*GO Math!* Grade 3 Chapter Test Alignment

This assessment guidance is designed as a companion to the [Go Math K-5 Guidance Documents](http://achievethecore.org/page/2853/go-math-k-5-guidance-documents).  It provides support for modifying *GO Math!* Chapter Tests to align to the changes recommended in the Guidance Documents.  The changes include rationale, often guided by the Rule of Thumb for Assessments, provided in Part 2 of the Guidance documents:

* Eliminate any questions aligned to lessons/content that have been deleted.
* Add vetted questions aligned to lessons that have been added.
* Remove any directions in questions that require a specific strategy or model. Note: This is the only modification we will be making to questions.

In addition, the aspect(s) of rigor targeted by the standards for the chapter has been identified.  Some changes to questions are based on alignment to the appropriate aspect of rigor.

**Chapter 1**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

✓Procedural Skill/Fluency

✓Conceptual Understanding

Application

| Grade 3 / Chapter 1: Addition and Subtraction | | | |
| --- | --- | --- | --- |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Delete |  | Guidance Document: Lesson deleted |
| 2 | Delete |  | Guidance Document: Lesson deleted |
| 3 | Keep |  |  |
| 4 | Keep |  |  |
| 5 | Keep |  |  |
| 6 | Keep |  |  |
| 7 | Keep |  |  |
| 8 | Delete |  | Guidance Document: Lesson deleted |
| 9 | Delete |  | Guidance Document: Chapter Rule of Thumb does not require students to name the properties. |
| 10 | Modify | Add the equation: 349 + 508 = \_\_\_ under the question. | Aspects of Rigor: The standard targets fluency, but this is an application question. |
| 11 | Modify | Add the equation: \_\_\_\_ = 349 - 246 under the question. | Aspects of Rigor: The standard targets fluency, but this is an application question. |
| 12 | Keep | Question aligns to 3.OA.D.8 |  |
| 13 | Modify | Delete parts a-d and its corresponding directions. Add question: What is the sum? | Assessment Rule of Thumb: Question requires a specific strategy. |
| 14 | Delete |  | Guidance Document: Lesson deleted |
| 15 | Delete |  | Guidance Document: Lesson deleted |
| 16 | Keep |  |  |
| 17 | Modify | Delete the last sentence of the question and remove the bar model diagram. | Assessment Rule of Thumb: Question requires a specific strategy. |
| 18 | Delete |  | Guidance Document: Lesson deleted |
| 19 | Keep |  |  |
| 20 | Keep |  |  |

| Questions to be added: | | |
| --- | --- | --- |
| Added Lesson | Source | Question |
| 1.7.1 | http://achievethecore.org/content/upload/Fluency%20Resources\_G3\_reduced.pdf | Use any of the addition problems from the Grade 3: Resources for Developing Grade-Level Fluency  Screen Shot 2016-08-29 at 8.05.52 PM.png |
| 1.11.1 | http://achievethecore.org/content/upload/Fluency%20Resources\_G3\_reduced.pdf | Use any of the subtraction problems from the Grade 3: Resources for Developing Grade-Level Fluency  Screen Shot 2016-08-29 at 8.05.52 PM.png |
| 1.12.1 | http://www.carbonschools.org/webpages/msalas/files/3.oa.%208%20multi-step%20problems.pdf | Screen Shot 2016-08-29 at 8.19.41 PM.png |

**Chapter 2**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

✓Procedural Skill/Fluency

Conceptual Understanding

✓Application

| Grade 3 / Chapter 2: Represent and Interpret Data | | | |
| --- | --- | --- | --- |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Delete |  | Guidance Document: Lessons deleted |
| 2 | Delete |  | Guidance Document: Lessons deleted |
| 3 | Keep |  |  |
| 4 | Keep |  |  |
| 5 | Keep |  |  |
| 6 | Keep |  |  |
| 7 | Keep |  |  |
| 8 | Keep |  |  |
| 9 | Keep |  |  |
| 10 | Keep |  |  |
| 11 | Keep |  |  |
| 12 | Keep |  |  |
| 13 | Keep |  |  |
| 14 | Keep |  |  |
| 15 | Keep |  |  |
| 16 | Keep |  |  |
| 17 | Keep |  |  |
| 18 | Keep |  |  |

**Chapter 3**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

Procedural Skill/Fluency

✓Conceptual Understanding

✓Application

| Grade 3 / Chapter 3: Understand Multiplication | | | |
| --- | --- | --- | --- |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Modify | Delete the last sentence. | Assessment Rule of Thumb: Question requires a specific model. |
| 2 | Keep |  |  |
| 3 | Delete |  | Guidance Document: Lesson deleted |
| 4 | Keep |  |  |
| 5 | Keep |  |  |
| 6 | Delete |  | Guidance Document: Lesson deleted |
| 7 | Delete |  | Aspects of Rigor: The standard targets application but this question assesses vocabulary.  See footnote on 3.OA.B.5 |
| 8 | Keep | Question aligns to 3.OA.A.3 |  |
| 9 | Delete |  | Guidance Document: Lesson deleted |
| 10 | Delete |  | Guidance Document: Lesson deleted |
| 11 | Keep |  |  |
| 12 | Keep |  |  |
| 13 | Modify | Delete part B. | Aspects of Rigor: The standard targets application but part B of the question assesses vocabulary.  See footnote on 3.OA.B.5 |
| 14 | Delete |  | Guidance Document: Lesson deleted |
| 15 | Delete |  | Guidance Document: Lesson deleted |
| 16 | Keep |  |  |
| 17 | Keep |  |  |
| 18 | Keep |  |  |
| 19 | Delete |  | Guidance Document: Lesson deleted |

|  |  |  |
| --- | --- | --- |
| Questions to be added: | | |
| Added Lesson | Source | Question |
| 3.4.1 | [EngageNY, Grade 3,](https://www.unbounded.org/math/grade-3/module-1)  [Module 1,](https://www.unbounded.org/math/grade-3/module-1)  [End of Module Assessment: #1a](https://www.unbounded.org/math/grade-3/module-1) | 1. Mr. Lewis arranges all the desks in his classroom into 6 equal groups of 4. How many desks are in his classroom?  a. What does the product in your multiplication sentence represent? |

**Chapter 4**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

✓Procedural Skill/Fluency

Conceptual Understanding

✓Application

| Grade 3 / Chapter 4: Multiplication Facts and Strategies | | | |
| --- | --- | --- | --- |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Modify | Delete second paragraph. Insert “Show or explain how you solved the problem.” | Assessment Rule of Thumb: Question requires a specific strategy. |
| 2 | Keep |  |  |
| 3 | Keep |  |  |
| 4 | Modify | Add the equation: 5 x 7 = \_\_\_ under the question. | Aspects of Rigor: The standard targets procedural fluency but this is an application question. |
| 5 | Delete |  | Guidance Document: Lessons deleted |
| 6 | Delete |  | Question does not address a grade 3 standard; it is more closely aligned to 4.OA.B.4. |
| 7 | Keep |  |  |
| 8 | Modify | Add the equation: 6 x 8 = \_\_\_ under the question. | Aspects of Rigor: The standard targets procedural fluency but this is an application question. |
| 9 | Keep |  |  |
| 10 | Keep |  |  |
| 11 | Keep | Question aligns to 3.OA.B.5. |  |
| 12 | Delete |  | Question aligns to 3.OA.B.6 which is introduced in Chapter 6. |
| 13 | Modify | Delete the last paragraph and the array. | Assessment Rule of Thumb: Question requires a specific model. |
| 14 | Keep |  |  |
| 15 | Delete |  | Guidance Document: Lesson deleted |
| 16 | Keep |  |  |
| 17 | Keep |  |  |
| 18 | Keep | Question aligns to 3.OA.C.7. |  |
| 19 | Keep |  |  |
| 20 | Keep |  |  |
| 21 | Delete |  | Guidance Document: Lesson deleted |
| 22 | Keep |  |  |
| 23 | Modify | Delete the question and number line. Add: “What is the product of 3 x 8?” | Assessment Rule of Thumb: Question requires a specific model. |

|  |  |  |
| --- | --- | --- |
| Questions to be added: | | |
| Added Lesson | Source | Question |
| 4.3.1 | [Engage NY, Grade 3, Module 1, End of Module Assessment: #3a-b](https://www.unbounded.org/math/grade-3/module-1) | Screen Shot 2016-08-29 at 10.05.01 PM.png  In Part B, delete the last sentence and add, “Find the total number of apples Ms. Park bought.”  NOTE: This two-part question addresses both added lessons. |
| 4.3.2 |
| 4.9.1 | GO Math!, Chapter 3 Test, #10 |  |

**Chapter 5**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

✓Procedural Skill/Fluency

✓Conceptual Understanding

✓Application

| Grade 3 / Chapter 5: Use Multiplication Facts | | | |
| --- | --- | --- | --- |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Keep |  |  |
| 2 | Delete |  | Guidance Document: Chapter Rule of Thumb does not require students to name the properties |
| 3 | Keep |  |  |
| 4 | Keep | Question aligns to 3.OA.B.5 |  |
| 5 | Keep |  |  |
| 6 | Keep |  |  |
| 7 | Modify | Delete “use the number line to” and the number line.  Add: 3 x 40 = \_\_\_ and “show or explain your thinking.” | Assessment Rule of Thumb: Question requires a specific model.  Aspects of Rigor: The standard targets procedural skill but this is an application question. |
| 8 | Keep |  |  |
| 9 | Keep |  |  |
| 10 | Modify | Add the equation: 3 x 2 x 20 = \_\_\_ | Aspects of Rigor: The standard targets procedural skill but this is an application question. |
| 11 | Keep |  |  |
| 12 | Keep |  |  |
| 13 | Keep |  |  |
| 14 | Keep |  |  |
| 15 | Modify | Change the last sentence of the first paragraph to “Use the equation to help you find how many boxes, *n*, he needs.”  Add the equation: *n* x 30 = 180  Delete the first sentence of the last paragraph. | Aspects of Rigor: The standard targets procedural skill but this is an application question. |
| 16 | Modify | Delete the last paragraph. The grid can be optional. Add: Explain or show the strategy you used to solve. | Assessment Rule of Thumb: Question requires a specific strategy. |
| 17 | Keep |  |  |
| 18 | Keep |  |  |

|  |  |  |
| --- | --- | --- |
| Questions to be added: | | |
| Added Lesson | Source | Question |
| 5.5.1 | GO Math!, Chapter 5 Test, #1, 3, 6 | Questions from lesson 5.2 are already included in the assessment. |

**Chapter 6**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

✓Procedural Skill/Fluency

✓Conceptual Understanding

✓Application

| Grade 3 / Chapter 6: Understand Division | | | |
| --- | --- | --- | --- |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Keep |  |  |
| 2 | Keep |  |  |
| 3 | Modify | Delete the last paragraph and the grid. | Assessment Rule of Thumb: Question requires a specific model. |
| 4 | Modify | Delete the last paragraph and the picture. | Assessment Rule of Thumb: Question requires a specific model. |
| 5 | Keep | Delete the bar model. | Assessment Rule of Thumb: Question requires a specific model. |
| 6 | Keep | Question aligns to 3.OA.A.3 |  |
| 7 | Delete |  | Guidance Document: Lesson deleted |
| 8 | Keep |  |  |
| 9 | Keep |  |  |
| 10 | Keep |  |  |
| 11 | Keep |  |  |
| 12 | Modify | Delete the bar model. | Assessment Rule of Thumb: Question requires a specific model. |
| 13 | Keep |  |  |
| 14 | Keep |  |  |
| 15 | Delete |  | Guidance Document: Lesson deleted |
| 16 | Keep | Question aligns to 3.OA.A.3 |  |
| 17 | Modify | Delete the second paragraph and the box for student drawings. | Assessment Rule of Thumb: Question requires a specific model. |
| 18 | Keep |  |  |
| 19 | Keep |  |  |
| 20 | Keep | Delete “show your work.” Leave the 6 circles as optional. | Assessment Rule of Thumb: Question requires a specific model. |

**Chapter 7**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

✓Procedural Skill/Fluency

Conceptual Understanding

✓Application

| Grade 3 / Chapter 7: Division Facts and Strategies | | | |
| --- | --- | --- | --- |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Keep |  |  |
| 2 | Keep | Question aligns to 3.OA.1.2 |  |
| 3 | Keep |  |  |
| 4 | Keep |  |  |
| 5 | Modify | Delete the repeated subtraction model. In the last sentence delete, “to represent the repeated subtraction.” | Assessment Rule of Thumb: Question requires a specific model. |
| 6 | Keep |  |  |
| 7 | Keep |  |  |
| 8 | Delete |  | Guidance Document: Lesson deleted |
| 9 | Keep |  |  |
| 10 | Delete |  | Assessment Rule of Thumb: Question requires a specific model. |
| 11 | Keep | Question aligns to 3.OA.A.3 |  |
| 12 | Keep |  |  |
| 13 | Keep |  |  |
| 14 | Delete |  | Guidance Document: Lesson deleted |
| 15 | Keep | Question aligns to 3.OA.A.3 |  |
| 16 | Keep | Part A of question aligns to 3.OA.4.9 |  |
| 17 | Keep |  |  |
| 18 | Keep |  |  |
| 19 | Keep | Question aligns to 3.OA.A.3 |  |
| 20 | Modify | Delete the last sentence of Part B. | Guidance Document: Order of Operations is not in the Grade 3 standards. |

| Questions to be added: | | |
| --- | --- | --- |
| Added Lesson | Source | Question |
| 7.9.1 | A and C:  <https://www.illustrativemathematics.org/content-standards/3/OA/A/3/tasks/365>  B:  <https://www.illustrativemathematics.org/content-standards/3/OA/A/3/tasks/344> | Screen Shot 2016-08-30 at 8.22.06 PM.png  Screen Shot 2016-08-30 at 8.24.21 PM.png  Screen Shot 2016-08-30 at 8.22.39 PM.png |
| 7.9.2 | <http://www.cpalms.org/Public/PreviewResourceAssessment/Preview/41309> | Screen Shot 2016-08-30 at 8.17.12 PM.png |

**Chapter 8**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

Procedural Skill/Fluency

✓Conceptual Understanding

Application

| Grade 3 / Chapter 8: Understand Fractions | | | |
| --- | --- | --- | --- |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Delete |  | Guidance Document: Lesson deleted |
| 2 | Keep |  |  |
| 3 | Keep |  |  |
| 4 | Keep |  |  |
| 5 | Delete |  | Guidance Document: Lesson deleted |
| 6 | Delete |  | Guidance Document: Lesson deleted |
| 7 | Delete |  | Guidance Document: Lesson deleted |
| 8 | Keep |  |  |
| 9 | Delete |  | Guidance Document: Lesson deleted |
| 10 | Keep |  |  |
| 11 | Delete |  | Guidance Document: Lesson deleted |
| 12 | Delete |  | Guidance Document: Lesson deleted |
| 13 | Keep |  |  |
| 14 | Delete |  | Guidance Document: Lesson deleted |
| 15 | Delete |  | Guidance Document: Lesson deleted |
| 16 | Delete |  | Guidance Document: Lesson deleted |
| 17 | Keep |  |  |
| 18 | Keep |  |  |
| 19 | Keep |  |  |

| Questions to be added: | | |
| --- | --- | --- |
| Added Lesson | Source | Question |
| 8.1.1 | <http://www.cpalms.org/Public/PreviewResourceAssessment/Preview/43394> | Screen Shot 2016-08-30 at 8.41.18 PM.png |
| 8.5.1 | [EngageNY, Grade 3, Module 5, End of Module Assessment: #1](https://www.unbounded.org/math/grade-3/module-5) | Screen Shot 2016-08-30 at 8.43.06 PM.png |
| 8.5.2 | [EngageNY, Grade 3, Module 5, End of Module Assessment: #4a](https://www.unbounded.org/math/grade-3/module-5) | Screen Shot 2016-08-30 at 8.44.40 PM.png |

**Chapter 9**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

✓Procedural Skill/Fluency

✓Conceptual Understanding

Application

| Grade 3 / Chapter 9: Compare Fractions | | | |
| --- | --- | --- | --- |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Keep |  |  |
| 2 | Keep |  |  |
| 3 | Keep |  |  |
| 4 | Delete |  | Guidance Document: Lesson deleted |
| 5 | Delete |  | 3.NF.A.3d addresses comparison of fractions with the same numerator or denominator. |
| 6 | Keep |  |  |
| 7 | Keep |  |  |
| 8 | Modify | Delete the last sentence. Add, “Explain how you know the fractions are equivalent.” | Assessment Rule of Thumb: question requires a specific model. |
| 9 | Delete |  | 3.NF.A.3d addresses comparison of fractions with the same numerator or denominator. |
| 10 | Keep |  |  |
| 11 | Keep |  |  |
| 12 | Delete |  | Guidance Document: Lesson deleted |
| 13 | Delete |  | Guidance Document: Lesson deleted |
| 14 | Delete |  | Guidance Document: Lesson deleted |
| 15 | Delete |  | Guidance Document: Lesson deleted |
| 16 | Delete |  | Guidance Document: Lesson deleted |
| 17 | Delete |  | Guidance Document: Lesson deleted |
| 18 | Keep |  |  |
| 19 | Delete |  | Guidance Document: Lesson deleted |
| 20 | Keep |  |  |

| Questions to be added: | | |
| --- | --- | --- |
| Added Lesson | Source | Question |
| 9.4.1 | <https://www.illustrativemathematics.org/content-standards/3/NF/A/3/tasks/871> | Screen Shot 2016-08-30 at 9.44.07 PM.png  Modify the last sentence to, “Support your reasoning with pictures, numbers, and/or words.” |
| 9.4.2 | From Howard County, Quarter 2, Assessment Task 6:  <https://hcpss.instructure.com/courses/97/pages/3-dot-nf-dot-3-assessment-tasks?module_item_id=16861> | Screen Shot 2016-08-30 at 9.59.38 PM.png |
| 9.4.3 | <https://www.illustrativemathematics.org/content-standards/3/NF/A/3/tasks/1356> | Screen Shot 2016-08-30 at 9.41.38 PM.png  This task can also be done online. |
| 9.7.1 | [Engage NY, Grade 3, Module 5, End of Module Assessment: #2](https://www.unbounded.org/math/grade-3/module-5) | Screen Shot 2016-08-30 at 9.34.53 PM.png  Add, “Write an equivalent fraction to ⅔.” |
| 9.7.2 | From Howard County, Grade 3, Quarter 2, Assessment 4 Tasks:  <https://hcpss.instructure.com/courses/97/pages/3-dot-nf-dot-3-assessment-tasks?module_item_id=16861> | Screen Shot 2016-08-30 at 9.57.31 PM.png |

**Chapter 10**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

✓Procedural Skill/Fluency

Conceptual Understanding

✓Application

| Grade 3 / Chapter 10: Time, Length, Liquid Volume and Mass | | | |
| --- | --- | --- | --- |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Modify | Change “26 minutes” to “20 minutes.” | Guidance Document: 3.MD.A.1 does not require students to solve problems involving crossing the hour. |
| 2 | Keep |  |  |
| 3 | Delete |  | Guidance Document: 3.MD.A.1 does not require students to solve problems involving crossing the hour. |
| 4 | Delete |  | Guidance Document: Lesson deleted |
| 5 | Keep |  |  |
| 6 | Delete |  | Guidance Document: Lesson deleted |
| 7 | Modify | Change “8:05” to “8:00.” | Guidance Document: 3.MD.A.1 does not require students to solve problems involving crossing the hour. |
| 8 | Keep |  |  |
| 9 | Keep |  |  |
| 10 | Keep |  |  |
| 11 | Keep |  |  |
| 12 | Delete |  | Guidance Document: Lesson deleted |
| 13 | Keep | Question aligns to 3.OA.D.8 |  |
| 14 | Keep |  |  |
| 15 | Modify | Change 3 hours and 16 minutes to 24 minutes. | 3.MD.A.1 limits to time intervals in minutes |
| 16 | Keep |  |  |
| 17 | Keep |  |  |
| 18 | Keep |  |  |

|  |  |  |
| --- | --- | --- |
| Questions to be added: | | |
| Added Lesson | Source | Question |
| 10.9.1 | [Engage NY, Grade 3, Module 2, End of Module Assessment: #5d](https://www.unbounded.org/math/grade-3/module-2/topic-e/lesson-18) | Screen Shot 2016-08-31 at 5.57.15 PM.png |

**Chapter 11**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

✓Procedural Skill/Fluency

✓Conceptual Understanding

✓ Application

| Grade 3 / Chapter 11: Perimeter and Area | | | |
| --- | --- | --- | --- |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Keep |  |  |
| 2 | Keep |  |  |
| 3 | Keep |  |  |
| 4 | Keep |  |  |
| 5 | Keep |  |  |
| 6 | Keep |  |  |
| 7 | Keep |  |  |
| 8 | Keep |  |  |
| 9 | Keep |  |  |
| 10 | Keep |  |  |
| 11 | Keep |  |  |
| 12 | Delete |  | Guidance Document: Lesson deleted |
| 13 | Keep |  |  |
| 14 | Keep |  |  |
| 15 | Keep |  |  |
| 16 | Delete |  | Guidance Document: Lesson deleted |

| Questions to be added: | | |
| --- | --- | --- |
| Added Lesson | Source | Question |
| 11.7.1 | [Engage NY, Grade 3, Module 4, Mid-Module Assessment: #3](https://www.unbounded.org/math/grade-3/module-4) | Screen Shot 2016-08-31 at 7.54.17 PM.png |
| 11.7.2 | Task 2:  <http://3-5cctask.ncdpi.wikispaces.net/3.MD.5-3.MD.7> | Screen Shot 2016-08-31 at 7.51.38 PM.png |
| 11.8.1 | <http://www.cpalms.org/Public/PreviewResourceAssessment/Preview/46897> | Screen Shot 2016-08-31 at 7.41.52 PM.png |
| 11.10.1 | Task 2:  <http://3-5cctask.ncdpi.wikispaces.net/3.MD.8> | Screen Shot 2016-08-31 at 7.47.05 PM.png |

**Chapter 12**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

✓Procedural Skill/Fluency

✓Conceptual Understanding

Application

| Grade 3 / Chapter 12: Two-Dimensional Shapes | | | |
| --- | --- | --- | --- |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Keep |  |  |
| 2 | Keep |  |  |
| 3 | Delete |  | Guidance Document: Lesson deleted |
| 4 | Delete |  | Guidance Document: Lesson deleted |
| 5 | Delete |  | Guidance Document: Lesson deleted |
| 6 | Delete |  | Guidance Document: Lesson deleted |
| 7 | Keep |  |  |
| 8 | Keep |  |  |
| 9 | Delete |  | Guidance Document: Lesson deleted |
| 10 | Delete |  | Guidance Document: Lesson deleted |
| 11 | Keep |  |  |
| 12 | Delete |  | Guidance Document: Lesson deleted |
| 13 | Keep |  |  |
| 14 | Keep |  |  |
| 15 | Keep |  |  |
| 16 | Delete |  | Guidance Document: Lesson deleted |
| 17 | Keep |  |  |
| 18 | Delete |  | Guidance Document: Lesson deleted |