

Kindergarten Math Learning Map

Prioritized Standard: MGSEK.CC.1 Count to 100 by ones and by tens. *Counting and Cardinality - Know number names and the count sequence.*

	Proficiency Scale
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Use a number chart or number line to identify each number 1-100 by ones AND 0-100 by tens and mark the numbers to identify the number patterns</p> <p><u>Learning Target 2:</u> Students can write numbers 1-100 or beyond in order on a chart or number scroll</p> <p><u>Learning Target 3:</u> Using flash cards with numbers 1-100 or beyond by ones or 0-100 by tens, have students put the flash cards in order</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Count to 100 by ones</p> <p><u>Learning Target 2:</u> Count to 100 by tens</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> count, ones, tens</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Rote count from 1-20</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Kindergarten Math Learning Map

Prioritized Standard: MGSEK.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). *Counting and Cardinality - Know number names and the count sequence.*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Order multiple flash cards from least to greatest <u>Learning Target 2:</u> Count backward beginning from a given number within a known sequence other than 1 <u>Learning Target 3:</u> Count forward beginning from a given number and identify the number sequence on the 100s chart</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Count forward beginning from a given number within the known sequence (instead of having to begin at 1)</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> count, forward, sequence, number</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Rote count from 0-100 by 1s (MGSEK.CC.1)</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Kindergarten Math Learning Map

Prioritized Standard: MGSEK.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. *Counting and Cardinality - Count to tell the number of objects.*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Match groups of objects to written numerals AND order the objects and numbers from least to greatest</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (one-to-one correspondence) (MGSEK.CC.4.a)</p> <p><u>Learning Target 2:</u> Understand that the last number name said tells the number of objects counted (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted (MGSEK.CC.4.b)</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> numeral, number, quantity, counting, arrange, set, objects</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Can count from 1-5 in order using one-to-one correspondence</p> <p><u>Learning Target 3:</u> Understand that each successive number name refers to a quantity that is one larger (MGSEK.CC.4.c)</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Kindergarten Math Learning Map

Prioritized Standard: MGSEK.CC.5 Count to answer 'how many?' questions. *Counting and Cardinality - Count to tell the number of objects.*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Count groups of objects greater than 20 and write the numeral that goes with the group <u>Learning Target 2:</u> Count objects in the environment, record the findings, and write the numeral that goes with the total number. The total number must be higher than 20 (e.g. count the number of chairs in the room, tally the results, and write the total number)</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Count to answer "how many?" questions about as many as 20 things arranged in a variety of ways (a line, a rectangular array, or a circle), or as many as 10 things in a scattered configuration (MGSEK.CC.5.a) <u>Learning Target 2:</u> Given a number from 1-20, count out that many objects (MGSEK.CC.5.b) <u>Learning Target 3:</u> Identify and be able to count pennies within 20. (Use pennies as manipulatives in multiple mathematical contexts) (MGSEK.CC.5.c)</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> count, objects, how many, set</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Count objects 1-10 with one to one correspondence</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Kindergarten Math Learning Map

Prioritized Standard: MGSEK.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. *Counting and Cardinality - Compare numbers.*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Create/draw groups that are less than, greater than, or equal to a given number <u>Learning Target 2:</u> Identify a mystery number using clues involving greater than or less than</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group by using matching and counting strategies</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> greater than, less than, equal to, matching, counting, set, identify</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Count sets of objects <u>Learning Target 3:</u> Match two equal sets using one to one correspondence and understand they are the same</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Kindergarten Math Learning Map

Prioritized Standard: MGSEK.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. *Geometry - Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Create a composite shape using both 2D and 3D shapes found in the environment, and draw a model labeling the included shapes and their relative positions</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Describe objects in the environment using names of shapes</p> <p><u>Learning Target 2:</u> Describe the relative positions of objects in the environment using terms such as above, below, beside, in front of, behind, and next to</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> square, circle, triangle, rectangle, hexagon, cube, cone, cylinder, sphere, above, below, beside, in front of, behind, next to, describe, position, object</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Correctly name shapes regardless of their orientation or overall size (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) (MGSEK.G.2)</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Kindergarten Math Learning Map

Prioritized Standard: MGSEK.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length). *Geometry - Analyze, compare, create, and compose shapes.*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Sort a variety of shapes by various shape attributes AND explain the reasoning behind their sorting</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Analyze and compare two- and three-dimensional shapes in different sizes and orientations using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/ corners) and other attributes (e.g., having sides of equal length)</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> two dimensional, three dimensional, vertices, attributes, compare, analyze, orientation, similarities, differences, size</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Describe objects in the environment using names of shapes (MGSEK.G.1) <u>Learning Target 3:</u> Correctly name shapes regardless of their orientations or overall size (MGSEK.G.2) <u>Learning Target 4:</u> Identify shapes as two-dimensional or three dimensional (MGSEK.G.3)</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Kindergarten Math Learning Map

Prioritized Standard: MGSEK.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. *Measurement and Data - Describe and compare measurable attributes.*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Compare and order more than two objects based on length or height AND explain his/her thinking <u>Learning Target 2:</u> Measure the length or height of two or more objects using nonstandard measurement tools AND be able to compare the objects</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Directly compare two objects with a measurable attribute in common, to see which object has more of or less of that attribute, and describe the difference</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> describe, compare, more of, less of, difference, measure, taller, shorter, longer, similarities</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Line objects up next to each other (with one end starting at the same point) to compare objects using length</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Kindergarten Math Learning Map

Prioritized Standard: MGSEK.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones to understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$) *Number and Operations in Base Ten - Work with numbers 11–19 to gain foundations for place value.*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Compose and decompose numbers greater than or equal to 20 into groups of 10 ones and some further ones, and record each composition or decomposition by a drawing or equation</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Compose numbers from 11 to 19 into ten ones and some further ones to understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones, e.g., by using objects or drawings, and record each composition by a drawing or equation (e.g., $18 = 10 + 8$)</p> <p><u>Learning Target 2:</u> Decompose numbers from 11 to 19 into ten ones and some further ones to understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $18 = 10 + 8$)</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> compose, decompose, tens, ones, record, number, equation</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Rote count to 19</p> <p><u>Learning Target 3:</u> Create groups to 10</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Kindergarten Math Learning Map

Prioritized Standard: MGSEK.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. *Operations and Algebraic Thinking - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Create a word problem, solve the word problem, AND explain thinking <u>Learning Target 2:</u> Add and subtract with larger numbers (10-20) AND represent and explain thinking</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Add within 10 by using objects or drawings to represent the problem <u>Learning Target 2:</u> Subtract within 10 by using objects or drawings to represent the problem <u>Learning Target 3:</u> Solve addition and subtraction word problems within 10</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> add, addition, subtraction, subtract, total, take away, sum, difference, minus</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify the key symbols for addition and subtraction (=, +, -) and know their meaning as well as understand that addition means to join or put together and subtraction means to separate or take apart (MGSEK.OA.1)</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Kindergarten Math Learning Map

Prioritized Standard: MGSEK.OA.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. (drawings need not include an equation) *Operations and Algebraic Thinking - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Solve problems as stated above WITHOUT manipulatives AND justify his/her work <u>Learning Target 2:</u> Solve problems as stated above using larger numbers larger than 10</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings, and record each decomposition by a drawing or equation (drawings need not include an equation)</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> decompose, pair, total, equal to, more than, less than, equation</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Count objects or rote count to 10 (MGSEK.CC.1) <u>Learning Target 3:</u> Break apart objects into two sets in more than one way without recording the decomposition</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Kindergarten Math Learning Map

Prioritized Standard: MGSEK.OA.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. *Operations and Algebraic Thinking - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.*

	Proficiency Scale
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Create a word problem, using all the necessary components of a word problem, to find the number that makes 10. The student will solve the problem and explain how he/she got the answer</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> For any number from 1 to 9, find the number that makes 10 when added to the given number by using objects or drawings, and record the answer with a drawing or equation</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> equation, add, addition, subtract, subtraction</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Count objects or rote count to 10 (MGSEK.CC.1) <u>Learning Target 3:</u> Decompose a number to 10 (MGSEK.OA.3)</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 1 Math Learning Map

Prioritized Standard: MGSE1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. *Measurement and Data - Represent and interpret data.*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Design and conduct a survey and graph the results with more than three categories <u>Learning Target 2:</u> Make inferences and predictions based on data</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Organize, represent, and interpret data with up to three categories <u>Learning Target 2:</u> Ask and answer questions about the total number of data points <u>Learning Target 3:</u> Determine how many more or less are in one category than in another</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> chart, table, interpret, organize, category, data, total</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Ask and answer questions about how many data points are in each category</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success