

# LEAP

## SOCIAL STUDIES

# Grade 3

## Classroom Assessment Items

## Purpose and Use

The [LEAP Social Studies Classroom Assessment Items](#) are intended for use in classroom instruction and assessment, meaning that educators may choose to incorporate the sources and items into daily lessons or classroom tests as a to complement their instructional and assessment materials. The Social Studies Classroom Assessment Items offer examples of how social studies knowledge and skills may be assessed in alignment with the [2022 Louisiana Student Standards for Social Studies \(LSSSS\)](#) and provide students and teachers an opportunity to engage with the different source and item types on the LEAP Social Studies Field Tests.

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Units 3 and 4	<a href="#">Task: Migration during the 1800s</a> (culminating item: WR item #6)
N/A	<a href="#">Answer Key and Rubrics</a>
N/A	<a href="#">Scoring Activity</a>



**Grade 3**  
Classroom Assessment  
Set

**Read and study the sources about George Washington and early America. Then use your social studies knowledge and the sources to answer the questions.**

**Source 1*****Adapted from George Washington's Rules of Civility and Decent Behavior***

*This excerpt is from George Washington's Rules of Civility (politeness) and Decent (proper) Behavior. The book has more than 100 rules about manners and behavior. When Washington was a young man, he copied the rules from a book that included many of the common manners at the time. Washington used the rules to guide him throughout his life.*

Do not appear to be glad at someone's failures, even if that person is your enemy.

Those who hold public office are important and should have respect. But office holders should respect their social equals, even if they are private citizens.

Never say anything rude. Remain moral in front of everyone.

A man should not value himself too much because he is smart or accomplished. He should not be proud because of his riches or family.

Do not insult those you lead. Do not act bossy.

**Source 2****Adapted from *Journals of the Continental Congress (1775)***

*This excerpt is from the speech George Washington gave to the Continental Congress when agreeing to lead the Continental Army.*

I am honored to be appointed to this position. Yet I feel great worry. I know that my skills and my knowledge of war may not be equal to the trust you have given me. However, because Congress asks, I will accept this duty. I will make every effort to support the great cause. Please accept my humble thanks.

No amount of money would have made me accept this task and leave my happy home. I do not want to profit from it. I will keep a record of my expenses. But I will not accept a salary.

**Source 3*****Washington Crossing the Delaware***

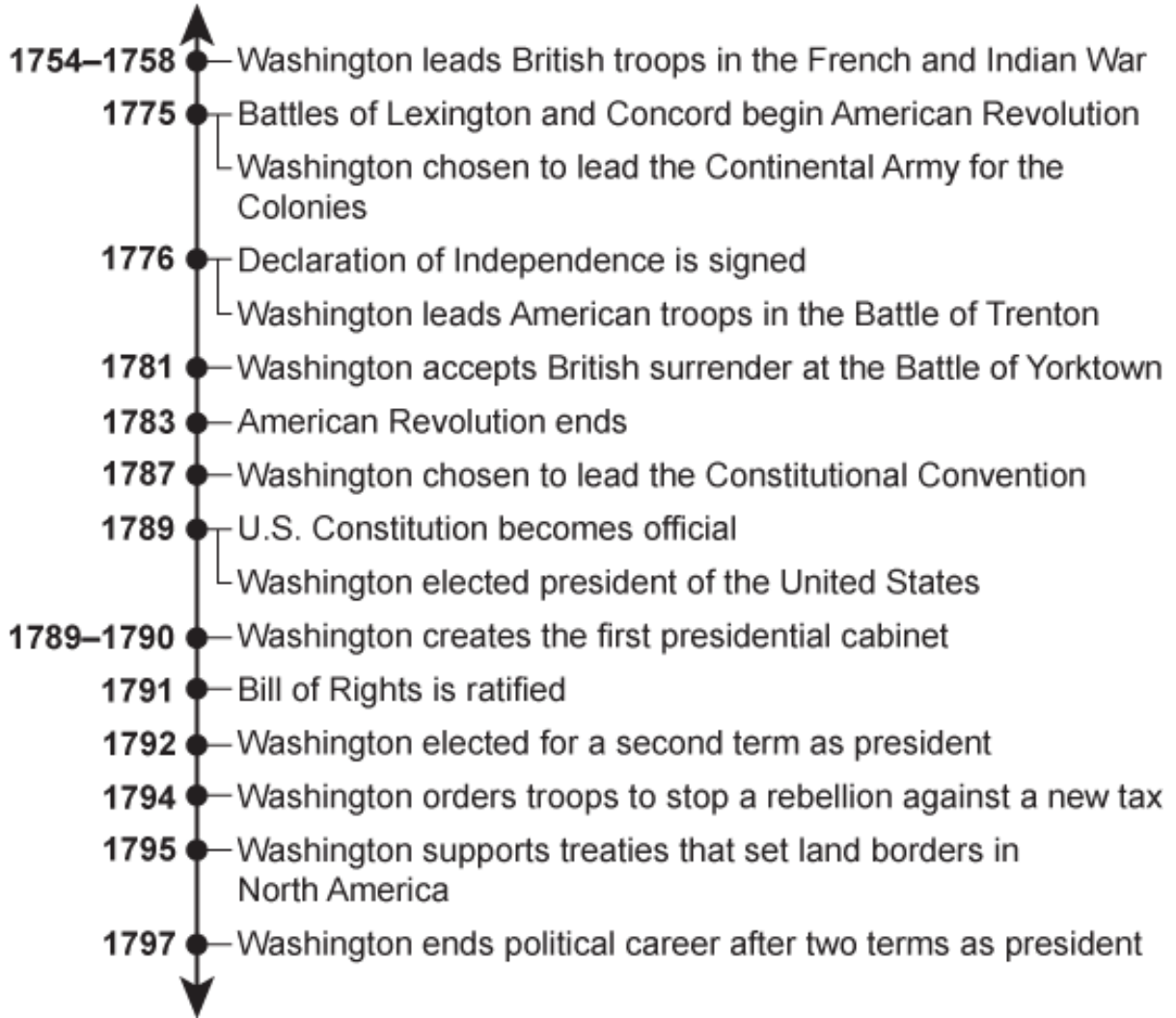
*by Emanuel Leutze*

This picture shows General George Washington leading the Continental Army across the Delaware River during the American Revolution. Washington led a surprise attack against German soldiers fighting for the British in Trenton, New Jersey. The Continental Army attacked early in the morning on December 26, 1776. The battle was the first major success for the Continental Army. The painting shown in the picture was created in 1851, almost 75 years later.



Source 4

**Events about George Washington and Early America**



1. Use your **social studies knowledge and Source 1** to answer the question.

Which term is **most closely** related to Source 1?

- A. representative democracy
- B. civic virtue
- C. unalienable rights
- D. limited government

1-3453



2. Use your **social studies knowledge, Source 2, Source 3, and Source 4** to answer the questions.

**Part A**

Which reason was **most** important for members of the Continental Congress when choosing George Washington as commander of the Continental Army?

- A. Washington fought for the British in past battles.
- B. Washington had more land and wealth than others did.
- C. Washington formed a close friendship with the French.
- D. Washington had military experience and the ability to unite people.

**Part B**

Which statement best explains how Washington's leadership affected the American Revolution?

- A. He gathered together troops with plenty of training.
- B. He made sure the soldiers had enough food and supplies.
- C. He helped the army to succeed although they had many challenges.
- D. He won the support of many nations even though they fought each other.

1-3454

3. Use your **social studies knowledge and Source 3** to answer the question.

Select the **best** answer from each list to complete the sentence about the picture shown in Source 3.

The painting of George Washington leading the Continental Army across the

Delaware River, shown in Source 3, is

- a claim
- evidence
- a primary source
- a secondary source

because it was created  the event that it shows.

- during
- long after
- to answer a question about
- to support an argument about

1-3171

4. Use your **social studies knowledge and Source 4** to answer the question.

Which statement describes the role of George Washington in early America?

- A. He wrote the U.S. Constitution.
- B. He was the author of the Bill of Rights.
- C. He was the first president of the United States.
- D. He led the U.S. Army for a lifetime term.

1-3455

5. Use your **social studies knowledge and Source 4** to answer the question.

How was the new government of the United States different from Britain's monarchy?

- A. Only the U.S. government required citizens to pay taxes.
- B. Only citizens in the United States could make treaties with foreign nations.
- C. Only the United States required citizens to join the military.
- D. Only citizens in the United States could vote for a president to lead them.

1-3167

6. Use your **social studies knowledge and all of the sources** to answer the question.

Write in the chart **one** correct statement for **each** of George Washington’s actions to show how each action was important to the founding and development of the United States.

George Washington’s Action	Importance of George Washington’s Action
Washington led the Constitutional Convention.	
Washington created the first presidential cabinet.	
Washington decided to serve only two terms as president.	
Washington tried to work for the good of the people when serving as leader.	

**Statements on the importance of George Washington’s actions:**

Washington established that government leaders should limit their time in office.

Washington helped to form the government of the United States.

Washington showed that leaders should listen to the advice of experts to help with decisions.

Washington set an example of civic virtue.

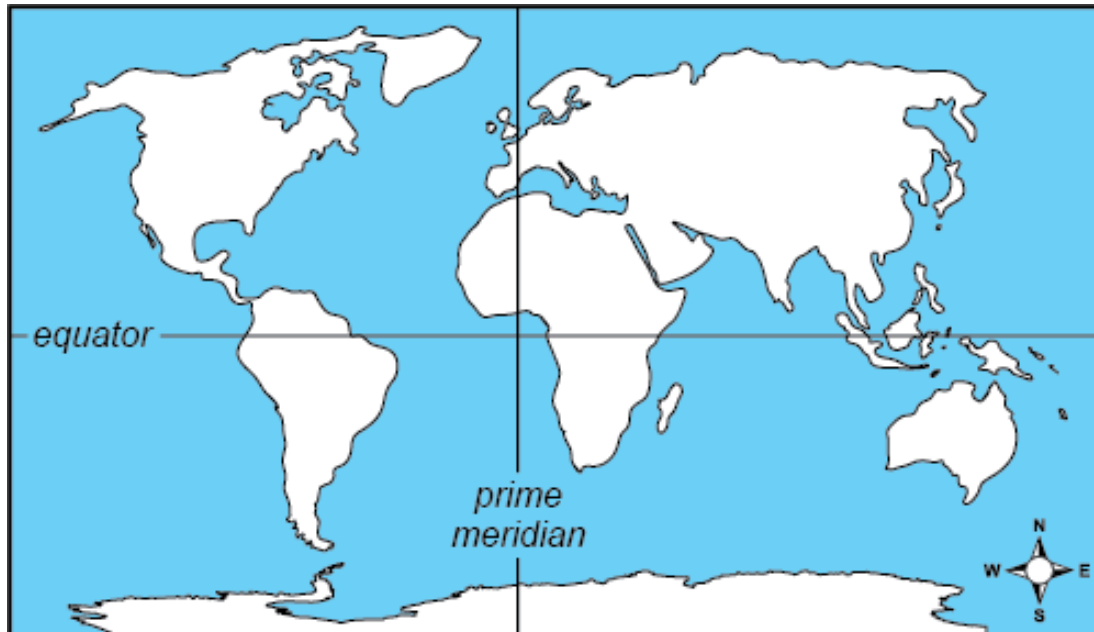




**Grade 3**  
Classroom Assessment  
Standalone Items

Use your **social studies knowledge and the map** to answer the question.

**Continents of Earth**



Which statements **best** describe the relative location of the United States?

Select the **two** correct answers.

- A. It is south of the equator.
- B. It is east of the prime meridian.
- C. It is in the Western Hemisphere.
- D. It is part of the continents of Europe and Asia.
- E. It is between the Pacific Ocean and the Atlantic Ocean.

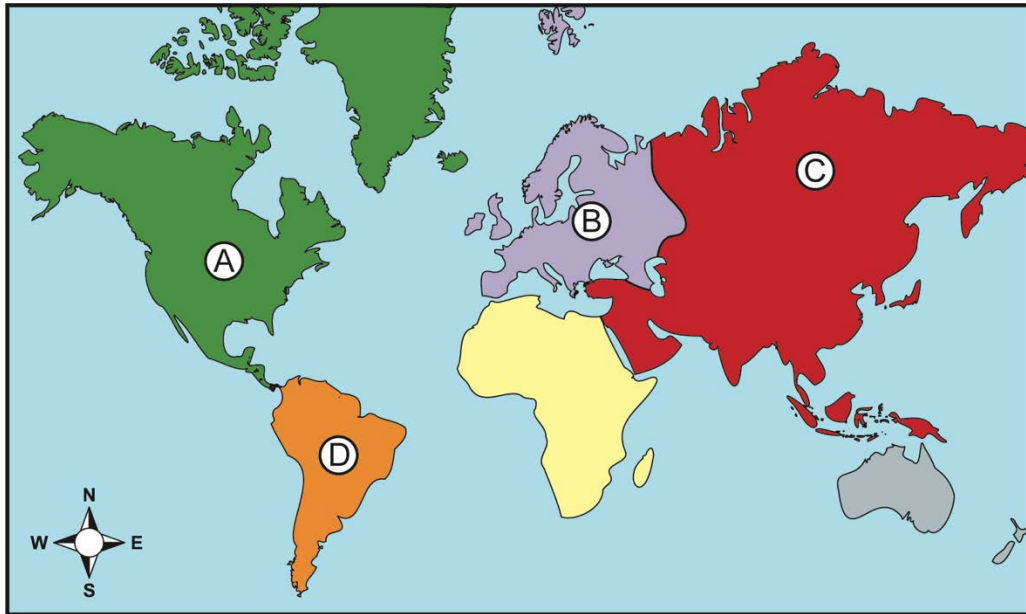
2-3110



Use your **social studies knowledge** to answer the questions.

**Part A**

Fill in the circle on the map that shows the location of the continent of North America.

**Part B**

Which geographic feature is part of North America?

- A. Amazon rain forest
- B. Rocky Mountains
- C. Mediterranean Sea
- D. Sahara Desert

2-3109

Use your **social studies knowledge and the excerpt** to answer the question.

**Excerpt from the Thirteenth Amendment (1865)**

Neither slavery nor involuntary servitude . . . shall exist within the United States.

Which statement **best** describes an effect of the Thirteenth Amendment?

- A. It gave formerly enslaved people the right to vote.
- B. It protected formerly enslaved people from unfair pay for work.
- C. It abolished slavery throughout the United States.
- D. It allowed slavery to be legal in parts of the United States.

4-3108

Use your **social studies knowledge and the excerpt** to answer the questions.

**Adapted from “The Meaning of Rights for Women” (1914)**

*by Mabel Ping-Hua Lee*

Part of democracy is the equal right to choose the rulers who make the laws. This is shown in the statement of Thomas Jefferson. He said, “Just government depends on the consent of the governed.” It is a central idea of American democracy. . . . We want nothing more than an equal opportunity for women to prove their abilities.

**Part A**

Which action is Mabel Ping-Hua Lee **most likely** arguing in favor of in the excerpt?

- A. making the people elect more women as government officials
- B. giving women the right to attend schools in the country
- C. requiring businesses to hire more women as workers
- D. granting women the right to vote in elections

**Part B**

The excerpt has four phrases underlined. Select the **one** phrase that **best** supports the answer to Part A.

Part of democracy is the equal right to choose the rulers who make the laws. This is shown in the statement of Thomas Jefferson. He said, “Just government depends on the consent of the governed.” It is a central idea of American democracy. . . .  
We want nothing more than an equal opportunity for women to prove their abilities.

Use your **social studies knowledge and the picture** to answer the questions.

### Martin Luther King, Jr. Memorial



#### Part A

Which phrase describes the purpose of the Martin Luther King, Jr. Memorial?

- A. to honor the work of an important civil rights leader
- B. to recognize the discoveries of an important scientist
- C. to remember the success of an important suffragist
- D. to show respect for the efforts of an important abolitionist

#### Part B

Which statement describes an action that Dr. Martin Luther King, Jr., is remembered for accomplishing?

- A. He urged states to pass an amendment giving women the right to vote.
- B. He helped to write the laws that brought about the end of slavery.
- C. He encouraged the use of nonviolent methods to protest discrimination.
- D. He developed faster ways for factories to make goods to sell.



**Grade 3**  
**Classroom Assessment**  
**Task**

Read and study the sources about migration during the 1800s. Use your social studies knowledge and the sources to answer the questions. As you study the sources and answer the questions, get ready to write about the effects of migration on the United States during the 1800s.

Source 1

**Events about Migration within and to the United States**



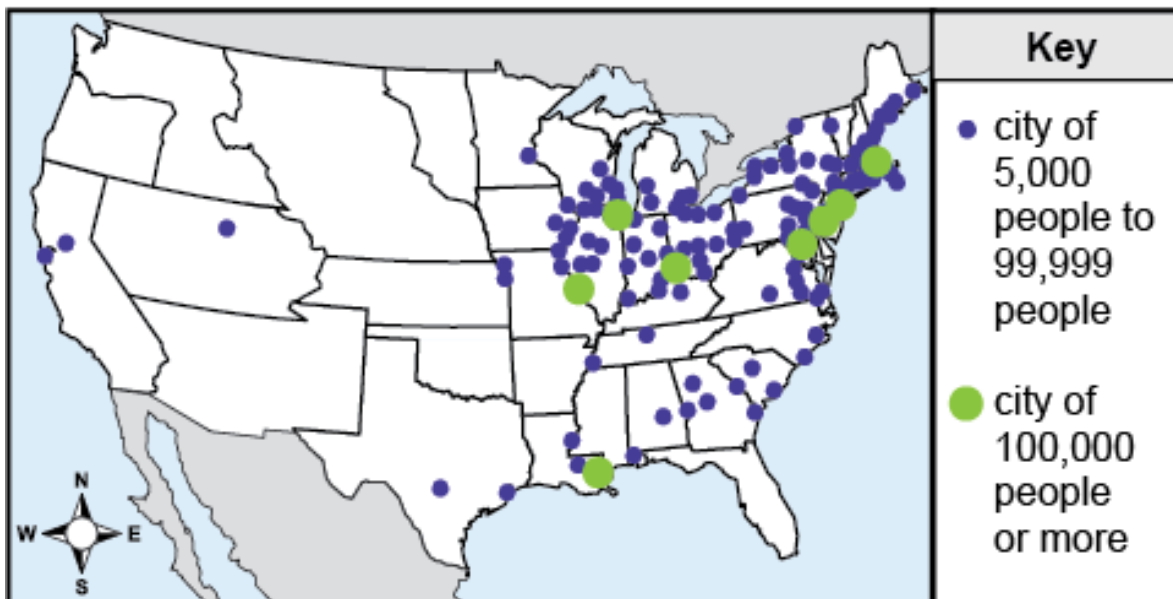
Source 2

Population in U.S. Cities, 1800 and 1860

Population in U.S. Cities, 1800



Population in U.S. Cities, 1860



**Source 3****Adapted from “Gold-Rush Days: Virginia City, Nevada”**

by J. Ross Browne

*This excerpt describes a city called Gold Hill in the Utah Territory in the western United States. In the 1850s, the discovery of silver brought people from many different places to the city. Most of the city’s leaders and politicians were immigrants from Europe. Miners were from China, Europe, and eastern states.*

Gold Hill has grown into a city. Here the proof of hard work is clear. The whole hill is full of shafts and tunnels. Engine-houses for lifting are built on certain points. Quartz mills cover the sides of the canyon. The main street has many brick stores, hotels, the Pony Express office, and restaurants. It contains all those attractive places that go to make up a flourishing mining town. Even a newspaper is printed here.



**Source 4****Adapted from *The Irish in America***

by John F. Maguire

*This excerpt is from a book by an Irish author that describes his study of Irish immigrants in the United States in the early to mid-1800s.*

I went from place to place for nearly six months. During that time, I met people from many different countries and all parts of society. I gathered information wherever I went. Then, I compared people's stories and opinions. The results of the observations I made are as follows.

The Irish in America are improving their lives by having left the old country for America. In every part of society, they are having important effects. They are merchants, manufacturers, lawyers, and doctors. They are inventors, scientists, artists, teachers, soldiers, and many more things. They are necessary to life in America. The Irish make up a large amount of the working population in the cities. Their hard work brings them greater comfort and fuller respect of their duties and responsibilities as citizens of America.

1. Use your **social studies knowledge and Source 1** to answer the question.

Which factors **most** led to increased immigration to the United States and its territories in the 1800s?

Select the **two** correct answers.

- A. a desire to leave places with small populations
- B. a desire to move to a place with a different culture
- C. a desire to leave places with hot and rainy weather
- D. a desire to move to a place with economic opportunities
- E. a desire to leave places with political and social disorder

T-3299

2. Use your **social studies knowledge and Source 2** to answer the question.

Which statement **best** describes the trend shown in Source 2?

- A. The number of large cities decreased in the Southeast and the Southwest.
- B. The number of large cities increased in the Northeast and the Midwest.
- C. Cities in the West became larger than cities in the East.
- D. Cities in the South became larger than cities in the North.

T-3300

3. Use your **social studies knowledge** to answer the question.

Select the **best** answer from the list to complete the sentences about people who migrated to or within the United States during the 1800s.

Many people who moved to or within the United States during the 1800s worked in jobs such as building canals and mining.

They were a  for businesses and

- capital resource
- human resource
- natural resource
- nonrenewable resource

industries that were growing during the 1800s.

T-3301

4. Use your **social studies knowledge and Source 3** to answer the question.

Which statement **best** describes how people who moved west to mining towns like Gold Hill changed their physical environment?

- A. They removed dirt to create canals.
- B. They cut down trees to build railroads.
- C. They plowed soil to plant new crops.
- D. They dug into the earth for resources.

T-3302

5. Use your **social studies knowledge and Source 4** to answer the question.

Four sentences are underlined in the second paragraph of Source 4. Select the **one** sentence that **best** describes how Irish immigrants helped to the United States.

This Irish in America are improving their lives by having left the old country for America. In every part of society, they are having important effects. They are merchants, manufacturers, lawyers, and doctors. They are inventors, scientists, artists, teachers, soldiers, and many more things. They are necessary to life in America. The Irish make up a large amount of the working population in the cities. Their hard work brings them greater comfort and fuller respect of their duties and responsibilities as citizens of America.

T-3303

6. Use your **social studies knowledge and the sources** to answer the question.

Explain how migration affected the United States during the 1800s.

As you write, be sure to do the following:

- Provide a claim that answers all parts of the prompt.
- Support your claim with information and examples from your knowledge of social studies **and** evidence from the sources.
- Provide explanations and reasoning that show how your knowledge and evidence support your claim.



A large rectangular box with a black border, containing 20 horizontal lines for writing. The lines are evenly spaced and extend across most of the width of the box, leaving a small margin on both sides.



A large rectangular box with a black border, containing 20 horizontal lines for writing. The lines are evenly spaced and extend across most of the width of the box, leaving a small margin on the right side.

Group Name	Primary Alignment	Unit of Study	Skills and Practices Group	Item Type	Pts	Keys and Scoring Guidance	Item Number and ID
George Washington and Early America	3.13 (3.3a)	1	Examining Sources	MC	1	Key: B	1. 1-3453
	3.6a	1	Making Connections	TPI	2	Part A Key: D Part B Key: C See <a href="#">Scoring Guidance</a> .	2. 1-3454
	3–5.SP1a	1	Examining Sources	TE	2	Key 1: secondary source Key 2: long after Scoring Rules <ul style="list-style-type: none"> <li>• Full (2 pts): 2 of 2 correct answers selected</li> <li>• Partial (1 pt): 1 of 2 correct answers selected</li> <li>• None (0 pts): 0 of 2 correct answers selected</li> </ul>	3. 1-3171
	3.6a	1	Establishing Context	MC	1	Key: C	4. 1-3455
	3.10d	1	Making Connections	MC	1	Key: D	5. 1-3167

Group Name	Alignment	Unit of Study	Skills and Practices Group	Item Type	Pts	Keys and Scoring Guidance	Item Number and ID										
George Washington and Early America	3.6a	1	Making Connections	TE	2	<p>Key</p> <table border="1"> <thead> <tr> <th>George Washington's Action</th> <th>Importance of George Washington's Action</th> </tr> </thead> <tbody> <tr> <td>Washington led the Constitutional Convention.</td> <td>Washington helped to form the government of the United States.</td> </tr> <tr> <td>Washington created the first presidential cabinet.</td> <td>Washington showed that leaders should listen to the advice of experts to help with decisions.</td> </tr> <tr> <td>Washington decided to serve only two terms as president.</td> <td>Washington established that government leaders should limit their time in office.</td> </tr> <tr> <td>Washington tried to work for the good of the people when serving as leader.</td> <td>Washington set an example of civic virtue.</td> </tr> </tbody> </table> <p>Scoring Rules</p> <ul style="list-style-type: none"> <li>• Full (2 pts): 4 of 4 correct responses</li> <li>• Partial (1 pt): 2 or 3 of 4 correct responses</li> <li>• None (0 pts): 0 or 1 of 4 correct responses</li> </ul>	George Washington's Action	Importance of George Washington's Action	Washington led the Constitutional Convention.	Washington helped to form the government of the United States.	Washington created the first presidential cabinet.	Washington showed that leaders should listen to the advice of experts to help with decisions.	Washington decided to serve only two terms as president.	Washington established that government leaders should limit their time in office.	Washington tried to work for the good of the people when serving as leader.	Washington set an example of civic virtue.	6. 1-3172
	George Washington's Action	Importance of George Washington's Action															
Washington led the Constitutional Convention.	Washington helped to form the government of the United States.																
Washington created the first presidential cabinet.	Washington showed that leaders should listen to the advice of experts to help with decisions.																
Washington decided to serve only two terms as president.	Washington established that government leaders should limit their time in office.																
Washington tried to work for the good of the people when serving as leader.	Washington set an example of civic virtue.																
3.6a	1	Making Connections	CR	3	See <a href="#">rubric</a> .	6. 1-3356											

Group Name	Alignment	Unit of Study	Skills and Practices Group	Item Type	Pts	Keys and Scoring Guidance	Item ID
Standalone Items	3.24	2	Establishing Context	MS	1	Keys: C, E	2-3110
Standalone Items	3.23 (3.6e)	2	Establishing Context	TPI	2	Part A Key: Circle labeled A Part B Key: B See <a href="#">Scoring Guidance</a> .	2-3109
Standalone Items	3.12	4	Making Connections	MC	1	Key: C	4-3108
Standalone Items	3.6a (3.3b)	6	Examining Sources	TPD	2	Part A Key: D Part B Key: “the equal right to choose the rulers who make the laws” See <a href="#">Scoring Guidance</a> .	6-3106
Standalone Items	3.6d (3.6a)	6	Establishing Context	TPI	2	Part A Key: A Part B Key: C See <a href="#">Scoring Guidance</a> .	6-3107

Group Name	Alignment	Unit(s) of Study	Skills and Practices Group	Item Type	Pts	Keys and Scoring Guidance	Item Number and ID
Migration during the 1800s	3.8	4	Making Connections	MS	1	Key: D, E	1. T-3299
	3.8 (3.3a)	4	Examining Sources	MC	1	Key: B	2. T-3300
	3.16	4	Establishing Context	TE	1	Key: human resource	3. T-3301
	3.25	3	Making Connections	MC	1	Key: D	4. T-3302
	3.8 (3.3b)	4	Examining Sources	TE	1	Key: "The Irish make up a large amount of the working population in the cities."	5. T-3303
	3.8 (3.4c)	3, 4	Making Connections	WR	6	See <a href="#">rubric</a> .	6. T-3304

**Scoring Guidance**

<b>Item Type</b>	<b>Scoring Rules</b>
Two-Part Independent (TPI)	<ul style="list-style-type: none"><li>• Full credit (2 pts): Both Part A and Part B have correct answers</li><li>• Partial credit (1 pt): Either Part A or Part B have correct answers</li><li>• No credit (0 pts): Neither Part A nor Part B have correct answers</li></ul>
Two-Part Dependent (TPD)	<ul style="list-style-type: none"><li>• Full credit (2 pts): Both Part A and Part B have correct answers</li><li>• Partial credit (1 pt): Part A has a correct answer, but Part B has an incorrect answer</li><li>• No credit (0 pts): Part A has an incorrect answer, and Part B has a correct answer OR neither Part A nor Part B has a correct answer</li></ul>

Constructed-Response Rubric for Item 1-3356

Score Point	Description
3	<p>To earn a score of 3, the response must <b>fully</b> answer <b>all parts</b> of the prompt. The student’s response provides an <b>accurate</b> and <b>complete</b> answer to the prompt using information from their social studies content knowledge beyond what the sources provide. The answer may include a few errors that do <b>not</b> detract from the overall response.</p> <p>Prompt-Specific: The student’s response fully and correctly explains why <b>two</b> different accomplishments of George Washington were important to the United States.</p>
2	<p>To earn a score of 2, the response may fully answer part of the prompt <b>or</b> partially answer all parts of the prompt. The student’s response provides a <b>mostly accurate</b> but <b>partially complete</b> answer to the prompt using information from their social studies content knowledge beyond what the sources provide. The answer may include errors.</p> <p>Prompt-Specific: The student's response correctly explains why <b>one</b> accomplishment of George Washington was important to the United States. OR The student's response correctly describes <b>two</b> different accomplishments of George Washington that were important to the United States.</p>
1	<p>To earn a score of 1, the response minimally answers <b>at least one part</b> of the prompt. The student’s response provides a <b>minimally accurate</b> and/or <b>minimally complete</b> answer to the prompt using information from their social studies content knowledge beyond what the sources provide. The answer may include several errors that detract from the overall response.</p> <p>Prompt-Specific: The student’s response correctly identifies <b>one</b> accomplishment of George Washington that was important to the United States.</p>
0	<p>The student’s response does not meet any criteria for a score of 1. The response is incorrect, too brief, or too unclear to evaluate.</p>

Note: Responses are not penalized for any errors in spelling, punctuation, grammar, or capitalization.

Draft Written-Response Rubric

DRAFT LEAP Social Studies Rubric for Written-Response Items in Grades 3–5				
Dimension*	2	1	0	Scoring Guidance
	The student’s response:	The student’s response:	The student’s response:	
<b>Claim</b>	Fully addresses the prompt with a claim that is accurate and clear for the grade/course	Addresses at least part of the prompt with a claim that may contain inaccuracies and/or may be vague	Does not present an identifiable claim that addresses the prompt <b>OR</b> is too brief or unclear to evaluate	To earn points for this dimension, the response must present a claim that addresses the prompt. The claim is the argument, answer, or main point(s). Students may restate the prompt as part of their claim, but restatement of the prompt alone is not a claim. Clear claims should be easy to identify and understand.
<b>Information and Evidence</b>	Uses some accurate and relevant information from social studies content knowledge <b>and</b> some relevant evidence from the sources that are sufficient to support the claim	Addresses the prompt with at least one piece of accurate and relevant information from social studies content knowledge <b>and/or</b> at least one piece of relevant evidence from the sources, showing an accurate understanding in the student’s own words	Does not present accurate or relevant information from social studies knowledge or relevant evidence from the sources that addresses the prompt in the student’s own words <b>OR</b> is too brief or unclear to evaluate	To earn points for this dimension, the response must include accurate information from social studies content knowledge beyond what the sources provide and/or relevant evidence from one or more sources with accurate understanding in the student’s own words. Information and evidence should provide support for the claim or address the prompt. Responses should show understanding of the evidence and/or how it provides support for the claim and not simply list the source(s).
<b>Analysis and Reasoning</b>	Shows a general understanding of social studies content by providing explanations and reasoning to develop the claim that is generally accurate but may be uneven	Shows a limited understanding of social studies content by providing explanations and reasoning to develop the claim that is minimally accurate and may be vague or incomplete	Does not provide accurate explanations or reasoning that is relevant to develop the claim <b>OR</b> is too brief or unclear to evaluate	To earn points for this dimension, the response must demonstrate an understanding of social studies content by providing accurate analysis and reasoning to develop the claim. The response should make relevant connections among the claim, information, evidence, and ideas presented in a mostly clear and organized way.
*Each dimension is scored individually: Claims: 0–2, Information and Evidence: 0–2, and Analysis and Reasoning: 0–2, totaling 0–6 points.				Due to the nature of timed, on-demand writing, responses at each score point may contain mistakes. A few errors that do <b>not</b> detract from the overall response are acceptable at the highest score point whereas several errors that do detract from the overall response may be present at the lowest score point.



## Scoring Activity

The scoring activity is recommended for use by educators to develop scoring materials. This activity, when done with a group of teachers who teach the same grade level/course, can be invaluable. By analyzing the rubrics, choosing papers at each score point, and discussing the scoring of student papers collaboratively, teachers not only gain a better understanding of expectations for student writing, but they also discover strengths and weaknesses and how they might be addressed within their own classroom or within their schools or school systems.

This activity can be used with students as well. By having students work through the scoring process, they learn about what is expected, and they see the rubric in action as they score and discuss different responses.

School and school system leaders are also encouraged to incorporate the scoring activity into their professional development and/or to set aside time for teachers to engage in the kind of discussions about student work that are at the heart of the scoring activity.

**Purpose:** To establish common expectations for student writing in social studies

**Outcomes:**

- Learn to use the rubric and identify qualities of writing that meet the standards for social studies
- Reveal grade/course-specific expectations
- Learn about and discuss different approaches that can improve teaching and learning

**Process:**

1. Have students respond in writing to a common prompt. Suggested items:
  - a. Constructed-response items from the [classroom assessment materials](#)
  - b. Written- or extended-response items from the [classroom assessment materials](#)
  - c. Constructed-, written-, and/or extended-response items available in instructional materials or created at the school or school system level
2. Collect students' responses to the common prompt.

3. Work collaboratively to understand the rubric.
  - a. Review the scoring criteria on the chosen rubric. Read each part carefully. Highlight key words on the rubric that show the expectations and differences between each score point.
  - b. Create or gather anchor papers for each score point. These are papers that all participants agree represent a solid score (e.g., 2 points in Claims). Annotate the papers to identify which qualities match the rubric. They will serve as models of each score point on the rubric.
4. Score student responses collaboratively.
  - a. Individually score the responses using the rubric and anchor set.
  - b. Then come together as a group. Read each response aloud and, as a group, discuss the individual scores using the rubric and the anchor papers.
  - c. Try to reach consensus on the scores for each response. Discuss any scores that are not consistent.
5. After the responses are scored, discuss the responses in general—strengths, weaknesses, different approaches to the prompt, etc. Determine any patterns that exist in the responses overall (e.g., ability to make claims, use of content knowledge, relevance of evidence from sources, development of claims, ability to make connections). Individual teachers should also consider their own students' papers to determine any patterns.
6. Finally, discuss the instructional implications: “How will we address the general weaknesses?” “How will I address my own students' weaknesses, etc.?” Develop a plan.