



Foundational Lessons for Accelerating Math Education (FLAME) Unit Assessments

Purpose

Foundational Lessons for Accelerating Math Education (FLAME) provides teachers with tools to build, track, and support the development of grade-level math fluency for students in grades K-5. Materials are organized into three units per grade level. Each unit provides teachers with various activities designed to support the development of the expected [fluency skills](#) at each grade level. Units also include guidance to help teachers identify students whose skills are fluent, progressing, or emerging. Each unit provides parent reports explaining how families can support their child's learning.

FLAME unit assessments provide opportunities for students to apply skills and fluency built throughout the use of FLAME lessons. These assessments also provide opportunities for students to explain their thinking and processes to give teachers a deeper understanding of the student's knowledge and more information to make informed decisions about next steps for the student. FLAME unit assessment items along with the formative assessments included in each unit, can be used to track students' progress toward fluency.

Teachers should anticipate that some of their students will need additional practice with the skills beyond what is provided through the activities. By using the data collected through daily formative assessments and unit assessments and growing understanding of fluency development, teachers have the power to ensure that their students will build grade-appropriate [fluency skills](#).

Manipulatives

All students in kindergarten through Grade 1 should be allowed to use manipulatives on all FLAME unit assessments. Additionally, any student at any grade who has documented accommodations to use manipulatives should be allowed to use them on FLAME unit assessments. Beyond Grade 1, please see the rubric for the assigned question for guidance on manipulatives.

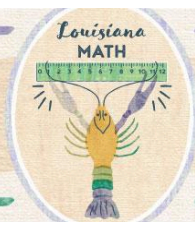
Scoring and Next Steps

If students score in the beginning range on any standard on the FLAME unit assessment please review FLAME activities for that standard with the students and readminister the FLAME unit assessment at the appropriate time for the student.

If you have additional questions or feedback on these assessments, please do not hesitate to contact the Louisiana Math team at STEM@la.gov.

Louisiana's Math Pillars





FLAME Kindergarten Unit 3 Assessment

Item 1

Part A

T: Count to 100 by ones.

Part B

T: Count to 100 by tens.

Standard: K.CC.A.1 Count to 100 by ones and tens.

Rubric

Consistent - Student's performance demonstrates they are showing **consistent** understanding of the standard.

- The student accurately counts to 100 by ones

AND

- by tens.

Progressing - Student's performance demonstrates they are **progressing** toward understanding the standard.

- The student accurately counts to 100 by either ones

OR

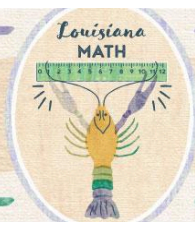
- by tens

BUT

- may struggle with counting within the other sequence.

Beginning - Student's performance demonstrates that they are **beginning** to understand the standard.

- The student shows evidence of beginning to understand counting to 100 by ones and tens but skips or repeats numbers often, resulting in an inaccurate count.



Item 2

Materials: 10 counters; 2 sheets of paper

Part A

T: Pretend my cubes are cookies. I have 5 cookies. I want to share them with two friends. Pretend each sheet of paper is a plate for each friend. Use your cubes to show how I can share my 5 cookies with 2 friends.

S: Decomposes 5 into any acceptable pair (1,4; 2,3.)

Part B

T: Now I have 10 cookies. I want to share them with two friends. Pretend each sheet of paper is a plate for each friend. Use your cubes to show how I can share my 10 cookies with 2 friends.

S: Decomposes 10 into any acceptable pair (1,9; 2,8; 3,7; 4,6; 5,5.)

Standard: K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

Rubric

Consistent - Student's performance demonstrates they are showing **consistent** understanding of the standard.

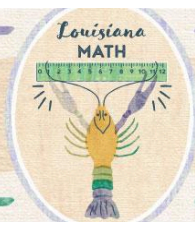
- The student accurately decomposes the total each time.

Progressing - Student's performance demonstrates they are **progressing** toward understanding the standard.

- The student accurately decomposes the total one time.

Beginning - Student's performance demonstrates that they are **beginning** to understand the standard.

- The student does not decompose the total.



Item 3

5-group Cards Fluency Template

Part A

T: (Show the student the 3 dot card.) When you have counted the dots, tell me how many dots you see.

S: 3

T: How many empty spaces?

S: 7

T: If we were to fill in the empty space, how many dots would we have?

S: 10

T: Write an addition sentence on your whiteboard to match what you've just done.

S: 3 and 7 make 10 (writes $3+7=10$.)

Part B

T: (Show the student the 6 dot card.) When you have counted the dots, tell me how many dots you see.

S: 6

T: How many empty spaces?

S: 4

T: If we were to fill in the empty space, how many dots would we have?

S: 10

T: Write an addition sentence on your whiteboard to match what you've just done.

S: 6 and 4 make 10 (writes $6+4=10$.)

Standard: K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

Rubric

Consistent - Student's performance demonstrates they are showing **consistent** understanding of the standard.

- The student accurately counts the number of dots on the card

AND

- accurately finds the number that makes 10

AND

- records the answer with an equation **each** time.

Progressing - Student's performance demonstrates they are **progressing** toward understanding the standard.

- The student accurately counts the number of dots on the card

AND

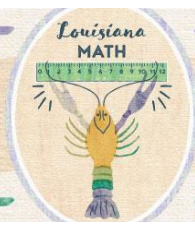
- accurately finds the number that makes 10

AND

- records the answer with an equation **one** time.

OR

- The student accurately finds the number that makes 10 **without** recording the answer with an equation **each** time.



Beginning - Student's performance demonstrates that they are **beginning** to understand the standard.

- The student accurately counts the number of dots on the card

BUT

- The student does not find the number that makes 10

AND

- does not record the answer with an equation.

Item 4

Part A

T: (Draw 2 squares and 1 circle.) How many shapes are there?

S: 3 shapes.

T: How many are squares?

S: 2.

T: How many circles are there?

S: 1.

T: Draw a number bond to tell about my shapes.

S: (Write the number bond using drawings or numerals.)

Part B

T: (Draw 5 circles.) How many circles are there?

S: 5 circles.

T: (Cross out 3 circles.) How many circles did I take away?

S: 3.

T: How many circles are left?

S: 2.

T: Draw a number bond to tell about my circles.

S: (Write the number bond using drawings or numerals.)

Standard: K.OA.A.5 Fluently add and subtract within 5.

Rubric

Consistent - Student's performance demonstrates they are showing **consistent** understanding of the standard.

- The student accurately provides the parts and total **each** time.

AND

- The student accurately completes a number bond to match the equation **each** time.

Progressing - Student's performance demonstrates they are **progressing** toward understanding the standard.

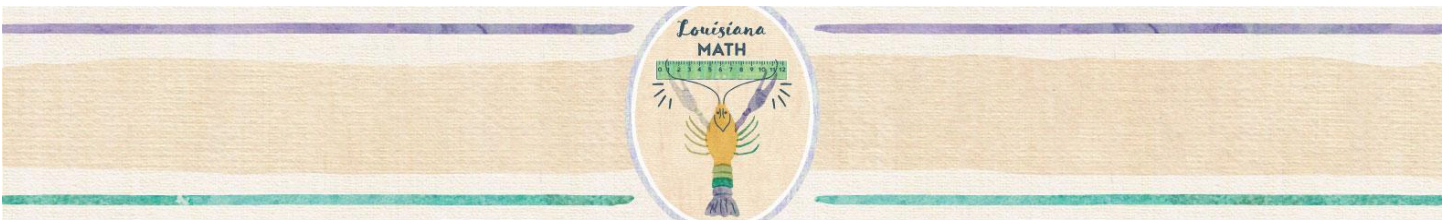
- The student accurately provides the parts and total **one** time.

AND

- The student accurately completes a number bond to match the equation **one** time.

Beginning - Student's performance demonstrates that they are **beginning** to understand the standard.

- The student does not provide accurate parts and total.



AND

- The student does not accurately complete a number bond to match the equation.