

# Proficiency Scales

Language Arts  
Grade 3  
2020



SOUTHWESTERN UNION  
EDUCATION

## PROFICIENCY SCALES

**Proficiency scales serve as a starting point** for unit planning, creating assessments, delivering instruction, grading, and reporting progress, as well as making teaching visible to students and guiding their growth on the standards. Specifically, a proficiency scale is a continuum or learning progression that articulates distinct levels of knowledge and skills relative to specific standards. It shows teachers and students what proficiency looks like, what knowledge and skills students need to achieve proficiency, and how students might go beyond proficiency.

**A proficiency scale is composed of a series of levels** as follows:

**Score 3.0**—Heart of the proficiency scale; it defines the target content that teachers expect all students to know and be able to do. I CAN statements are provided for this level.

**Score 2.0**—Simpler content; it describes the foundational knowledge and skills that students will need to master before progressing to proficiency.

**Score 4.0**—Challenging content; it provides students the opportunity to go above and beyond expectations by applying their knowledge in new situations or demonstrating understanding beyond what the teacher teaches in class. A generic statement is provided for this level.

**Scores 1.0 and 0.0**—No specific content; 1.0 indicates that a student can demonstrate some knowledge or skill with help from the teacher, but not independently; 0.0 means that, even with help, a student cannot show any understanding. Generic statements are provided for these levels.

**Half-point Scores**—More precise measurement of knowledge and skills that is between two levels. Generic statements are provided for these levels.

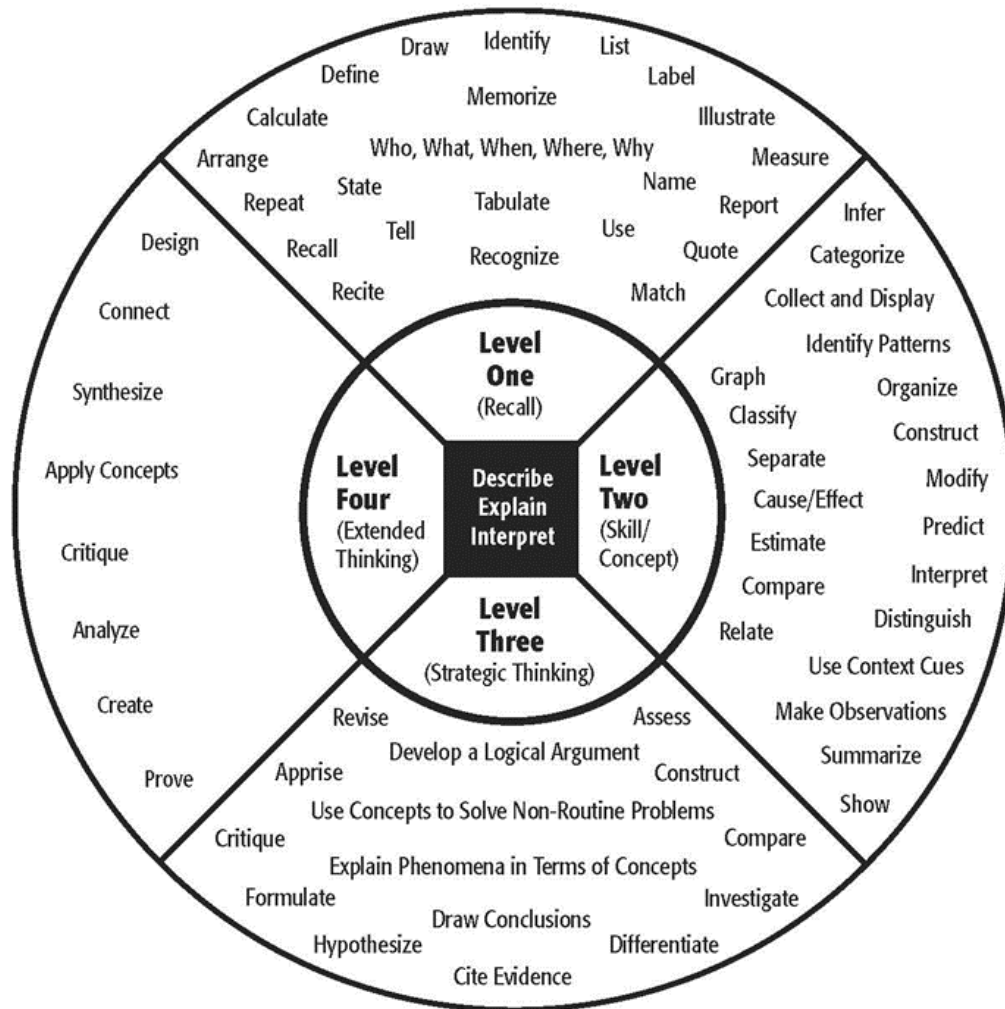
**Proficiency scales become** the centerpiece of communication and understanding in the classroom, as well as the common language for discussing learning between teacher and student.

**The proficiency scales are organized** according to the domains and strands in the NAD standards.

**The cognitive rigor or complexity of the 3.0 learning targets** has also been included, for it impacts the selection of instructional activities as well as assessment tasks. The Depth of Knowledge (DOK) model is generally used for this purpose, which is a taxonomy of four levels of cognitive demand. The levels are:

- **Level 1**—Recall
- **Level 2**—Skill/Concept
- **Level 3**—Strategic Thinking
- **Level 4**—Extended Thinking

# Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>

## **DISCIPLINARY TRANSFER GOALS**

There are a small number of overarching, long-term transfer goals in each subject area. They are meant to be integrated within and across grade-level instruction. Below are the transfer goals for language arts.

1. Demonstrate independence.
2. Build strong content knowledge.
3. Respond to the varying demands of audience, task, purpose, and discipline.
4. Comprehend as well as critique.
5. Value evidence.
6. Use technology and digital media strategically and capably.
7. Come to understand other perspectives and cultures.

# ESSENTIAL QUESTIONS AND BIG IDEAS for READING DOMAINS

3-5

## Reading Foundations, Literature and Informational Text

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**Essential Question:** How can we honor God when we read, reflect, and respond to a variety of texts?

**Big Idea:** We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.

## Writing

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**Essential Question:** How can we honor God when we write for a variety of purposes and audiences?

**Big Idea:** We honor God when we choose to write in ways that affirm the teachings in His Word.

## Speaking and Listening

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**Essential Question:** How does the ability to listen and speak effectively help us to better understand God, others, and ourselves?

**Big Idea:** The ability to listen and speak effectively in a variety of situations allows us to communicate information, ideas, and feelings to better understand God, others, and ourselves.



Subject: Language Arts		Domain: Reading/Reading Foundations	Grade: 3
		Strand: Phonics and Word Recognition	
<b>Standard:</b> LA.3.RF.1 Know the meaning of common prefixes and derivational suffixes; decode words with common Latin suffixes; decode multisyllabic words; read grade-appropriate irregularly spelled words (RF.3.3)			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none"><li>Know the meaning of the most common prefixes and derivational suffixes <b>DOK 2</b> <b>I can tell the meanings of most common prefixes and suffixes.</b></li><li>Decode words with common Latin suffixes <b>DOK 2</b> <b>I can read words with common Latin suffixes.</b></li><li>Decode multisyllable words <b>DOK 2</b> <b>I can read words with more than one syllable.</b></li><li>Read grade-appropriate irregularly spelled words <b>DOK 2</b> <b>I can read third grade words that aren't spelled the way they sound.</b></li></ul>		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Derivational, irregular, meaning, multisyllable, prefix, suffix, word</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Identify common prefixes and suffixes</li><li>Demonstrate grade-appropriate phonics and word analysis skills in isolation</li></ul>		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	

Score 0.0	Even with help, no success
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Subject: <b>Language Arts</b>	Domain: <b>Reading/Reading Foundations</b> Strand: <b>Fluency</b>	Grade: <b>3</b>
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**Standards:** LA.3.RF.2 Read on-level text with purpose and understanding; read on-level prose and poetry orally with accuracy, appropriate rate, and expression (RF.3.4a-b)  
LA.3.RF.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.3.4c)  
LA.3.RF.4 Use silent reading strategies

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Read grade-appropriate text with purpose and understanding <b>DOK 2</b> <b>I can read and understand third grade books.</b></li><li>Read grade-appropriate prose and poetry orally with accuracy, appropriate rate, and expression on successive readings <b>DOK 2</b> <b>I can read third grade books and poems aloud like a teacher would read them.</b></li><li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary <b>DOK 2</b> <b>I can use what I understand from my reading to help me figure out or correct words I am having trouble with.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Accuracy, confirm, context, expression, meaning, orally, poetry, prose, purpose, rate, self-correct, silent reading, text, word</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Describe the purpose for reading a grade-appropriate text</li><li>Read grade-appropriate prose and poetry orally with accuracy, appropriate rate, and expression using teacher-directed fluency strategies (<i>e.g., modeling, listening to recordings of others reading, recording and listening to self reading</i>)</li><li>Identify words that help to determine the meaning from context</li><li>Use silent reading strategies (<i>e.g., by following print during read-alouds, rereading texts</i>)</li></ul>	

	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Language Arts** Domain: **Reading/Literature, Informational Text** Grade: **3**  
Strand: **Key Ideas and Details**

**Standards:** LA.3.RL.1 Ask and answer questions, referring explicitly to the text, to demonstrate understanding (RL.3.1)  
LA.3.RI.1 Ask and answer questions, referring explicitly to the text, to demonstrate understanding (RI.3.1)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Ask and answer such questions to demonstrate understanding of grade-appropriate literature and informational texts (<i>e.g., referring explicitly to the text as the basis for the answers</i>) <b>DOK 2</b></li></ul> <b>I can ask and answer questions to show that I understand literature and informational texts that I am reading.</b>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Answer, ask, basis, detail, explicit, question, refer, text</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Answer teacher-provided questions to demonstrate understanding of key details in grade-appropriate literature and informational texts (<i>e.g., referring explicitly to the text as the basis for the answers</i>)</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Language Arts** Domain: **Reading/Literature, Informational Text** Grade: **3**  
Strand: **Key Ideas and Details**

**Standards:** LA.3.RL.2 Retell stories from diverse cultures and explain how the main idea(s) or lesson(s) is(are) conveyed through key details (RL.3.2)  
LA..3.RI.2 Determine the main idea and key details; explain how key details support the main idea (RI.3.2)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Explain how the central message, lesson, or moral of fables, folktales, and myths from diverse cultures is conveyed through key details in a grade-appropriate text <b>DOK 3</b> <b>I can figure out the lesson or morals of the stories that I read and explain that message using details from the story.</b></li><li>Explain how key details support the central idea of a grade-appropriate informational text <b>DOK 3</b> <b>I can talk about the most important details in the information I read and how they support the main idea.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Central idea, convey, culture, detail, diverse, fable, folktale, lesson, message, moral, myth, support, text</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Recount grade-appropriate stories, including fables, folktales, and myths from diverse cultures</li><li>Determine the central message, lesson, or moral of grade-appropriate fables, folktales, and myths from diverse cultures</li><li>Identify key details that support a teacher-provided central idea of a grade-appropriate informational text</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



**Subject: Language Arts**      **Domain: Reading/Literature, Informational Text**      **Grade: 3**  
**Strand: Key Ideas and Details**

**Standards:** LA.3.RL.3 Describe characters (e.g., traits, feelings, motivations) and explain their roles in the sequence of events (RL.3.3)  
LA.3.RI.3 Describe the relationship within a series of historical events, scientific ideas or concepts, or steps in technical procedures, using language that pertains to time, sequence, and cause/effect (RI.3.3)  
LA.3.RL.9 Make connections between a text and personal life experiences and other texts  
LA.3.RL.10 Make connections between a text and personal life experiences

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>Describe the characters in a grade-appropriate story (<i>e.g., their traits, motivations, or feelings</i>) and explain how their actions contribute to the sequence of events <b>DOK 2</b> <b>I can describe characters in stories and explain how their actions affect the story.</b></li> <li>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a grade-appropriate informational text (<i>e.g., using language that pertains to time, sequence, and cause/effect</i>) <b>DOK 3</b> <b>I can describe how some historical events, scientific ideas, or steps in a set of directions are related.</b></li> <li>Make connections between stories and personal life experiences <b>DOK 3</b> <b>I can tell how some of my experiences are similar to stories I read.</b></li> </ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <li><i>Action, cause/effect, character, concept, connection, contribute, event, experiences, feeling, historical, idea, motivation, procedure, relationship, scientific, sequence of events, series, story, technical, text, time, trait</i></li> </ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>Recognize or recall the character's traits, motivations, and/or feelings from a grade-appropriate story</li> <li>Recognize or recall events, ideas, concepts, or steps in a grade-appropriate</li> </ul>	

	<p>informational text as they relate to time or sequence</p> <ul style="list-style-type: none"> <li>• Map connections between a series of events, ideas, concepts, or steps in a grade-appropriate informational text using a teacher-provided template or graphic organizer (<i>e.g., complete a graphic organizer template to show the connection between the events, ideas, or steps in an informational text</i>)</li> <li>• Make connections between a story and personal life experiences</li> </ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Reading/Literature, Informational Text**  
Strand: **Craft and Structure**Grade: **3**

**Standards:** LA.3.RL.4 Determine the meaning of words and phrases in context, distinguishing literal from nonliteral language (RL.3.4)  
LA.3.RI.4 Determine the meaning of content-specific words and phrases in context (RI.3.4)  
LA.3.L.6 Acquire and use conversational and content-specific words and phrases, including those that signal spatial and temporal relationships (L.3.6)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Determine the meaning of words and phrases as they are used in literature (e.g., <i>distinguishing literal from nonliteral language</i>) <b>DOK 3</b> <b>I can tell the difference between literal and nonliteral language when I read.</b></li><li>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area <b>DOK 3</b> <b>I can figure out the meanings of words and phrases in science and social studies texts.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Academic, conversational, domain-specific, literal, meaning, nonliteral, phrase, relationship, spatial, temporal, text, word</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Determine the meaning of literal and nonliteral words and phrases in isolation</li><li>Determine the meaning of general academic and domain-specific words and phrases relevant to a grade 3 topic or subject area in isolation</li><li>Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>)</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Reading/Literature, Informational Text**  
Strand: **Craft and Structure**Grade: **3**

**Standards:** LA.3.RL.5 Refer to parts of stories, dramas, and poems (e.g., chapter, scene, stanza) when writing or speaking; describe how each part builds on earlier sections (RL.3.5)  
LA.3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information (RI.3.5)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Refer to parts of stories, dramas, and poems when writing or speaking about grade-appropriate literature (<i>e.g., using terms such as chapter, scene, and stanza</i>) <b>DOK 2</b> <b>I can write and talk about literature by using the words for the different parts (chapter, scene, stanza).</b></li><li>Describe how each successive part of a grade-appropriate story, drama, or poem builds on earlier sections <b>DOK 3</b> <b>I can describe how new parts of literature build on the parts that have already happened.</b></li><li>Use text features and search tools (<i>e.g., keywords, sidebars, hyperlinks</i>) to locate information relevant to a given grade-appropriate topic <b>DOK 2</b> <b>I can use the parts of a text that stand out and search tools on the computer to find information quickly.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Chapter, drama, hyperlink, information, keyword, literature, poem, refer, relevant, search tool, sidebar, scene, stanza, story, successive, text, text feature, topic</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Identify the parts of grade-appropriate stories, drama, and poems (<i>e.g., chapter, scene, stanza</i>)</li><li>Describe the use of grade-appropriate informational text features and search tools (<i>e.g., keywords, sidebars, hyperlinks</i>)</li></ul>	

	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Reading/Literature, Informational Text**  
Strand: **Craft and Structure**Grade: **3****Standards:** LA.3.RL.6 Distinguish personal point of view from that of the narrator or characters (RL.3.6)

LA.3.RI.6 Distinguish personal point of view from that of the author (RI.3.6)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Distinguish his or her own point of view from that of the narrator, characters, and/or author of a grade-appropriate text <b>DOK 3</b> <b>I can tell the difference between what I think and what the author, narrator, or characters might think in a text.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Author, characters, narrator, point of view, text</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Describe the points of view of the narrator, characters, and/or author in a grade-appropriate text</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Language Arts**      Domain: **Reading/Literature, Informational Text**      Grade: **3**  
Strand: **Integration of Knowledge and Ideas**

**Standards:** LA.3.RL.7 Explain how illustrations relate to the text of the story (RL.3.7)  
LA.3.RI.7 Use information from illustrations and the words in a text to demonstrate understanding (RI.3.7)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Explain how specific aspects of a grade-appropriate text's illustrations contribute to what is conveyed by the words in a story (<i>e.g., create mood, emphasize aspects of a character or setting</i>) <b>DOK 3</b> <b>I can explain how the author uses illustrations to help the meaning in a story.</b></li><li>Use information gained from illustrations (<i>e.g., maps, photographs</i>) and the words in a grade-appropriate text to demonstrate understanding of the text (<i>e.g., where, when, why, and how key events occur</i>) <b>DOK 3</b> <b>I can show what I have learned from informational text and illustrations by answering questions about where, when, why, and how.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Aspect, character, convey, event, how, illustration, information, map, mood, photograph, setting, story, text, when, where, why</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Identify aspects of illustrations that contribute to what is conveyed by the words in a story (<i>e.g., create mood, emphasize aspects of a character or setting</i>)</li><li>Describe information from the illustrations (<i>e.g., maps, photographs</i>) of a grade-appropriate text</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Language Arts		Domain: Reading/Literature, Informational Text	Grade: 3
		Strand: Integration of Knowledge and Ideas	
Standard: LA.3.RI.8 Describe the connection between sentences and paragraphs in a text (e.g., comparison, cause/effect, sequence) (RI.3.8)			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none"><li>Describe the logical relationships between particular sentences and paragraphs in a grade-appropriate informational text (e.g., comparison, cause/effect, first/second/third in a sequence) <b>DOK 3</b></li></ul> <b>I can describe how the sentences and paragraphs in informational text are connected and follow a logical order.</b>		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li>Cause/effect, comparison, logical, paragraph, relationship, sentence, sequence, text</li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Identify words that signal relationships between sentences and paragraphs in a grade-appropriate informational text</li></ul>		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	
Score 0.0	Even with help, no success		



Subject: <b>Language Arts</b>	Domain: <b>Reading/Literature, Informational Text</b>	Grade: <b>3</b>
Strand: <b>Integration of Knowledge and Ideas</b>		

**Standards:** LA.3.RL.8 Compare and contrast the themes, settings, plots, and characters of stories written by the same author (RL.3.9)  
LA.3.RI.9 Compare and contrast the key ideas and details presented in two texts on the same topic (RI.3.9)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Compare and contrast the themes, settings, and plots of grade-appropriate stories written by the same author about the same or similar characters (<i>e.g., in books from a series</i>) <b>DOK 3</b> <b>I can compare and contrast stories written by the same author about the same or similar characters.</b></li><li>Compare and contrast the most important points and key details presented in two grade-appropriate informational texts on the same topic <b>DOK 3</b> <b>I can compare and contrast the most important ideas and details in two pieces of information about the same topic.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Author, character, compare, contrast, detail, plot, point, series, setting, similar, story, text, theme, topic</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Recognize or recall differences between two or more versions of the same grade-appropriate story</li><li>Identify the important points and key details presented in two grade-appropriate informational texts on the same topic</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: <b>Language Arts</b> Domain: <b>Reading/Literature, Informational Text</b> Grade: <b>3</b> Strand: <b>Range of Reading and Level of Text Complexity</b>		
<b>Standards:</b> LA.3.RL.13 Read literature for pleasure, personal growth, and spiritual development LA.3.RI.10 Select informational text that affirms the teachings in God's Word LA.3.RI.13 Read informational texts for personal growth and spiritual development		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"> <li>Read literature for pleasure, personal growth, and spiritual development <b>DOK 3</b> <b>I can read literature for pleasure, personal growth, and spiritual development.</b></li> <li>Read informational texts for personal growth and spiritual development <b>DOK 3</b> <b>I can read informational texts for personal growth and spiritual development.</b></li> </ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"> <li><i>Affirm, development, God's Word, growth, information, literature, personal, pleasure, select, spiritual, teachings, text</i></li> </ul> The student will perform basic processes, such as: <ul style="list-style-type: none"> <li>Select literature and informational texts that affirm the teachings in God's Word</li> </ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Language Arts** Domain: **Reading/Literature, Informational Text** Grade: **3**  
Strand: **Range of Reading and Level of Text Complexity**

**Standards:** LA.3.RL.11 Read and comprehend stories, drama, and poetry of appropriate complexity, independently and proficiently (RL.3.10)  
LA.3.RI.11 Read and comprehend informational texts (e.g., history/social studies, science, technical texts) of appropriate complexity, independently and proficiently (RI.3.10)  
LA.3.RL.12 Self-monitor reading strategies and make modifications as needed  
LA.3.RI.12 Self-monitor reading strategies and make modifications as needed

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Read and comprehend grade-appropriate literature and informational text (e.g., stories, drama, poetry, history/social studies, science, and technical texts), self-monitoring reading strategies and making modifications as necessary <b>DOK 3</b> <b>I can read and understand third grade literature and informational text independently.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Informational, literature, poetry, text</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Read grade-appropriate literature and informational text using teacher-directed comprehension strategies (e.g., modeling, predicting, questioning, graphic organizers/scaffolding, and reciprocal reading)</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



<b>Subject: Language Arts</b>	<b>Domain: Writing</b> <b>Strand: Text Types and Purposes</b>	<b>Grade: 3</b>
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**Standards:** LA.3.W.1 Write opinion pieces on topics or texts that include: an introduction, a point of view with reasons, linking words and phrases (e.g., because, therefore, since, for example), and a conclusion (W.3.1)  
LA.3.W.4 Produce writing that honors God and affirms the principles in His Word

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>Write opinion pieces that: introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons; provide reasons that support the opinion; use linking words and phrases (<i>e.g., because, therefore, since, for example</i>) to connect opinion and reasons; provide a concluding statement or section <b>DOK 3</b></li> </ul> <p><b>I can write to share my opinion and give reasons to support that opinion.</b></p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <li><i>Affirm, concluding statement, connect, His Word, honor, introduce, linking, opinion, organizational structure, phrase, point of view, reason, support, teachings, text, topic</i></li> </ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>Write opinion pieces using a teacher-provided template or graphic organizer (<i>e.g., My topic is _____. I think this about my topic: _____ because _____.</i>)</li> <li>Produce writing that honors God and affirms the teachings in His Word</li> </ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success
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Subject: **Language Arts**Domain: **Writing**Grade: **3**Strand: **Text Types and Purposes****Standards:** LA.3.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and include some information (W.3.2)

LA.3.W.4 Produce writing that honors God and affirms the teachings in His Word

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Write informative/explanatory texts that: introduce a topic and group related information together; include illustrations when useful to aiding comprehension; develop the topic with facts, definitions, and details; use linking words and phrases (<i>e.g., also, another, and, more, but</i>) to connect ideas within categories of information; provide a concluding statement or section <b>DOK 3</b> <b>I can write to inform and explain ideas to others clearly.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Affirm, category, comprehension, concluding statement, connect, convey, definition, detail, fact, honor, idea, His Word, illustration, information, informative/explanatory, introduce, linking, phrase, related, teachings, topic</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Write informative/explanatory pieces using a teacher-provided template or graphic organizer (<i>e.g., My topic is _____. Things I know about my topic: _____.)</i></li><li>Produce writing that honors God and affirms the teachings in His Word</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success
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Subject: Language Arts		Domain: Writing	Grade: 3
		Strand: Text Types and Purposes	
<b>Standards:</b> LA.3.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell events in sequence, and provide a reaction (W.3.3) LA.3.W.4 Produce writing that honors God and affirms the teachings in His Word			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none"><li>Write narratives that: establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally; use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations; use temporal words and phrases to signal event order; provide a sense of closure <b>DOK 3</b> <b>I can write organized stories that have lots of details.</b></li></ul>		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li>Action, affirm, character, closure, description, detail, dialogue, event, experience, His Word, honor, narrative, narrator, organize, phrase, response, sequence, situation, teachings, technique, time order</li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Write narrative pieces using a teacher-provided template or graphic organizer (e.g., My story is about _____. This is the order in which things happened: _____. This is what happened at the end: _____.)</li><li>Produce writing that honors God and affirms the teachings in His Word</li></ul>		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	

Score 0.0	Even with help, no success
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Subject: **Language Arts**Domain: **Writing**Grade: **3**Strand: **Production and Distribution of Writing****Standards:** LA.3.W.5 With support, produce writing in which the development and organization are appropriate to task and purpose (W.3.4)

LA.3.W.11 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (W.3.10)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Produce grade-appropriate writing in which the development and organization are appropriate to task and purpose (<i>e.g., opinion, informative/explanatory, narrative, and research writing</i>) <b>DOK 3</b> <b>I can write for different purposes, audiences, and topics.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Audience, development, informative/explanatory, narrative, opinion, organization, purpose, research, task</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Identify the task and purpose for writing</li><li>Produce writing appropriate to task and purpose using a teacher-provided template or graphic organizer (<i>e.g., My topic is _____. Details about my topic include:_____.</i>)</li><li>Write routinely over extended time frames (<i>e.g., time for research, reflection, and revision</i>) and shorter time frames (<i>e.g., a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes, and audiences</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success
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Subject: Language Arts		Domain: Writing	Grade: 3
Strand: Production and Distribution of Writing			
<b>Standards:</b> LA.3.W.6 With adult and peer support, develop and strengthen writing by planning, revising, and editing (W.3.5) LA.3.W.7 With support, use technology to produce and publish writing (using grade-appropriate keyboarding skills) as well as to interact and collaborate (W.3.6)			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none"><li>Develop and strengthen grade-appropriate writing by planning, revising, and editing <b>DOK 3</b> <b>I can plan, revise, and edit my writing with the help of peers and adults.</b></li><li>Use technology to produce and publish grade-appropriate writing (e.g., using keyboarding skills) as well as to interact and collaborate with others <b>DOK 2</b> <b>I can use technology to create and publish my writing and to communicate and work with others.</b></li></ul>		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Edit, collaborate, interact, keyboarding, plan, publish, revise, technology</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Plan writing using a teacher-provided template or graphic organizer (e.g., <i>My topic is _____. Details about my topic include:_____.</i>)</li><li>Revise and edit writing based on teacher and peer feedback</li><li>Demonstrate the features of various grade-appropriate technologies (e.g., <i>word processor, email</i>)</li></ul>		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	

Score 0.0	Even with help, no success
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Subject: **Language Arts**Domain: **Writing**Grade: **3**Strand: **Production and Distribution of Writing****Standard:** LA.3.W.8 Apply common conventions of handwriting (e.g., margins, headings, legible manuscript and cursive writing) and decipher cursive writing

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Demonstrate proper formation of uppercase and lowercase letters in manuscript and cursive writing (<i>e.g., follow common language of letter formation as letters are formed</i>) <b>DOK 1</b></li></ul> <b>I can write uppercase and lowercase letters in manuscript and cursive correctly.</b>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>form, handwriting, lowercase letters, margin, paragraph, sentence, space, uppercase letters, word, write</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Demonstrate common conventions of handwriting (<i>e.g., margins, headings</i>)</li><li>Read cursive writing</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



**Subject: Language Arts**      **Domain: Writing**      **Grade: 3**  
**Strand: Research to Build and Present Knowledge**

**Standard:** LA.3.W.9 Conduct short research projects that build knowledge about a topic (W.3.7)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>Conduct short grade-appropriate research projects that build knowledge about a topic <b>DOK 3</b></li> </ul> <p><b>I can do short research projects to help me learn more about a topic.</b></p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <li><i>Knowledge, question, research, research project, topic</i></li> </ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>Use teacher-provided sources to answer grade-appropriate research questions</li> <li>Demonstrate each step of the research process in isolation using a teacher-provided template (<i>e.g., generate appropriate keyword searches, locate appropriate sources, record information related to topic</i>)</li> </ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Writing**Grade: **3**Strand: **Research to Build and Present Knowledge****Standard:** LA.3.W.10 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories (W.3.8)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Recall information from experiences or gather information from grade-appropriate print and digital sources <b>DOK 2</b> <b>I can remember what I have learned or find new information from books or technology to help me with my research.</b></li><li>Take brief notes on sources and sort evidence into categories <b>DOK 3</b> <b>I can take notes to help me organize the research in my writing.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Category, digital, evidence, experience, information, notes, print, recall, sort, source</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Take notes on teacher-provided sources using a teacher-provided template or graphic organizer</li><li>Sort evidence into teacher-provided categories</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Speaking and Listening**  
Strand: **Comprehension and Collaboration**Grade: **3**

**Standard:** LA.3.SL.1 Engage in collaborative conversations in diverse groups, extending others' ideas and expressing one's own with clarity; prepare and use required reading material; follow agreed-upon rules (e.g., gaining the floor in respectful ways, listening with care, speaking one at a time; making eye contact); ask questions to check understanding of information while staying on topic (SL.3.1)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade-appropriate topics and texts, building on others' ideas and expressing their own clearly (<i>e.g., come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion; ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others; explain their own ideas and understanding in light of the discussion</i>) <b>DOK 3</b> <b>I can successfully participate in discussions.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Discussion, diverse, explicit, idea, information, link, preparation, question, text, topic</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Follow agreed-upon rules for discussions (<i>e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>)</li><li>Participate actively in one-on-one, small group, or class discussions in a thoughtful and appropriate manner</li><li>Prepare for participation in a discussion (<i>e.g., read or study required material</i>)</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Language Arts		Domain: Speaking and Listening	Grade: 3
		Strand: Comprehension and Collaboration	
<b>Standards:</b> LA.3.SL.2 Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, orally) (SL.3.2) LA.3.SL.3 Ask and answer questions about information from a speaker (SL.3.3)			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Determine the main ideas and supporting details of a grade-appropriate text read aloud or information presented in diverse grade-appropriate media and formats, including visually, quantitatively, and orally <b>DOK 3</b> <b>I can figure out the main ideas and details of what I see and hear.</b></li><li>Ask and answer questions about information from a speaker (e.g., offering appropriate elaboration and detail) <b>DOK 2</b> <b>I can ask and answer questions about what a speaker says so that I can talk more about the topic.</b></li></ul>		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Answer, ask, detail, diverse, elaboration, format, information, main idea, media, orally, quantitative, question, supporting detail, text, visual</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Identify the main ideas and supporting details of presentations in diverse grade-appropriate media and formats</li><li>Answer teacher-provided questions about a grade-appropriate text read aloud or an oral presentation</li></ul>		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	

Score 0.0	Even with help, no success
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Subject: Language Arts		Domain: Speaking and Listening	Grade: 3
		Strand: Presentation of Knowledge and Ideas	
<b>Standards:</b> LA.3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace (SL.3.4)			
LA.3.SL.7 Demonstrate reverence to God when speaking and listening			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none"><li>Report on a grade-appropriate topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace <b>DOK 2</b> <b>I can give a report or share a story or experience with important details to help others understand.</b></li></ul>		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li>Descriptive, detail, experience, fact, God’s Word, pace, prayer, recount, relevant, report, reverence, story, text, topic</li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Write a grade-appropriate speech using a teacher-provided graphic organizer or template (e.g., <i>My speech is about: _____. Details about the topic of my speech include: _____.</i>)</li><li>Speak clearly at an understandable pace</li><li>Demonstrate reverence when listening to God’s Word and participating in prayer</li></ul>		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	

Score 0.0	Even with help, no success
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Subject: Language Arts		Domain: Speaking and Listening	Grade: 3
		Strand: Presentation of Knowledge and Ideas	
<b>Standards:</b> LA.3.SL.5 Create digital recordings (e.g., stories, poems) that demonstrate fluency, with visuals when appropriate to clarify meaning (SL.3.5) LA.3.SL.6 Speak in complete sentences when appropriate to task and situation (SL.3.6)			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none"><li>Create engaging audio recordings of stories or poems (<i>e.g., demonstrate fluid oral reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details</i>) <b>DOK 2</b> <b>I can create visual presentations to help me share facts and details better.</b></li><li>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification <b>DOK 2</b> <b>I can speak in complete sentences to make what I am sharing clearer to others.</b></li></ul>		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Clarification, complete sentence, detail, emphasize, enhance, experience, fact, oral, pace, presentation, situation, task, visual</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Retell or recount a simple experience</li><li>Speak clearly at an understandable pace</li></ul>		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	

Score 0.0	Even with help, no success
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Subject: **Language Arts**Domain: **Language**Grade: **3**Strand: **Conventions of Standard English**

**Standard:** LA.3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: explain function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences; form and use regular and irregular plural nouns; use abstract nouns (e.g., childhood); form and use irregular verbs; form and use the simple verb tenses (e.g., I walked, I walk, I will walk); ensure subject-verb and pronoun-antecedent agreement; form and use comparative and superlative adjectives and adverbs; use coordinating and subordinating conjunctions; produce simple, compound, and complex sentences (L.3.1)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>• Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences <b>DOK 2</b> <b>I can explain how nouns, pronouns, verbs, adjectives, and adverbs work in different sentences.</b></li><li>• Form and use regular and irregular plural nouns <b>DOK 2</b> <b>I can correctly say, write, and use all kinds of plural nouns.</b></li><li>• Use abstract nouns (e.g., childhood) <b>DOK 2</b> <b>I can use abstract nouns (childhood, honesty, courage, faith).</b></li><li>• Form and use regular and irregular verbs <b>DOK 2</b> <b>I can correctly say, write, and use regular and irregular verbs (action words).</b></li><li>• Form and use the simple verb tenses (e.g., I walked; I walk; I will walk) <b>DOK 2</b> <b>I can correctly say, write, and use different verb tenses (I walked; I walk; I will walk).</b></li><li>• Ensure subject-verb and pronoun-antecedent agreement <b>DOK 2</b> <b>I can make sure that all of my subjects and verbs and all of my pronouns and the nouns they refer to go together correctly in the sentences I say and write.</b></li><li>• Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified <b>DOK 2</b> <b>I can correctly use comparative and superlative adjectives and adverbs in my speech and writing.</b></li><li>• Use coordinating and subordinating conjunctions <b>DOK 2</b> <b>I can correctly use conjunctions in my speech and writing.</b></li></ul>	

	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <li><i>Abstract, adjective, adverb, comparative, convention, coordinating conjunction, grammar, irregular, modify, noun, plural, pronoun, pronoun-antecedent agreement, regular, sentence, simple verb tense, subject-verb agreement, subordinating conjunction, superlative, usage, verb</i></li> </ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>Use grade-appropriate grammar and usage in isolation</li> </ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Language**Grade: **3**Strand: **Conventions of Standard English**

**Standard:** LA.3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: explain function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences; form and use regular and irregular plural nouns; use abstract nouns (e.g., childhood); form and use irregular verbs; form and use the simple verb tenses (e.g., I walked, I walk, I will walk); ensure subject-verb and pronoun-antecedent agreement; form and use comparative and superlative adjectives and adverbs; use coordinating and subordinating conjunctions; produce simple, compound, and complex sentences (L.3.1)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Produce simple, compound, and complex grade-appropriate sentences in context <b>DOK 2</b></li></ul> <b>I can say and write simple, compound, and complex sentences.</b>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Complete sentence, compound sentence, simple sentence</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Produce simple, compound, and complex grade-appropriate sentences in isolation</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Language Arts**

Domain: **Language**

Grade: **3**

Strand: **Conventions of Standard English**

**Standard:** LA.3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: capitalize appropriate words in titles; use commas in addresses; use commas and quotation marks in dialogue; form and use possessives; use conventional spelling for high-frequency and other studied words and for adding suffixes to base words; use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts); consult reference materials (e.g., beginning dictionaries) as needed to check spellings (L.3.2)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>Capitalize appropriate words in titles <b>DOK 2</b> <b>I can use capital letters correctly when I write titles.</b></li> <li>Use commas in addresses <b>DOK 2</b> <b>I can use commas correctly in addresses.</b></li> <li>Use commas and quotation marks in dialogue <b>DOK 2</b> <b>I can use commas and quotation marks correctly when I write dialogue between two people or characters.</b></li> <li>Form and use possessives <b>DOK 2</b> <b>I can use apostrophes correctly to show possession.</b></li> </ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <li><i>Apostrophe, capitalize, comma, convention, dialogue, possessive, quotation mark, title</i></li> </ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>Demonstrate the use of grade-appropriate conventions in isolation</li> </ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Language**Grade: **3**Strand: **Conventions of Standard English**

**Standard:** LA.3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: capitalize appropriate words in titles; use commas in addresses; use commas and quotation marks in dialogue; form and use possessives; use conventional spelling for high-frequency and other studied words and for adding suffixes to base words; use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts); consult reference materials (e.g., beginning dictionaries) as needed to check spellings (L.3.2)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>) <b>DOK 2</b> <b>I can spell commonly used words correctly and add suffixes to them.</b></li><li>Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words <b>DOK 2</b> <b>I can use spelling patterns and rules to help me spell new words.</b></li><li>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings <b>DOK 2</b> <b>I can use a dictionary or other resources to check and correct my spelling.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Base word, dictionary, ending rule, generalization, pattern, position-based, reference, suffix, syllable, word family, word part</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Spell grade-appropriate words correctly in isolation</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Language Arts**

Domain: **Language**  
Strand: **Knowledge of Language**

Grade: **3**

**Standard:** LA.3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening: choose words and phrases for effect; recognize differences between conventions of spoken and written standard English (L.3.3)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>Choose words and phrases for effect <b>DOK 3</b> <b>I can choose interesting words and phrases to help others understand my meaning better.</b></li> <li>Describe differences between the conventions of spoken and written standard English (e.g., <i>writing is more formal than speech; writing is more permanent than speech</i>) <b>DOK 3</b> <b>I can recognize differences between my speaking language and my written language.</b></li> </ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <li><i>Convention, effect, phrase, standard English</i></li> </ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>Choose words and phrases based on teacher and peer feedback</li> <li>Identify differences between the conventions of spoken and written standard English</li> </ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Language Arts		Domain: Language	Grade: 3
Strand: Vocabulary Acquisition and Use			
<b>Standard:</b> LA.3.L.4 <u>Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use sentence-level context; determine the meaning of a new word when a known affix is added to a known word; use a known root word as a clue to the meaning of an unknown word; use print and digital glossaries or beginning dictionaries to determine the meaning of words and phrases (L.3.4)</u>			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Use sentence-level context as a clue to the meaning of a grade-appropriate word or phrase <b>DOK 2</b> <b>I can use context clues to help me understand new words.</b></li><li>Use context to confirm or self-correct word recognition and understanding <b>DOK 2</b> <b>I can use what I understand from my reading to help me figure out or correct words I am having trouble with.</b></li></ul>		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Clue, confirm, context, meaning, phrase, self-correct, sentence-level, word</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Demonstrate the use of context clues using structured sentences in isolation</li></ul>		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	
Score 0.0	Even with help, no success		

Subject: **Language Arts**Domain: **Language**Grade: **3**Strand: **Vocabulary Acquisition and Use**

**Standard:** LA.3.L.4 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use sentence-level context; determine the meaning of a new word when a known affix is added to a known word; use a known root word as a clue to the meaning of an unknown word; use print and digital glossaries or beginning dictionaries to determine the meaning of words and phrases (L.3.4)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Determine the meaning of the new grade-appropriate word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>) <b>DOK 3</b> <b>I can use prefixes I know to help me understand new words.</b></li><li>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>) <b>DOK 3</b> <b>I can use root words to help me understand new words.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Affix, clue, derivational, meaning, root, word</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Recognize or recall the meanings of grade-appropriate affixes and roots</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Language Arts**

Domain: **Language**

Grade: **3**

Strand: **Vocabulary Acquisition and Use**

**Standard:** LA.3.L.4 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use sentence-level context; determine the meaning of a new word when a known affix is added to a known word; use a known root word as a clue to the meaning of an unknown word; use print and digital glossaries or beginning dictionaries to determine the meaning of words and phrases (L.3.4)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>Use grade-appropriate glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases</li> </ul> <p><b>DOK 2</b></p> <p><b>I can use print and computer dictionaries to help me find the meanings of new words.</b></p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <li><i>Clarify, dictionary, digital, glossary, meaning, precise, phrase, print, word</i></li> </ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>Demonstrate the use of grade-appropriate glossaries or beginning dictionaries in isolation</li> </ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Language**Grade: **3**Strand: **Vocabulary Acquisition and Use**

**Standard:** LA.3.L.5 Demonstrate understanding of word relationships and nuances in word meanings: distinguish literal and nonliteral meanings of words and phrases in context; identify real-life connections between words and their use; distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered) (L.3.5)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Distinguish the literal and nonliteral meanings of words and phrases in context in a grade-appropriate text (e.g., <i>take steps</i>) <b>DOK 3</b> <b>I can tell the difference between literal and nonliteral language when I read.</b></li><li>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>) in a grade-appropriate text <b>DOK 3</b> <b>I can figure out the small differences in meaning with related words that tell how people feel or how they are acting (such as knew, believed, suspected, heard, wondered).</b></li><li>Explain the real-life connections between grade-appropriate words and their use (e.g., <i>describe people who are friendly or helpful</i>) <b>DOK 2</b> <b>I can find real-life connections between words and the way they are used (such as people who are friendly or helpful).</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Connection, degree of certainty, distinguish, literal, meaning, nonliteral, real-life, related, shades of meaning, state of mind, text, use, word</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Determine the meaning of literal and nonliteral words and phrases in isolation (e.g., <i>take steps</i>)</li><li>Determine the meaning of words that describe states of mind or degrees of certainty in isolation (e.g., <i>knew, believed, suspected, heard, wondered</i>)</li><li>Identify examples of real-life connections between grade-appropriate words and their use (e.g., <i>identify people that are friendly or helpful</i>)</li></ul>	

	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	