



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.

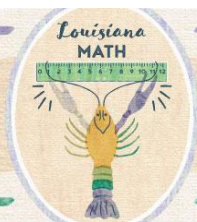
Scoring and Next Steps

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 1 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

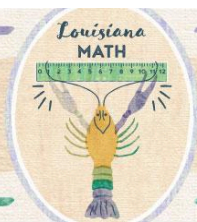
- by tens

BUT

- may struggle with counting within the one or both sequences.

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

T: I'm going to say a number. I want you to count up from that number all the way to 10 when I say "go."

Part A: "3...go!"

Part B: "6...go!"

Part C: "4...go!"

Standard: K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of beginning at 1).

Rubric

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

- The student accurately counts forward to 10 on **all** three prompts.

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

- The student accurately counts forward to 10 on at least **one** prompt.

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

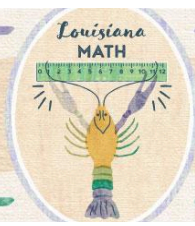
- The student is beginning to count forward

BUT

- is unable to complete any counting sequence to 10 correctly.

OR

- the student is unable to count forward from the beginning number.



Item 3

T: I'm going to say a number, and you'll write that number on your whiteboard.

Suggested Sequence:

5, 2, 7, 1, 0, 9, 3, 8, 4, 6, 10, 19, 11, 17, 20, 16, 14, 13, 15, 18, 12

Standard: K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Rubric

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

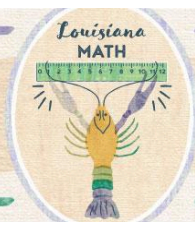
- The student writes all numbers 0-20 accurately.

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

- The student writes 50%-95% of numbers accurately.

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

- The student writes less than 50% of numbers accurately.



Item 4

Part A:

T: I'm going to place cubes in front of you (place 4 cubes in front of the student.) I want you to touch and count the cubes. Make sure you count out loud.

S: Counts the cubes.

T: How many cubes are there?

S: 4.

Part B:

T: I'm going to place cubes in front of you (place 7 cubes in front of the student.) I want you to touch and count the cubes. Make sure you count out loud.

S: Counts the cubes.

T: How many cubes are there?

S: 7.

Part C:

T: I'm going to place cubes in front of you (place 10 cubes in front of the student.) I want you to touch and count the cubes. Make sure you count out loud.

S: Counts the cubes.

T: How many cubes are there?

S: 10.

Standard: K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

Rubric

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

- The student accurately counts the cubes

AND

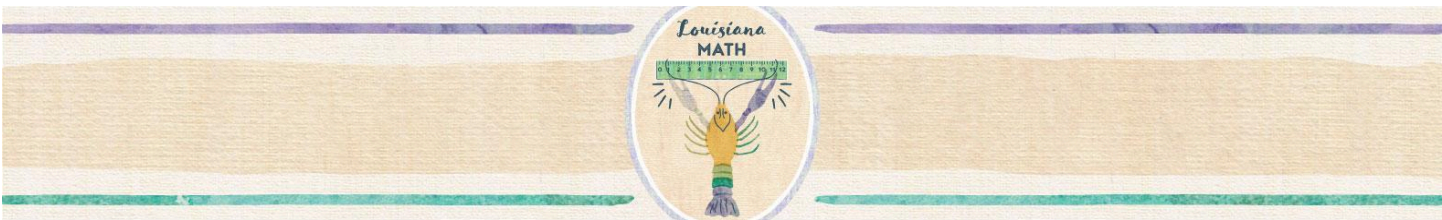
- states the accurate number of cubes in all three number sequences without recounting.

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

- The student accurately counts the cubes

AND

- states the accurate number of cubes in at least two of the number sequences. The student may have to recount when asked how many.



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

- The student is unable to demonstrate 1:1 correspondence when counting
- AND**
- does not provide an accurate count when asked how many.