| Emerging | Developing | Addition - Proficient | | Extending |
|---|---|---|---|---|
| | | Guess | • I can guess which “friendly number” will be close to my the real answer<br><u>OR</u><br>• I can add together friendly numbers that are close to the real numbers to find a good guess. | |
| | | Draw | • I can draw my addition equation.<br>• I could draw base-ten blocks, tallies, a number line, a bar model, or any other picture that shows addition using the right numbers. | |
| | | Calculate | • I can add the numbers together to find the answer.<br>• I can show how I got the answer (writing the answer by itself isn’t enough!). | |
| | | Math Story | • I can write a three-part math story.<br>• I can show how many of something I started with, then how many more I got, and how many I had in the end. | |

| Emerging | Developing | Subtraction - Proficient | | Extending |
|---|---|---|---|---|
| | | **Estimate** | • I can use a strategy to change the numbers so they are “friendly,” then subtract to find my estimate (You might round one or both numbers, or use a different strategy).<br>  ○ Writing your estimate without showing how you found it is not enough. | |
| | | **Drawing and Explanation** | • I can show that I understand subtraction by using a drawing with the right numbers.<br>  ○ I could draw base-ten blocks, a bar model, number bonds, or another type of picture.<br>  ○ Just changing the numbers in the equation into base-ten blocks does not show subtraction.<br>• I can use words to explain what my drawing is showing. | |
| | | **Calculate** | • I can use any strategy I know to solve the subtraction problem.<br>• I can regroup when I need to.<br>• I can show all of my work and not just the answer.<br>• I can check my estimate to see if my answer makes sense. | |
| | | **Real Life/ Word Problem** | • I can write a real-life example that shows subtraction <u>OR</u><br>• I can write a word problem that shows subtraction.<br>• I can use the same numbers that we’re using for the rest of this SNAP. | |
| | | **Reflect** | • I can find something I was good at, something I found hard, and something I want to get better at (Strength, Stretch, Goal).<br>• I can think more deeply than “It was all easy,” “It was all hard,” or “I don’t know.” | |

| Emerging | Developing | Multiplication - Proficient | | Extending |
|---|---|---|---|---|
| | | **Estimate** | • I can use a strategy to change the numbers so they are “friendly,” then multiply to find my estimate (You might round or use a different strategy).<br>  ◦ Writing your estimate without showing how you found it is not enough. | |
| | | **Drawing and Explanation** | • I can show that I understand multiplication by using a drawing with the right numbers.<br>  ◦ I could draw base-ten blocks, a bar model, number bonds, or another type of picture.<br>  ◦ Just changing the numbers in the equation into base-ten blocks does not show multiplication.<br>• I can use words to explain what my drawing is showing. | |
| | | **Calculate** | • I can use any strategy I know to solve the multiplication problem.<br>• I can show all of my work and not just the answer.<br>• I can check my estimate to see if my answer makes sense. | |
| | | **Real Life/ Word Problem** | • I can write a real-life example that shows multiplication <u>OR</u><br>• I can write a word problem that shows multiplication.<br>• I can use the same numbers that we’re using for the rest of this SNAP. | |
| | | **Reflect** | • I can find something I was good at, something I found hard, and something I want to get better at (Strength, Stretch, Goal).<br>• I can think more deeply than “It was all easy,” “It was all hard,” or “I don’t know.” | |

| Emerging | Developing | Division - Proficient | | Extending |
|---|---|---|---|---|
| | | **Estimate** | • I can use a strategy to change the numbers so they are “friendly,” then divide to find my estimate (You might round or use a different strategy).<br>  ○ Writing your estimate without showing how you found it is not enough. | |
| | | **Drawing and Explanation** | • I can show that I understand division by using a drawing with the right numbers.<br>  ○ I could draw base-ten blocks, a bar model, number bonds, or another type of picture.<br>  ○ Just changing the numbers in the equation into base-ten blocks does not show division.<br>• I can use words to explain what my drawing is showing. | |
| | | **Calculate** | • I can use any strategy I know to solve the division problem.<br>• I can show all of my work and not just the answer.<br>• I can check my estimate to see if my answer makes sense. | |
| | | **Real Life/ Word Problem** | • I can write a real-life example that shows division <u>OR</u><br>• I can write a word problem that shows division.<br>• I can use the same numbers that we’re using for the rest of this SNAP. | |
| | | **Reflect** | • I can identify something specific that I was good at, something that was challenging, and something I want to work on (Strength, Stretch, Goal) <u>OR</u> I can write in detail about why I chose a particular strategy or how I solved a difficult problem.<br>• I can think more deeply than “It was all easy,” “It was all hard,” or “I don’t know.” | |

| Emerging | Developing | Decimal Multiplication - Proficient | | Extending |
|---|---|---|---|---|
| | | **Estimate** | • I can use a strategy to change the numbers so they are “friendly,” then multiply to find my estimate (You might round or use a different strategy).<br>  ○ Writing your estimate without showing how you found it is not enough. | |
| | | **Drawing and Explanation** | • I can show that I understand multiplication with decimals using a drawing.<br>  ○ I could draw base-ten blocks, a bar model, number bonds, or another type of picture.<br>  ○ Just changing the numbers in the equation into base-ten blocks does not show multiplication.<br>• I can use words to explain what my drawing is showing. | |
| | | **Calculate** | • I can use any strategy I know to solve the multiplication problem.<br>• I can show all of my work and not just the answer.<br>• I can check my estimate to see if my answer makes sense (check the decimal places!). | |
| | | **Real Life/ Word Problem** | • I can write a real-life example that shows multiplication OR<br>• I can write a word problem that shows multiplication.<br>• I can use the same numbers that we’re using for the rest of this SNAP. | |
| | | **Reflect** | • I can identify something specific that I was good at, something that was challenging, and something I want to work on (Strength, Stretch, Goal) OR I can write in detail about why I chose a particular strategy or how I solved a difficult problem.<br>• I can think more deeply than “It was all easy,” “It was all hard,” or “I don’t know.” | |

| Emerging | Developing | Percent of a Number - Proficient | | Extending |
|---|---|---|---|---|
| | | **Estimate** | • I can use logical reasoning or an estimation strategy to find an estimate.<br>• I can clearly explain how I found my estimate.<br>  ○ Writing your estimate without showing how you found it is not enough. | |
| | | **Drawing and Explanation** | • I can draw a visual representation of the percent of a number.<br>  ○ I could draw a number line, a pie chart, a ratio table, or another type of picture.<br>  ○ Just changing the numbers in the equation into base-ten blocks does not show this concept.<br>• I can use words to explain what my drawing is showing. | |
| | | **Calculate** | • I can use any strategy I know to find the solution to the problem.<br>• I can show all of my work and not just the answer.<br>• I can check my estimate to see if my answer makes sense. | |
| | | **Real Life/ Word Problem** | • I can write a real-life example OR a word problem that demonstrates this concept.<br>• I can use the same numbers that we're using for the rest of this SNAP. | |
| | | **Reflect** | • I can identify something specific that I was good at, something that was challenging, and something I want to work on (Strength, Stretch, Goal) OR I can write in detail about why I chose a particular strategy or how I solved a difficult problem.<br>• I can think more deeply than "It was all easy," "It was all hard," or "I don't know." | |