Kindergarten Student Numeracy Assessment and Practice (SNAP)
Teacher Guide

What is the SNAP?

The Student Numeracy Assessment and Practice (SNAP) is the Chilliwack district numeracy assessment for all students in grades 2 – 7. It was created by a group of Chilliwack educators and has been used in all grades 2 – 7 classes since September 2016. In September 2017, after participating in Christina Tondevold's Number Sense 101 course, a group of Chilliwack teachers created and piloted Kindergarten and Grade 1 SNAPs.

The SNAP is a unique assessment; not only is it a measurement of achievement, but it is **intended to be used as a practice tool throughout the entire year.** The data it provides should be used to **inform and guide instructional planning**. If only used as a summative assessment, the SNAP will not help in achieving one of our main goals, which is to improve students' proficiency in number sense and operations.

The Kindergarten and Grade 1 SNAPs are one-page assessments that focus on the foundational skill of Number Sense. They complement any balanced math program and quickly provide teachers the information they need for responsive planning and instruction.

SNAP is fully aligned with the BC Curricular Competencies in math. Each area of the assessment is connected to a particular competency, and the competencies are built right into the grading rubric. It is a good idea to participate in collaborative marking with colleagues to help establish common expectations.

How to Effectively use the SNAP

SNAP practice does not always need to be on the SNAP templates; in fact, once areas of need are identified, most number sense practice will happen through other strategies, such as daily high yield number sense routines (e.g. number talks, count around the circle) and whole or small-group instruction. Explore the Recommended Links for sites that support the teaching and learning of early number sense.

Kindergarten Learning Standards

Students will focus on Number Concepts to 10. The focus of each term is on a different number. For example:

Term 1 The number 4
Term 2 The number 6
Term 3 The number 9

Administering the Kindergarten SNAP

Suggested Prompts of Questions to check for student understanding.
The Kindergarten SNAP is a one-on-one assessment. The teacher will record students' thinking. Each section can be done separately or in a short interview style.

NUMERAL (CENTRE)

1- Write or show the numeral of the number you are using for this assessment. Ask the student "What number is this".
If they do not know, tell them.
**Term 3- Ask to see if the student can write the number independently. If not then have them pick out the digit from a group of random ones to see if they can identify the digit.*

BUILD THE NUMBER. ONE/TWO MORE/LESS

1- Ask the student to show you/count out _____ number of objects.
2- Ask the student to point and count how many they have.
   - *Listen for verbal and object counting.*
   - *Can the student count out the requested number?*
   - *Is there one to one tagging e.g does the child count each object and tag it with a number? Or do they count faster than they touch the objects.*
3- After the student has counted the objects, move the objects around and ask how many are there?
   - *Does the child have conservation of number? E.g. If the student needs to count the objects again they do not have conservation of numbers (they don't trust the count)*

4- Ask the student- “If I have ____ and I added one more, how many would I have?”
Ask the student- “If I have ____ and I added two more, how many would I have?”
    - *Check to see if student can do so mentally or if they still need concrete models to answer. Needing manipulatives does not indicate that they are not meeting.*
5- Ask the student- “If I had one less than _____(if I took one away from _____), how many would I have?”
Ask the student- “If I had two less than _____(if I took two away from _____), how many would I have?”
    - *Check to see if student can do so mentally or if they still need concrete models to answer. Needing manipulatives does not indicate that they are not meeting.*

REPRESENT AND SUBITIZE THE NUMBER IN 3 WAYS

*****This section can be demonstrated in a variety of ways. You could ask the students to write the number in 3 different ways or use a familiar worksheet where they can represent their thinking. Subitizing cards that you work with in class can be used or the provided subitizing mats could be utilized for the appropriate term. The following instructions are if you use the provided sheets.

1- Have the student represent the given number on the **All About_____**. Check to see if they are able to represent the number in a variety of ways.
2- Ask the students to point out where they see _____ of something on the page. Using the subitizing mats for dots/dice/tallies/ten frames/fingers. (Or use subitizing cards of your choosing) Show the student the page and see if they are able to pick out the correct amount without counting one by one. Recognizing within 3-4 seconds is about average.

DECOMPOSE THE NUMBER IN 3 WAYS

**This section could be completed using a variety of part-part whole mats or bags. Later in the year if students may even use number sentences to represent decomposition, however it is important to ensure that students have a solid grasp of the concrete amount of the numeral and have not just memorized equations.*

1- Have the student count the amount of objects out and place on mat or in bag.
2- Ask the students to break apart/decompose the amount in 3 ways.
    - *As the student uncovers a way to decompose the teacher can either record their thinking or they can record the number sentence. It will depend on the time of year and the student’s confidence with numbers.*

BENCHMARKS OF 5 AND 10

1- Ask the student to place the number of objects in a ten frame or draw the amount of objects in a ten frame.
2- Next, ask the student “How can I make it 10?”
3- Next, ask the student “How can I make it 5?”
    - *If using the All About____ sheet you could prompt them after then have filled in the ten frame section.*

REAL LIFE EXAMPLE OF NUMBERS IN YOUR WORLD

1- Ask the student “Where would you see _____ of something in the world?
    - *The answer should indicate that the student understands the quantity of the number and not just noticing digits in the environment. For example – My address is 1234 Bluebird Ln. would not be an appropriate answer but There are 5 people in my family would indicate understanding.*

NUMBER PATH

1- Ask the student to show the number on the Number Path.
2- Students should colour in or circle the number as a group, not all separate boxes spread apart.

Acknowledgements

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