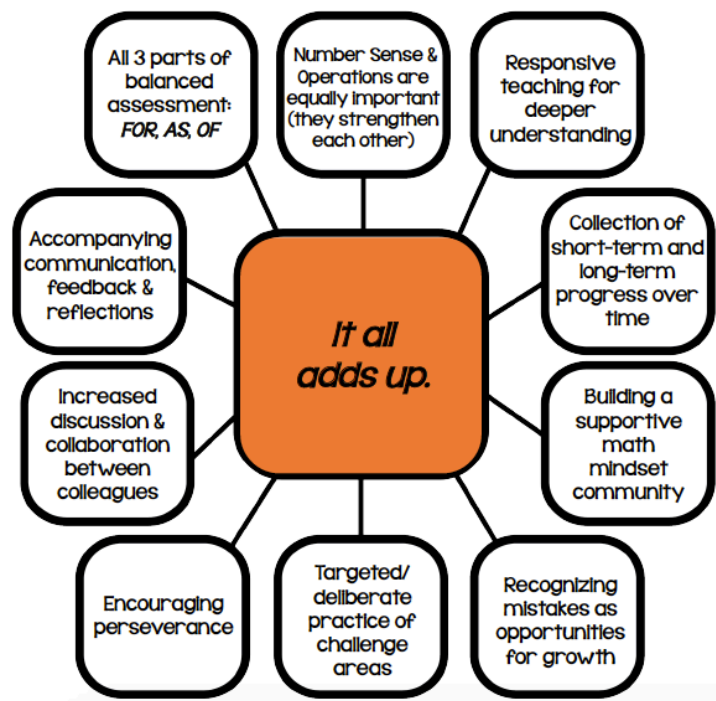




SNAP is a unique, student-friendly assessment and practice tool that enhances any balanced math program. The templates and rubrics are simple, straightforward and provide a clear snapshot of learning evidence. However, effective and authentic “21st Century” assessment extends far beyond gathering data on paper. SNAP can inform the rest of the learning process and drive the purposeful, responsive action needed to guide students down the path to mathematical proficiency.



## Large Scale Data:

Baseline data below from our district wide implementation in 2016/17 shows that we have work to do! The good news is that we now know what exactly it is that our students can or can't do – and we can plan our instruction and interventions accordingly.

*Pilot results from classrooms using SNAP/ANIE\* combined with a balanced approach to math instruction produced significantly improved results on the FSA as a trend over time.*  
*\*The ANIE is a numeracy assessment that is philosophically aligned with the SNAP*




## Student Numeracy Assessment & Practice

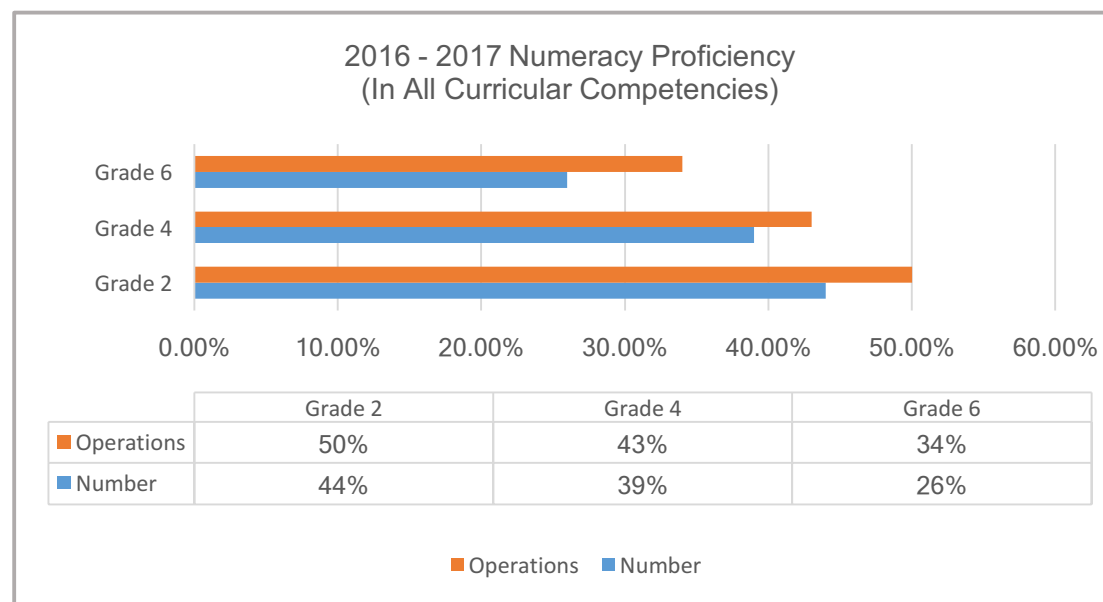
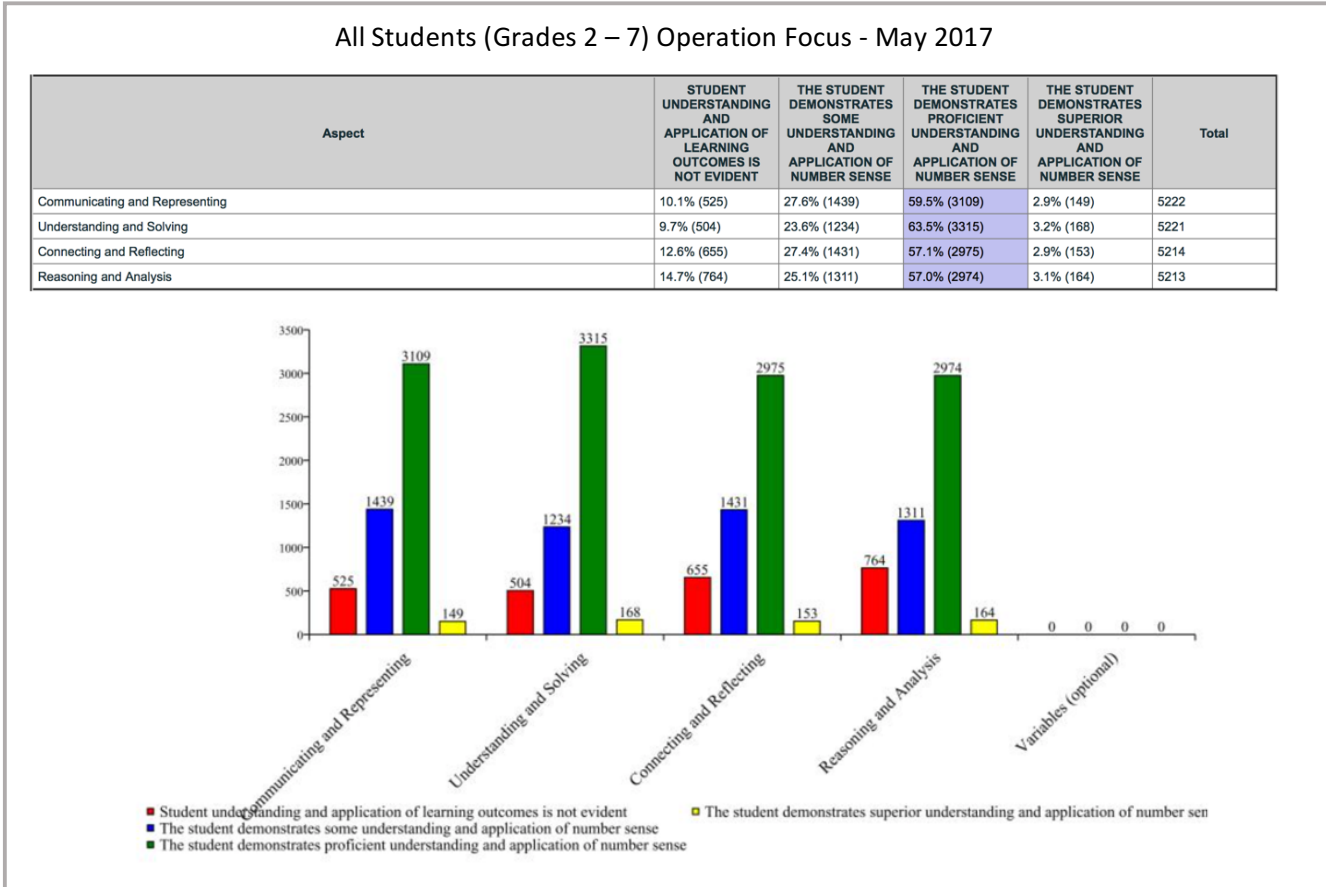
The SNAP is the result of years of hard work by a team of dedicated educators in the Chilliwack School District. This new district Numeracy Assessment was implemented for grades 2 – 7 in the 2016/17 school year. SNAP aligns with the new BC Curriculum and supports all three types of assessment – **For** (formative), **Of** (summative) and **As** (students learn from the assessment).

SNAP stands for Student Numeracy Assessment & Practice. We believe it important to include the term “practice” in the title as the idea of practice supports a spiraling approach to teaching and assessing numeracy skills. The SNAP is an assessment that can be used over and over again – to build student fluency, confidence, comprehension and skills.

Visit our website below for more info.

 [snap.sd33.bc.ca](http://snap.sd33.bc.ca)

 #mathSNAP33





## What's on the website?

- Teacher Directions & Training Materials
- Number Sense & Operations Rubric
- Number Sense & Operations Templates grades 2 – 7 (English and French)
- Student Examples
- Recommended Resources
- Reproducible materials to support high yield routines

## Can I use this in my district?

Yes! Come and train with us! Our Helping Teachers will spend two days training your team on the use of the SNAP and providing hands on administration of the assessment with students in a classroom.

Visit the SNAP website to access all the materials:  
[snap.sd33.bc.ca](http://snap.sd33.bc.ca)

## Paper Saving SNAP Resources:

In addition to the regular SNAP resources we have designed some extra special classroom tools...

**White board** – a 4' x 4' double sided foam core board that is finished as a white board. The Number Sense template is on one side and Operations on the other. A great classroom tool that can be used over and over.

**Laminated/white board posters** – double sided, laminated posters that 2 to 4 students can work on together. The Number Sense template is on one side and Operations is on the other - a great practice tool for students.

Chilliwack School District  
**SNAP**  
 Number Sense  
 Name: \_\_\_\_\_ Date: \_\_\_\_\_

Draw to represent the value of the number.  
 Write to describe your picture:  
 Write the number in expanded form:  
 Create 3 equations that equal the number:  
 Write a real life example that shows the value of the number:  
 Count backwards by \_\_\_\_\_ from the number:  
 Count forwards by \_\_\_\_\_ from the number:  
 Show where the number belongs on the number line.

Communicating & Representing 1 2 3  
 Drawing, description, expanded form

Understanding & Solving 1 2 3  
 3 equations

Connecting & Reflecting 1 2 3  
 Real-life

Reasoning & Analyzing 1 2 3  
 Skip counting & number line

Practice Student Numeracy Assessment and Practice (SNAP)

Template

Chilliwack School District  
**SNAP**  
 Number Sense  
 Name: \_\_\_\_\_ Date: \_\_\_\_\_

Draw a picture to represent the number:  
 Write to describe your picture:  
 Write the number in expanded form:  
 Create 3 equations that equal the number:  
 Write a real life example that shows the value of this number:  
 Count backwards by 4 from the number:  
 Count forwards by 7 from the number:  
 Place the number on the line below, so that you can show how it fits.

2876  
2872  
2868  
2864  
2860  
2856  
2852  
2848  
2844  
2840  
2836  
2832  
2828  
2824  
2820  
2816  
2812

2000 + 800 + 40 + 4 = 2844  
 I HAVE 2844 MARBLES BUT I LOST 108 THEN I GOT IT BACK  
 $2000 \times 2 + 844 = 4844$   
 $2844 - 4000 = -1156$   
 $+800 \times 1 + 44 = 2844$   
 $844 \times 1 + 3000 - 1000 = 2844$

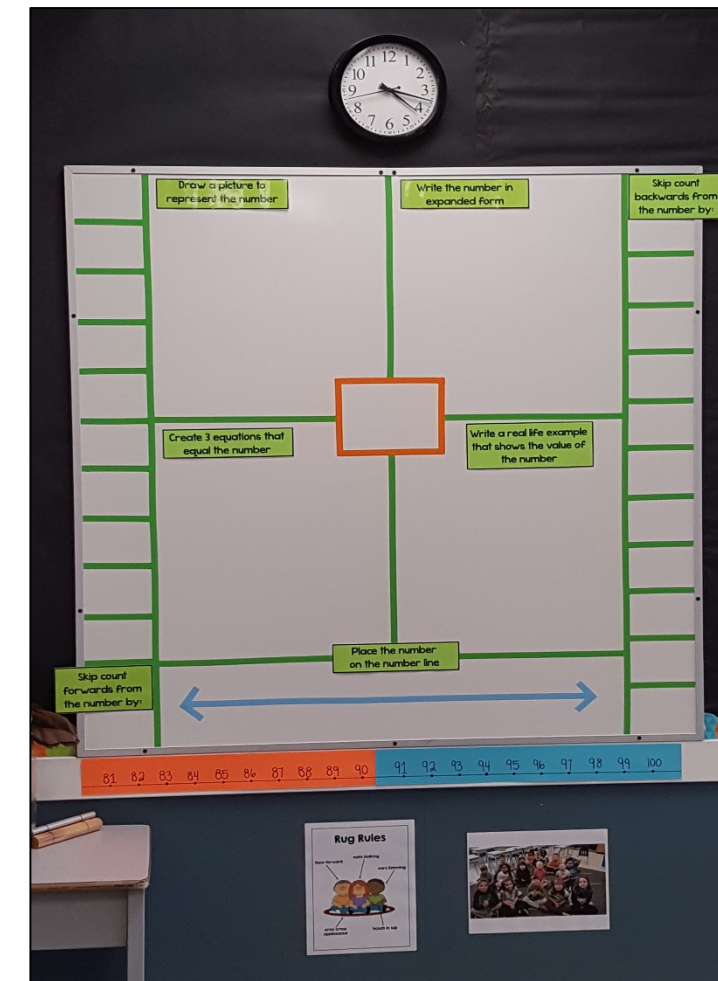
2844

0 2500 5000 7500 10000

Reasoning & Analyzing 1 2 3 4  
 Understanding & Solving 1 2 3 4  
 Communicating & Representing 1 2 3 4  
 Connecting & Reflecting 1 2 3 4  
 Total 1 2 3 4

Practice DRAFT Student Numeracy Assessment and Practice (SNAP) May 11, 2018

Exemplar



Chilliwack School District  
**Operations SNAP**  
 Name: \_\_\_\_\_ Date: \_\_\_\_\_

Operation: \_\_\_\_\_

Estimate – justify your thinking:  
 Represent - with a sketch or drawing:  
 Calculate:  
 Explain your sketch:  
 Write a Real Life Example or Word Problem:  
 Reflect:

Communicating & Representing 1 2 3  
 Entire assessment

Understanding & Solving 1 2 3  
 Entire assessment except reflection

Connecting & Reflecting 1 2 3  
 Real-life & reflection

Reasoning & Analyzing 1 2 3  
 Estimate

Student Practice Sheet Student Numeracy Assessment and Practice (SNAP) (Adapted from ANIE 2014)

Template

Chilliwack School District  
**SNAP (Student Numeracy Assessment & Practice)**  
 Operations Rubric

Competency	1 Student understanding and application of number operations is not evident	2 The student demonstrates some understanding and application of number operations	3 The student demonstrates proficient understanding and application of number operations	4 The student demonstrates superior understanding and application of number operations
<b>Communicating and Representing</b> Entire Assessment	• Communication (written, pictorial or symbolic) of understanding is not evident	• Communicates (written, pictorial or symbolic) limited understanding	• Communicates (written, pictorial or symbolic) clear understanding in multiple ways	• Communicates (written, pictorial or symbolic) insightful understanding in multiple ways
<b>Understanding and Solving</b> Draw & Calculate Boxes	• Strategies to solve the problem and show understanding are not evident	• Strategies to correctly solve the problem and show understanding are simple or limited	• Uses <b>grade appropriate</b> strategies to correctly solve the problem and show understanding	• Uses multiple strategies ( <b>some beyond grade expectations</b> ) to correctly solve the problem and show understanding
<b>Connecting and Reflecting</b> Real Life Example/ Word Problem	• Real life example and connections to mathematical concepts are not evident	• Real life example and connections to mathematical concepts are limited	• Real life example and connections to mathematical concepts are evident	• Real life example and connections to mathematical concepts are insightful
<b>Reflection</b>	• Simple reflections on mathematical thinking are not evident	• Simple reflections on mathematical thinking are evident	• Some insight on mathematical thinking is evident	• Insightful reflection on mathematical thinking is evident
<b>Reasoning and Analyzing</b> Estimate & Justify Box	• Estimation/mental math strategies and justification are not evident	• Estimation/mental math strategies and justification are simple	• Estimation/mental math strategies and justification are reasonable	• Estimation/mental math strategies are reasonable and justification is detailed

Student Numeracy Assessment and Practice (SNAP)

Rubric



Classroom teachers have been making their own tools using existing classroom whiteboards...



sd33.bc.ca  
 snap.sd33.bc.ca



#mathSNAP33  
 #sd33learns

