5th Grade Report Card Scoring Guides

2026-2027

KIRKWOOD
SCHOOL DISTRICT

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The Kirkwood School District uses scoring guides to describe three levels of student performance based on the approved curriculum. These guides are designed to provide specific and understandable feedback about student progress in line with the Kirkwood curricular standards and expectations. Each learning strand on the quarterly report card is named in the scoring guides, and they also explain the differences in performance levels.

The report card explains student performance using the following indicators:

- 3–Meeting: The student consistently meets the expectations of the report card strand
- 2–Approaching: The student is sometimes able to meet expectations of the report card strand
- 1–Beginning: The student is not yet meeting the expectations of the report card strand independently

The expected performance for all students is a "3," which signifies that they are meeting the expectations of the report card strand. However, it is important to recognize that all students learn at their own pace. Students that are not yet meeting expectations continue to have learning opportunities throughout the school year.

We want to ensure a partnership by clearly communicating each child’s academic journey. If you have any questions or need further explanations, don't hesitate to reach out to your child’s teacher or principal. Your partnership in supporting your child's learning is truly appreciated.

English Language Arts

Reading							
5.R.2.A.a: Read, infer, analyze, and draw conclusions to compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts.							
5.R.2.A.b: Read, infer, analyze, and draw conclusions to explain the theme or moral lesson, conflict and resolution in a story or novel.							
5.R.2.A.c: Read, infer, analyze, and draw conclusions to describe how a narrator's or speaker's point of view influences events.							
5.R.3.A.a: Read, infer, and draw conclusions to use multiple text features and graphics to locate information and gain an overview of the contents of text information.							
5.R.3.B.a: Read, infer, and draw conclusions to evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim.							
5.R.3.B.g: Read, infer, and draw conclusions to use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning.							
5.R.3.C.c: Read, infer, and draw conclusions to analyze how the pattern of organization of a text influences the relationships.							
5.R.3.C.e: Read, infer, and draw conclusions to integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.							
Q1		Q2		Q3		Q4	
Demonstrate the ability to apply fiction reading strategies, study components of a fiction text, and grow ideas about character development and theme		Read, infer, and draw conclusions when reading nonfiction texts				Demonstrate the ability to apply fiction reading strategies, study components of a fiction text, and grow ideas about character development and theme	
3	I can consistently demonstrate the ability to apply fiction reading strategies, study components of a fiction text, and grow ideas about character development and theme.	3	I can consistently read, infer, and draw conclusions when reading nonfiction texts.	3	I can consistently read, infer, and draw conclusions when reading nonfiction texts.	3	I can consistently demonstrate the ability to apply fiction reading strategies, study components of a fiction text, and grow ideas about character development and theme.
2	I can sometimes demonstrate the ability to apply fiction reading strategies, study components of a fiction text, and grow ideas about character development and theme.	2	I can sometimes read, infer, and draw conclusions when reading nonfiction texts.	2	I can sometimes read, infer, and draw conclusions when reading nonfiction texts.	2	I can sometimes demonstrate the ability to apply fiction reading strategies, study components of a fiction text, and grow ideas about character development and theme.
1	I need help to demonstrate the ability to apply fiction reading strategies, study components of a fiction text, and grow ideas about character development and theme.	1	I need help to read, infer, and draw conclusions when reading nonfiction texts.	1	I need help to read, infer, and draw conclusions when reading nonfiction texts.	1	I need help to demonstrate the ability to apply fiction reading strategies, study components of a fiction text, and grow ideas about character development and theme.

5.R.1.A.a: Develop and demonstrate reading skills in response to text by drawing conclusions to infer by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.							
5.R.1.A.b: Develop and demonstrate reading skills in response to text by drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text.							
Q1		Q2		Q3		Q4	
Demonstrate comprehension by drawing conclusions and analyzing a text, as well as using text evidence to support ideas							
3	I can consistently demonstrate comprehension by drawing conclusions and analyzing a text, as well as using text evidence to support ideas.	3	I can consistently demonstrate comprehension by drawing conclusions and analyzing a text, as well as using text evidence to support ideas.	3	I can consistently demonstrate comprehension by drawing conclusions and analyzing a text, as well as using text evidence to support ideas.	3	I can consistently demonstrate comprehension by drawing conclusions and analyzing a text, as well as using text evidence to support ideas.
2	I can sometimes demonstrate comprehension by drawing conclusions and analyzing a text, as well as using text evidence to support ideas.	2	I can sometimes demonstrate comprehension by drawing conclusions and analyzing a text, as well as using text evidence to support ideas.	2	I can sometimes demonstrate comprehension by drawing conclusions and analyzing a text, as well as using text evidence to support ideas.	2	I can sometimes demonstrate comprehension by drawing conclusions and analyzing a text, as well as using text evidence to support ideas.
1	I need help to demonstrate comprehension by drawing conclusions and analyzing a text, as well as using text evidence to support ideas.	1	I need help to demonstrate comprehension by drawing conclusions and analyzing a text, as well as using text evidence to support ideas.	1	I need help to demonstrate comprehension by drawing conclusions and analyzing a text, as well as using text evidence to support ideas.	1	I need help to demonstrate comprehension by drawing conclusions and analyzing a text, as well as using text evidence to support ideas.

5.R.1.B.a: Develop an understanding of vocabulary by determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context.							
5.R.1.B.b: Develop an understanding of vocabulary by using context to determine meaning of unfamiliar or multiple-meaning words.							
Q1		Q2		Q3		Q4	
Use multiple strategies to understand unfamiliar, multi-syllabic words and content specific vocabulary							
3	I can consistently use multiple strategies to understand unfamiliar, multi-syllabic words and content specific vocabulary.	3	I can consistently use multiple strategies to understand unfamiliar, multi-syllabic words and content specific vocabulary.	3	I can consistently use multiple strategies to understand unfamiliar, multi-syllabic words and content specific vocabulary.	3	I can consistently use multiple strategies to understand unfamiliar, multi-syllabic words and content specific vocabulary.
2	I can sometimes use multiple strategies to understand unfamiliar, multi-syllabic words and content specific vocabulary.	2	I can sometimes use multiple strategies to understand unfamiliar, multi-syllabic words and content specific vocabulary.	2	I can sometimes use multiple strategies to understand unfamiliar, multi-syllabic words and content specific vocabulary.	2	I can sometimes use multiple strategies to understand unfamiliar, multi-syllabic words and content specific vocabulary.
1	I need help to use multiple strategies to understand unfamiliar, multi-syllabic words and content specific vocabulary.	1	I need help to use multiple strategies to understand unfamiliar, multi-syllabic words and content specific vocabulary.	1	I need help to use multiple strategies to understand unfamiliar, multi-syllabic words and content specific vocabulary.	1	I need help to use multiple strategies to understand unfamiliar, multi-syllabic words and content specific vocabulary.

5.RF.3.A.a: Develop phonics in the reading process by decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context.							
5.RF.3.A.b: Develop phonics in the reading process by reading root words, prefixes, and suffixes and important words from all specific content curricula.							
Q1		Q2		Q3		Q4	
Use multiple strategies to decode familiar or unfamiliar, multi-syllabic words, prefixes, suffixes, and root words							
3	I can consistently use multiple strategies to decode familiar or unfamiliar, multi-syllabic words, prefixes, suffixes, and root words.	3	I can consistently use multiple strategies to decode familiar or unfamiliar, multi-syllabic words, prefixes, suffixes, and root words.	3	I can consistently use multiple strategies to decode familiar or unfamiliar, multi-syllabic words, prefixes, suffixes, and root words.	3	I can consistently use multiple strategies to decode familiar or unfamiliar, multi-syllabic words, prefixes, suffixes, and root words.
2	I can sometimes use multiple strategies to decode familiar or unfamiliar, multi-syllabic words, prefixes, suffixes, and root words.	2	I can sometimes use multiple strategies to decode familiar or unfamiliar, multi-syllabic words, prefixes, suffixes, and root words.	2	I can sometimes use multiple strategies to decode familiar or unfamiliar, multi-syllabic words, prefixes, suffixes, and root words.	2	I can sometimes use multiple strategies to decode familiar or unfamiliar, multi-syllabic words, prefixes, suffixes, and root words.
1	I need help to use multiple strategies to decode familiar or unfamiliar, multi-syllabic words, prefixes, suffixes, and root words.	1	I need help to use multiple strategies to decode familiar or unfamiliar, multi-syllabic words, prefixes, suffixes, and root words.	1	I need help to use multiple strategies to decode familiar or unfamiliar, multi-syllabic words, prefixes, suffixes, and root words.	1	I need help to use multiple strategies to decode familiar or unfamiliar, multi-syllabic words, prefixes, suffixes, and root words.

Speaking and Listening

5.SL.1.A.b: Develop and apply effective listening skills and strategies in formal and informal settings by posing and responding to specific questions to clarify or follow up on information, and making comments that contribute to the discussion to link to the remarks of others.

5.SL.1.A.d: Develop and apply effective listening skills and strategies in formal and informal settings by listening for a speaker's message and summarizing main points based on evidence.

Q1	Q2		Q3		Q4	
	Develop and apply effective listening skills and strategies in formal and informal settings					
	3	I can consistently develop and apply effective listening skills and strategies in formal and informal settings.	3	I can consistently develop and apply effective listening skills and strategies in formal and informal settings.	3	I can consistently develop and apply effective listening skills and strategies in formal and informal settings.
	2	I can sometimes develop and apply effective listening skills and strategies in formal and informal settings.	2	I can sometimes develop and apply effective listening skills and strategies in formal and informal settings.	2	I can sometimes develop and apply effective listening skills and strategies in formal and informal settings.
	1	I need help to develop and apply effective listening skills and strategies in formal and informal settings.	1	I need help to develop and apply effective listening skills and strategies in formal and informal settings.	1	I need help to develop and apply effective listening skills and strategies in formal and informal settings.

Writing					
5.W.2.C.a: Write fiction or non-fiction narratives and poems.					
5.W.3.A.d: Apply research process to select relevant resources, literary and informational.					
5.W.3.A.g: Apply research process to differentiate between paraphrasing and plagiarism when using ideas of others.					
Q1		Q2	Q3		Q4
Develop narratives or poems using narrative techniques, organize ideas, and elaborate on ideas using appropriate author choices			Apply research processes to use information from a variety of sources		
3	I can consistently develop narratives or poems using narrative techniques, organize ideas, and elaborate on ideas using appropriate author choices.		3	I can consistently apply research processes to use information from a variety of sources.	
2	I can sometimes develop narratives or poems using narrative techniques, organize ideas, and elaborate on ideas using appropriate author choices.		2	I can sometimes apply research processes to use information from a variety of sources.	
1	I need help to develop narratives or poems using narrative techniques, organize ideas, and elaborate on ideas using appropriate author choices.		1	I need help to apply research processes to use information from a variety of sources.	

5.W.2.A.a: Write opinion texts.				
Q1	Q2	Q3		Q4
		Develop opinion pieces that include elaboration and support		
		3	I can consistently develop opinion pieces that include elaboration and support.	
		2	I can sometimes develop opinion pieces that include elaboration and support.	
		1	I need help to develop opinion pieces that include elaboration and support.	

5.W.2.B.a: Write informative / explanatory texts.				
Q1	Q2		Q3	Q4
	Develop informative/explanatory texts that include elaboration and support			
	3	I can consistently develop informative/explanatory texts that include elaboration and support.		
	2	I can sometimes develop informative/explanatory texts that include elaboration and support.		
	1	I need help to develop informative/explanatory texts that include elaboration and support.		

5.W.1.C.a: Reread, revise, and edit drafts with assistance.							
Q1		Q2		Q3		Q4	
Reread, revise, and edit drafts with assistance							
3	I can consistently reread, revise, and edit drafts with assistance.	3	I can consistently reread, revise, and edit drafts with assistance.	3	I can consistently reread, revise, and edit drafts with assistance.	3	I can consistently reread, revise, and edit drafts with assistance.
2	I can sometimes reread, revise, and edit drafts with assistance.	2	I can sometimes reread, revise, and edit drafts with assistance.	2	I can sometimes reread, revise, and edit drafts with assistance.	2	I can sometimes reread, revise, and edit drafts with assistance.
1	I need help to reread, revise, and edit drafts with assistance.	1	I need help to reread, revise, and edit drafts with assistance.	1	I need help to reread, revise, and edit drafts with assistance.	1	I need help to reread, revise, and edit drafts with assistance.

5.L.1.B.c: In written text use a comma to separate an introductory clause in a complex sentence.							
5.L.1.B.h: In written text use apostrophes in singular nouns to show possession.							
5.L.1.B.i: In written text write apostrophes in regular plural nouns to show possession.							
5.L.1.A.e: In speech and written form, apply standard English grammar to produce a variety of complex sentences in writing.							
Q1		Q2		Q3		Q4	
Use correct punctuation							
3	I can consistently use correct punctuation.	3	I can consistently use correct punctuation.	3	I can consistently use correct punctuation.	3	I can consistently use correct punctuation.
2	I can sometimes use correct punctuation.	2	I can sometimes use correct punctuation.	2	I can sometimes use correct punctuation.	2	I can sometimes use correct punctuation.
1	I need help to use correct punctuation.	1	I need help to use correct punctuation.	1	I need help to use correct punctuation.	1	I need help to use correct punctuation.

5.L.1.A.a: In speech and written form, apply standard English grammar.							
Q1		Q2		Q3		Q4	
Use correct grammar							
3	I can consistently use correct grammar.	3	I can consistently use correct grammar.	3	I can consistently use correct grammar.	3	I can consistently use correct grammar.
2	I can sometimes use correct grammar.	2	I can sometimes use correct grammar.	2	I can sometimes use correct grammar.	2	I can sometimes use correct grammar.
1	I need help to use correct grammar.	1	I need help to use correct grammar.	1	I need help to use correct grammar.	1	I need help to use correct grammar.

5.W.1.C.b: Reread, revise, and edit drafts with assistance to edit for language conventions.							
Q1		Q2		Q3		Q4	
Use correct spelling							
3	I can consistently use correct spelling.	3	I can consistently use correct spelling.	3	I can consistently use correct spelling.	3	I can consistently use correct spelling.
2	I can sometimes use correct spelling.	2	I can sometimes use correct spelling.	2	I can sometimes use correct spelling.	2	I can sometimes use correct spelling.
1	I need help to use correct spelling.	1	I need help to use correct spelling.	1	I need help to use correct spelling.	1	I need help to use correct spelling.

5.W.1.C.b: Reread, revise, and edit drafts with assistance to edit for language conventions.							
Q1		Q2		Q3		Q4	
Use correct capitalization							
3	I can consistently use correct capitalization.	3	I can consistently use correct capitalization.	3	I can consistently use correct capitalization.	3	I can consistently use correct capitalization.
2	I can sometimes use correct capitalization.	2	I can sometimes use correct capitalization.	2	I can sometimes use correct capitalization.	2	I can sometimes use correct capitalization.
1	I need help to use correct capitalization.	1	I need help to use correct capitalization.	1	I need help to use correct capitalization.	1	I need help to use correct capitalization.

Math

Multiply Whole Numbers and Decimals				
5.NBT.A.7: Multiply multi-digit whole numbers and decimals to the hundredths place and justify the solution.				
Q1		Q2	Q3	Q4
Multiply Whole Numbers and Decimals				
3	I can consistently multiply whole numbers and decimals and justify my solution.			
2	I can sometimes multiply whole numbers and decimals and justify my solution.			
1	I need help to multiply whole numbers and decimals and justify my solution.			

Divide Whole Numbers and Decimals				
5.NBT.A.8: Divide multi-digit whole numbers and decimals to the hundredths place using up to two-digit divisors and justify the solution.				
Q1		Q2	Q3	Q4
Divide Whole Numbers and Decimals				
3	I can consistently divide whole numbers and decimals and justify my solution.			
2	I can sometimes divide whole numbers and decimals and justify my solution.			
1	I need help to divide whole numbers and decimals and justify my solution.			

Find Volume of Rectangular Prisms

5.GM.B.4.a: Describe a cube with edge length 1 unit as a “unit cube” and is said to have “one cubic unit” of volume and can be used to measure volume.

5.GM.B.4.b: Understand that the volume of a right rectangular prism can be found by stacking multiple layers of the base.

Q1		Q2	Q3	Q4
Find Volume of Rectangular Prisms				
3	I can consistently find the volume of a rectangular prism by stacking multiple layers of the base.			
2	I can sometimes find the volume of a rectangular prism by stacking multiple layers of the base.			
1	I need help to find the volume of a rectangular prism by stacking multiple layers of the base.			

Solve Multi-step Problems

5.RA.C.5: Solve and justify multi-step problems involving variables, whole numbers, fractions, and decimals.

Q1		Q2	Q3	Q4
Solve Multi-step Problems				
3	I can consistently solve and justify multi-step problems involving variables, whole numbers, fractions, and decimals.			
2	I can sometimes solve and justify multi-step problems involving variables, whole numbers, fractions, and decimals.			
1	I need help to solve and justify multi-step problems involving variables, whole numbers, fractions, and decimals.			

Multiply Fractions

5.NF.B.5.a: Estimate the size of the product based on the size of the two factors.

5.NF.B.5.b: Explain why multiplying a given number by a fraction greater than 1 results in a product larger than the given number.

5.NF.B.5.c: Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.

5.NF.B.5.d: Explain why multiplying the numerator and denominator by the same number is equivalent to multiplying the fraction by 1.

5.NF.B.7.a: Recognize the relationship between multiplying fractions and finding the areas of rectangles with fractional side lengths.

5.NF.B.7.b: Calculate and interpret the product of a fraction by a whole number and a whole number by a fraction.

5.NF.B.7.c: Calculate and interpret the product of two fractions less than one.

Q1	Q2		Q3	Q4
	Multiply Fractions			
	3	I can consistently calculate and interpret the products of fractions and whole numbers and the products of two fractions that are less than one and can justify the reasonableness of the products.		
	2	I can sometimes calculate and interpret the products of fractions and whole numbers and the products of two fractions that are less than one and can justify the reasonableness of the products.		
	1	I need help to calculate and interpret the products of fractions and whole numbers and the products of two fractions that are less than one and can justify the reasonableness of the products.		

Divide Fractions

5.NF.B.8.a: Calculate and interpret the quotient of a unit fraction by a non-zero whole number.

5.NF.B.8.b: Calculate and interpret the quotient of a whole number by a unit fraction.

Q1	Q2		Q3	Q4
	Divide Fractions			
	3	I can consistently calculate and interpret the quotients of unit fractions by whole numbers and whole numbers by unit fractions.		
	2	I can sometimes calculate and interpret the quotients of unit fractions by whole numbers and whole numbers by unit fractions.		
	1	I need help to calculate and interpret the quotients of unit fractions by whole numbers and whole numbers by unit fractions.		

Express Parts of a Whole as Fractions and/or Decimals

5.NF.A.1: Understand that parts of a whole can be expressed as fractions and/or decimals.

Q1	Q2	Q3		Q4
		Express Parts of a Whole as Fractions and/or Decimals		
		3	I can consistently express how fractions and decimals are part of a whole through visual models.	
		2	I can sometimes express how fractions and decimals are part of a whole through visual models.	
		1	I need help to express how fractions and decimals are part of a whole through visual models.	

Convert Fractions and Decimals

5.NF.A.2: Convert decimals to fractions and fractions to decimals.

Q1	Q2	Q3		Q4
		Convert Fractions and Decimals		
		3	I can consistently convert fractions to decimals and decimals to fractions and show how they can be equivalent representations of the same number.	
		2	I can sometimes convert fractions to decimals and decimals to fractions and show how they can be equivalent representations of the same number.	
		1	I need help to convert fractions to decimals and decimals to fractions and show how they can be equivalent representations of the same number.	

Compare Decimals

5.NF.A.3: Compare and order fractions and/or decimals to the thousandths place using the symbols >, =, or <, and justify the solution.

Q1	Q2	Q3		Q4
		Compare Decimals		
		3	I can consistently compare and order decimals to the thousandths place using the symbols >, =, or < and justify the solution.	
		2	I can sometimes compare and order decimals to the thousandths place using the symbols >, =, or < and justify the solution.	
		1	I need help to compare and order decimals to the thousandths place using the symbols >, =, or < and justify the solution.	

Add and Subtract Decimals

5.NBT.A.6: Add and subtract multi-digit whole numbers and decimals to the thousandths place and justify the solution.

Q1	Q2	Q3		Q4
		Add and Subtract Decimals		
		3	I can consistently add and subtract multi-digit whole numbers and decimals to the nearest thousandths place and justify the solution.	
		2	I can sometimes add and subtract multi-digit whole numbers and decimals to the nearest thousandths place and justify the solution.	
		1	I need help to add and subtract multi-digit whole numbers and decimals to the nearest thousandths place and justify the solution.	

Multiply Decimals

5.NBT.A.7: Multiply and divide multi-digit whole numbers and decimals to the hundredths place and justify the solution.

Q1	Q2	Q3		Q4
		Multiply Decimals		
		3	I can consistently multiply multi-digit whole numbers and decimals to the hundredths place and justify the solution.	
		2	I can sometimes multiply multi-digit whole numbers and decimals to the hundredths place and justify the solution.	
		1	I need help to multiply multi-digit whole numbers and decimals to the hundredths place and justify the solution.	

Divide Decimals

5.NBT.A.8: Multiply and divide multi-digit whole numbers and decimals to the thousandths place and justify the solution.

Q1		Q2		Q3		Q4	
				Divide Decimals			
				3	I can consistently divide multi-digit whole numbers and decimals to the hundredths place and justify the solution.		
				2	I can sometimes divide multi-digit whole numbers and decimals to the hundredths place and justify the solution.		
				1	I need help to divide multi-digit whole numbers and decimals to the hundredths place and justify the solution.		

Add Fractions

5.NF.B.6: Solve problems involving addition and subtraction of fractions and mixed numbers with unlike denominators, and justify the solution.

Q1	Q2	Q3	Q4	
			Add Fractions	
			3	I can consistently add fractions with unlike denominators and justify the solution.
			2	I can sometimes add fractions with unlike denominators and justify the solution.
			1	I need help to add fractions with unlike denominators and justify the solution.

Subtract Fractions

5.NF.B.6: Solve problems involving addition and subtraction of fractions and mixed numbers with unlike denominators, and justify the solution.

Q1		Q2		Q3		Q4	
						Subtract Fractions	
						3	I can consistently subtract fractions with unlike denominators and justify the solution.
						2	I can sometimes subtract fractions with unlike denominators and justify the solution.
						1	I need help to subtract fractions with unlike denominators and justify the solution.

Convert Units of Measurement

5.GM.D.9: Solve multi-step problems that require measurement conversions.

5.GM.D.8: Convert measurements of capacity, length, and weight within a given measurement system.

Q1	Q2	Q3	Q4	
			Convert Units of Measurement	
			3	I can consistently solve problems that require measurement conversions.
			2	I can sometimes solve problems that require measurement conversions.
			1	I need help to solve problems that require measurement conversions.

Represent and Analyze Data

5.DA.A.1: Create a line graph to represent a data set, and analyze the data to answer questions and solve problems.

5.DS.A.2: Create a line plot to represent a given or generated data set, and analyze the data to answer questions and solve problems, recognizing the outliers and generating the median.

Q1	Q2	Q3	Q4	
			Represent and Analyze Data	
			3	I can consistently create a line plot to represent data and analyze the data to answer questions and solve problems.
			2	I can sometimes create a line plot to represent data and analyze the data to answer questions and solve problems.
			1	I need help to create a line plot to represent data and analyze the data to answer questions and solve problems.

Classify Shapes

5.GM.A.2: Classify figures in a hierarchy based on properties.

Q1	Q2	Q3	Q4	
			Classify Shapes	
			3	I can consistently classify two and three dimensional figures based on properties.
			2	I can sometimes classify two and three dimensional figures based on properties.
			1	I need help to classify two and three dimensional figures based on properties.

Use Coordinate Plane to Solve Problems

5.GM.C.6.a: Represent the axes as scaled perpendicular number lines that both intersect at 0, the origin.

5.GM.C.6.b: Identify any point on the Cartesian coordinate plane by its ordered pair coordinates.

5.GM.C.6.c: Define the first number in an ordered pair as the horizontal distance from the origin.

5.GM.C.6.d: Define the second number in an ordered pair as the vertical distance from the origin.

Q1		Q2		Q3		Q4	
						Use Coordinate Plane to Solve Problems	
						3	I can consistently identify a point on a coordinate plane by its ordered pair coordinates.
						2	I can sometimes identify a point on a coordinate plane by its ordered pair coordinates.
						1	I need help to identify a point on a coordinate plane by its ordered pair coordinates.

Represent and Analyze Numeric Patterns and Relationships							
5.RA.A.1.a: Generate two numeric patterns given two rules.							
5.RA.A.1.b: Translate two numeric patterns into two sets of ordered pairs.							
5.RA.A.1.c: Graph numeric patterns on the Cartesian coordinate plane.							
5.RA.A.1.d: Identify the relationship between two numeric patterns.							
5.RA.A.2: Write a rule to describe or explain a given numeric pattern.							
Q1		Q2		Q3		Q4	
						Represent and Analyze Numeric Patterns and Relationships	
						3	I can consistently generate numeric patterns and graph them on the coordinate plane.
						2	I can sometimes generate numeric patterns and graph them on the coordinate plane.
						1	I need help to generate numeric patterns and graph them on the coordinate plane.

Science

Fifth Grade: From Sun to Food

5.LS1.A.1: Compare and contrast the major organs/organ systems (e.g. support, reproductive, digestive, transport/circulatory, excretory, response) that perform similar functions for animals belonging to different vertebrate classes.

5.PS3.D.1: Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Semester 1		Semester 2
From Sun to Food: Compare and contrast major organ systems in different vertebrate classes and use models to explain how energy in animals' food originates from the sun.		
3	I can consistently compare and contrast major organ systems in different vertebrate classes and use models to explain how energy in animals' food originates from the sun.	
2	I can sometimes compare and contrast major organ systems in different vertebrate classes and use models to explain how energy in animals' food originates from the sun.	
1	I need help to compare and contrast major organ systems in different vertebrate classes and use models to explain how energy in animals' food originates from the sun.	

Fifth Grade: From Sun to Food

5.LS1.C.1: Support an argument that plants get the materials (i.e. carbon dioxide, water, sunlight) they need for growth chiefly from air and water.

5.LS2.B.1: Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Semester 1		Semester 2
From Sun to Food: Develop a model to show how matter cycles among plants, animals, decomposers, and the environment, and explain how plants obtain the materials needed for growth.		
3	I can consistently develop a model to show how matter cycles among plants, animals, decomposers, and the environment, and explain how plants obtain the materials needed for growth.	
2	I can sometimes develop a model to show how matter cycles among plants, animals, decomposers, and the environment, and explain how plants obtain the materials needed for growth.	
1	I need help to develop a model to show how matter cycles among plants, animals, decomposers, and the environment, and explain how plants obtain the materials needed for growth.	

Fifth Grade: Particle Picnic

5.PS1.A.1: Develop a model to describe that matter is made of particles too small to be seen.

5.PS1.A.2: Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

Semester 1	Semester 2	
	Particle Picnic: Conduct an investigation to determine if mixing substances creates new ones and explain how matter is made of particles too small to be seen.	
	3	I can consistently conduct an investigation to determine if mixing substances creates new ones and explain how matter is made of particles too small to be seen.
	2	I can sometimes conduct an investigation to determine if mixing substances creates new ones and explain how matter is made of particles too small to be seen.
	1	I need help to conduct an investigation to determine if mixing substances creates new ones and explain how matter is made of particles too small to be seen.

Fifth Grade: Particle Picnic

5.PS1.B.1: Plan and conduct investigations to separate the components of a mixture/solution by their physical properties (i.e., sorting, filtration, magnets, screening).

5.PS1.B.2: Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

Semester 1	Semester 2	
	Particle Picnic: Plan and conduct investigations to separate components of mixtures using physical properties and determine if mixing substances creates new ones.	
	3	I can consistently plan and conduct investigations to separate components of mixtures using physical properties and determine if mixing substances creates new ones.
	2	I can sometimes plan and conduct investigations to separate components of mixtures using physical properties and determine if mixing substances creates new ones.
	1	I need help to plan and conduct investigations to separate components of mixtures using physical properties and determine if mixing substances creates new ones.

IDEA Lab

Fifth Grade: Robotics and Automation

5.ETS1.A.1: Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

5.ETS1.B.1: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Semester 1		Semester 2
IDEA Lab: Generate and compare multiple solutions for a robot design.		
3	I can consistently generate and compare multiple solutions for a robot design.	
2	I can sometimes generate and compare multiple solutions for a robot design.	
1	I need help to generate and compare multiple solutions for a robot design.	

Fifth Grade: Robotics and Automation

5.ETS1.C.1: Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

4.PS3.A.1: Use evidence to construct an explanation relating the speed of an object to the energy of that object.

Semester 1		Semester 2
IDEA Lab: Build a prototype to carry out tests for drive and function with variables that are controlled and failure points are considered while reflecting on aspects of the design that can be improved.		
3	I can consistently build a prototype to carry out tests for drive and function with variables that are controlled and failure points are considered while reflecting on aspects of the design that can be improved.	
2	I can sometimes build a prototype to carry out tests for drive and function with variables that are controlled and failure points are considered while reflecting on aspects of the design that can be improved.	
1	I need help to build a prototype to carry out tests for drive and function with variables that are controlled and failure points are considered while reflecting on aspects of the design that can be improved.	

Fifth Grade: Using Our Resources Wisely

2.ESS2.C.1: Obtain information to identify where water is found on Earth and that it can be solid or liquid.

5.ESS2.A.1: Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

5.ESS2.C.1: Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

Semester 1	Semester 2	
	IDEA Lab: Investigate and model the distribution of water on Earth, its states, and its interactions with Earth's systems.	
	3	I can consistently investigate and model the distribution of water on Earth, its states, and its interactions with Earth's systems.
	2	I can sometimes investigate and model the distribution of water on Earth, its states, and its interactions with Earth's systems.
	1	I need help to investigate and model the distribution of water on Earth, its states, and its interactions with Earth's systems.

Fifth Grade: Using Our Resources Wisely

4.ESS3.A.1: Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

5.ESS3.C.1: Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.

Semester 1	Semester 2	
	IDEA Lab: Develop and evaluate solutions that use science to protect people from natural Earth processes and conserve environmental resources.	
	3	I can consistently develop and evaluate solutions that use science to protect people from natural Earth processes and conserve environmental resources.
	2	I can sometimes develop and evaluate solutions that use science to protect people from natural Earth processes and conserve environmental resources.
	1	I need help to develop and evaluate solutions that use science to protect people from natural Earth processes and conserve environmental resources.

Social Studies

Missouri Priority Standards Embedded Throughout All Units
5.TS.7.A.a: Identify, select, analyze, and evaluate resources to create a product of social science inquiry.
5.TS.7.B.a: Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas.
5.TS.7.B.b: Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding on social studies topics.
5.TS.7.C.a: Explain how facts and opinions affect point of view and/or bias in social studies topics.
5.TS.7.C.b, 5.TS.7.G.a: Identify, research, and defend a point of view/position on a social studies topic.
5.TS.7.D.a: Conduct and present social studies' research to an audience using appropriate sources.
5.TS.7.E.b: Create and apply a research process to investigate a compelling social studies question.
5.TS.7.E.c: Evaluate and use appropriate resources for investigating a compelling social studies question.
5.TS.7.F.a: Conduct and present research on a social studies' question to an audience, using appropriate sources.

History & Civics: Apply the Principles of United States' Founding Documents to Time Periods Being Studied and Current Events				
5.PC.1.A.a: Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events.				
5.PC.1.B.a: Apply the principles of the U.S. Constitution to the historical time periods being studied and to current events.				
5.PC.1.C.a: Apply the principles of the Bill of Rights to the historical time periods being studied and to current events.				
5.PC.1.D.a: Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change, both past and present.				
5.GS.2.A.a: Explain how the purpose and roles of government have been debated across historical time periods to current times.				
Q1		Q2	Q3	Q4
History & Civics: Apply the principles of United States' founding documents to time periods being studied and current events				
3	I can consistently apply the principles of United States' founding documents to time periods being studied and current events.			
2	I can sometimes apply the principles of United States' founding documents to time periods being studied and current events.			
1	I need help to apply the principles of United States' founding documents to time periods being studied and current events.			

History & Civics: Analyze How Decisions Are Made and Enforced by the Federal Government Across Historical Time Periods and Current Events

5.GS.2.C.a: Analyze how authoritative decisions are made, enforced, and interpreted by the federal government across historical time periods and current events.

5.PC.1.A.a: Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events.

5.PC.1.B.a: Apply the principles of the U.S. Constitution to the historical time periods being studied and to current events.

5.PC.1.C.a: Apply the principles of the Bill of Rights to the historical time periods being studied and to current events.

5.PC.1.D.a: Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change, both past and present.

5.GS.2.D.a: Distinguish between powers and functions of local, state, and national government in the past and present.

5.GS.2.B.a: Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from c. 1800-2000.

5.TI.6.B.a: Evaluate constructive processes or methods for resolving conflicts.

Q1		Q2	Q3	Q4
History & Civics: Analyze how decisions are made and enforced by the federal government across historical time periods and current events				
3	I can consistently analyze how decisions are made and enforced by the federal government across historical time periods and current events.			
2	I can sometimes analyze how decisions are made and enforced by the federal government across historical time periods and current events.			
1	I need help to analyze how decisions are made and enforced by the federal government across historical time periods and current events.			

History & Civics: Distinguish Between Powers and Functions of Local, State, and National Government in the Past and Present				
5.GS.2.D.a: Distinguish between powers and functions of local, state, and national government in the past and present.				
5.PC.1.B.a: Apply the principles of the U.S. Constitution to the historical time periods being studied and to current events.				
5.PC.1.C.a: Apply the principles of the Bill of Rights to the historical time periods being studied and to current events.				
5.PC.1.D.a: Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change, both past and present.				
5.GS.2.A.a: Explain how the purpose and roles of government have been debated across historical time periods to current times.				
Q1		Q2	Q3	Q4
History & Civics: Distinguish between powers and functions of local, state, and national government in the past and present				
3	I can consistently distinguish between powers and functions of local, state, and national government in the past and present.			
2	I can sometimes distinguish between powers and functions of local, state, and national government in the past and present.			
1	I need help to distinguish between powers and functions of local, state, and national government in the past and present.			

History & Economics: Explore How Economic, Political, and Social Rights and Roles of Individuals and Groups Have Changed Over Time

5.RI.6.E.a: Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800-2000.

5.H.3.B.a: Examine cultural interactions and conflicts among Native Americans, European Americans, and African Americans from c. 1800-2000.

5.H.3.E.a: Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800-2000.

5.RI.6.A.a: Compare cultural characteristics across historical time periods in the U.S. post c. 1800.

5.H.3.A.b: Describe the impact of migration on immigrants and the United States c. 1800-2000.

5.H.3.C.a: Describe the contributions of historically significant individuals in the United States history from c. 1800-2000.

5.PC.1.D.a: Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change, both past and present.

5.PC.1.A.a, 5.PC.1.C.a: Apply the principles of the Declaration of Independence and Bill of Rights to the historical time periods being studied and to current events.

5.RI.6.B.a: Evaluate constructive processes or methods for resolving conflicts.

Q1	Q2		Q3	Q4
	History & Economics: Explore how economic, political, and social rights and roles of individuals and groups have changed over time			
	3	I can consistently explore how economic, political, and social rights and roles of individuals and groups have changed over time.		
	2	I can sometimes explore how economic, political, and social rights and roles of individuals and groups have changed over time.		
	1	I need help to explore how economic, political, and social rights and roles of individuals and groups have changed over time.		

History, Culture & Civics: Analyze Ways by Which Citizens Have Effectively Monitored Government and Brought About Change Over Time

5.PC.1.D.a: Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change, both past and present.

5.RI.6.E.a: Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800-2000.

5.H.3.B.a: Examine cultural interactions and conflicts among Native Americans, European Americans, and African Americans from c. 1800-2000.

5.H.3.E.a: Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800-2000.

5.H.3.C.a: Describe the contributions of historically significant individuals in the United States history from c. 1800-2000.

5.RI.6.B.a: Evaluate constructive processes or methods for resolving conflicts.

Q1	Q2		Q3	Q4
	History, Culture & Civics: Analyze ways by which citizens have effectively monitored government and brought about change over time			
	3	I can consistently analyze ways by which citizens have effectively monitored government and brought about change over time.		
	2	I can sometimes analyze ways by which citizens have effectively monitored government and brought about change over time.		
	1	I need help to analyze ways by which citizens have effectively monitored government and brought about change over time.		

Culture: Examine Cultural Interactions and Conflicts Among Native Americans, European Americans, and African Americans Over Time

5.H.3.B.a: Examine cultural interactions and conflicts among Native Americans, European Americans, and African Americans from c. 1800-2000.

5.RI.6.E.a: Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800-2000.

5.H.3.E.a: Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800-2000.

5.H.3.A.a: Outline the territorial expansion of the United States.

5.RI.6.A.a: Compare cultural characteristics across historical time periods in the U.S. post c. 1800.
(Important Look-Fors: When comparing cultural characteristics, focus on language, celebrations, customs, holidays, artistic expression, food, dress, and traditions)

5.EG.5.C.b: Describe and analyze diverse human characteristics of the nation.

5.H.E.G.a: Identify political, economic and social causes and consequences of the Civil War and Reconstruction.

Q1	Q2		Q3	Q4
	Culture: Examine cultural interactions and conflicts among Native Americans, European Americans, and African Americans over time			
	3	I can consistently examine cultural interactions and conflicts among Native Americans, European Americans, and African Americans over time.		
	2	I can sometimes examine cultural interactions and conflicts among Native Americans, European Americans, and African Americans over time.		
	1	I need help to examine cultural interactions and conflicts among Native Americans, European Americans, and African Americans over time.		

History & Culture: Describe the Impact of Migration on Immigrants and the United States Over Time

5.H.3.A.b: Describe the impact of migration on immigrants and the United States c. 1800-2000.

5.E.4.D.b: Use an economic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.

5.RI.6.A.a: Compare cultural characteristics across historical time periods in U.S. post c. 1800.

5.RI.6.A.b: Describe the cultural impact of migration on the immigrants and the United States c. 1800-2000.

5.RI.6.E.a: Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800-2000.

5.EG.5.C.b: Describe and analyze diverse human characteristics of the nation.

5.H.3.C.a: Describe the contributions of historically significant individuals in the United States history from c. 1800-2000.

5.EG.5.A.a: Use geographic sources to acquire information, answer questions, and solve problems.

5.EG.5.F.a: Describe different regions in the United States and analyze how their characteristics affect people who live there.

Q1	Q2		Q3	Q4
	History & Culture: Describe the impact of migration on immigrants and the United States over time			
	3	I can consistently describe the impact of migration on immigrants and the United States over time.		
	2	I can sometimes describe the impact of migration on immigrants and the United States over time.		
	1	I need help to describe the impact of migration on immigrants and the United States over time.		

History: Identify Political, Economic, and Social Causes and Consequences of Wars and Major Political Developments and Reform Over Time

5.H.3.H.a: Identify political, economic, and social causes and consequences of the Great Depression.

5.H.3.G.a: Identify political, economic, and social causes and consequences of the Civil War and Reconstruction.

5.H.3.I.ab: Identify political, economic and social causes and consequences of World War I, WWII and the Cold War on the United States.

5.H.3.E.a: Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800-2000.

5.E.4.D.a: Explain factors, past and present, that influence changes in our nation's economy.

5.RI.6.B.a: Evaluate constructive processes or methods for resolving conflicts.

5.GI.5.A.ab: Use geographic sources to acquire information, answer questions, and solve problems. Construct maps for relevant social studies topics.

5.H.3.C.a: Identify and describe the contributions of historically significant individuals to the United States from c. 1800-2000.

Q1	Q2	Q3		Q4
		History: Identify political, economic, and social causes and consequences of wars and major political developments and reform over time		
		3	I can consistently identify political, economic, and social causes and consequences of wars and major political developments and reform over time.	
		2	I can sometimes identify political, economic, and social causes and consequences of wars and major political developments and reform over time.	
		1	I need help to identify political, economic, and social causes and consequences of wars and major political developments and reform	

			over time.	

Economics: Explain Factors, Past and Present, That Influence Changes in Our Nation’s Economy				
5.E.4.D.a: Explain factors, past and present, that influence changes in our nation’s economy.				
5.E.4.A.a: Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation's past, present, and future.				
5.H.3.H.a: Identify political, economic, and social causes and consequences of the Great Depression.				
5.H.3.G.a: Identify political, economic, and social causes and consequences of the Civil War and Reconstruction.				
5.H.3.I.ab: Identify political, economic and social causes and consequences of World War I, WWII, and the Cold War on the United States.				
Q1	Q2	Q3		Q4
		Economics: Explain factors, past and present, that influence changes in our nation’s economy		
		3	I can consistently explain factors, past and present, that influence changes in our nation’s economy.	
		2	I can sometimes explain factors, past and present, that influence changes in our nation’s economy.	
		1	I need help to explain factors, past and present, that influence changes in our nation’s economy.	

History, Culture & Civics: Analyze Ways by Which Citizens Have Effectively Monitored Government and Brought About Change Over Time

5.PC.1.D.a: Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change, both past and present.

5.H.3.E.a: Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800-2000.

5.RI.6.B.a: Evaluate constructive processes or methods for resolving conflicts.

5.H.3.C.a: Identify and describe the contributions of historically significant individuals to the United States from c. 1800-2000.

5.GS.2.A.a: Explain how the purpose and roles of government have been debated across historical time periods to current times.

Q1	Q2	Q3		Q4
		History, Culture & Civics: Analyze ways by which citizens have effectively monitored government and brought about change over time		
		3	I can consistently analyze ways by which citizens have effectively monitored government and brought about change over time.	
		2	I can sometimes analyze ways by which citizens have effectively monitored government and brought about change over time.	
		1	I need help to analyze ways by which citizens have effectively monitored government and brought about change over time.	

Geography: Evaluate Geography and How Changes in Technologies Affect People's Lives

5.EG.5.E.a: Evaluate how changes in communication and transportation technologies affect people's lives. (Important Look-Fors: Transcontinental Railroad, Industrial Revolution, steamboat, car, Internet)

5.EG.5.G.b: Use a geographic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.

5.H.3.E.a: Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800-2000.

5.H.3.I.b: Identify the political, economic, and social consequences of the Cold War on the United States.

5.PC.1.D.a: Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change, both past and present.

5.RI.6.C.a: Research the stories and songs that reflect the cultural history of the United States c. 1800-2000.

5.H.3.C.a: Identify and describe the contributions of historically significant individuals to the United States from c. 1800-2000.

5.H.3.F.a: Investigate the causes and consequences of westward expansion c. 1800-2000.

5.EG.5.D.a: Evaluate how people are affected by, depend on, adapt to, and change their physical environments in the past and present.

5.EG.5.G.a: Use geography to interpret the past, explain the present, and plan for the future as appropriate to topics or eras discussed.

Q1	Q2	Q3	Q4	
			Geography: Evaluate geography and how changes in technologies affect people's lives	
			3	I can consistently evaluate how changes in technologies affect people's lives.
			2	I can sometimes evaluate how changes in technologies affect people's lives.
			1	I need help to evaluate how changes in technologies affect people's lives.

Social Emotional Learning

Self Awareness: Recognize and Understand Emotions, Thoughts, and Values in One's Self

The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose, such as:

- Identify areas of needed growth
- Express a positive attitude toward self when challenges arise
- Use evidence to identify and process my emotions
- Identify emotions that will help me empathize with others
- Identify ways to advocate for my personal needs

Q1		Q2		Q3		Q4	
Recognize and understand emotions, thoughts, and values in one's self		Recognize and understand emotions, thoughts, and values in one's self		Recognize and understand emotions, thoughts, and values in one's self		Recognize and understand emotions, thoughts, and values in one's self	
3	I can consistently identify areas of needed growth, and express a positive attitude toward self when challenges arise.	3	I can consistently use evidence to identify and process my emotions.	3	I can consistently identify emotions that will help me empathize with others.	3	I can consistently identify ways to advocate for my personal needs.
2	I can sometimes identify areas of needed growth, and express a positive attitude toward self when challenges arise.	2	I can sometimes use evidence to identify and process my emotions.	2	I can sometimes identify emotions that will help me empathize with others.	2	I can sometimes identify ways to advocate for my personal needs.
1	I need help to identify areas of needed growth, and express a positive attitude toward self when challenges arise.	1	I need help to use evidence to identify and process my emotions.	1	I need help to identify emotions that will help me empathize with others.	1	I need help to identify ways to advocate for my personal needs.

Self Management: Manage One's Emotions, Thoughts and Actions

The ability to manage one's emotions, thoughts and actions effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress and feel motivation & agency to accomplish personal/collective goals, such as:

- Plan and implement strategies to achieve my goals
- Anticipate and plan for situations in which I feel strong emotions
- Develop a plan for solving problems

Q1		Q2		Q3	Q4	
Manage one's emotions, thoughts and actions		Manage one's emotions, thoughts and actions			Manage one's emotions, thoughts and actions	
3	I can consistently plan and implement strategies to achieve my goals.	3	I can consistently anticipate and plan for situations in which I feel strong emotions.		3	I can consistently develop a plan for solving problems.
2	I can sometimes plan and implement strategies to achieve my goals.	2	I can sometimes anticipate and plan for situations in which I feel strong emotions.		2	I can sometimes develop a plan for solving problems.
1	I need help to plan and implement strategies to achieve my goals.	1	I need help to anticipate and plan for situations in which I feel strong emotions.		1	I need help to develop a plan for solving problems.

Social Awareness: Understand and Empathize With Others, Including Those From Diverse Backgrounds

The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures & contexts. This includes the capacity to feel compassion for others, understand broader historical and social norms for behavior in different settings and recognize family, school and community resources and supports, such as:

- Take others' perspectives
- Consider others' perspectives and empathize with their experiences
- Identify areas of improvement for community and develop an action plan to address these areas
- Explore the outcomes to see which solutions could meet the wants and needs of all involved

Q1	Q2		Q3		Q4	
	Understand and empathize with others, including those from diverse backgrounds		Understand and empathize with others, including those from diverse backgrounds		Understand and empathize with others, including those from diverse backgrounds	
	3	I can consistently take others' perspectives.	3	I can consistently consider others' perspectives and empathize with their experiences, and identify areas of improvement for community and develop an action plan to address these areas.	3	I can consistently explore the outcomes to see which solutions could meet the wants and needs of all involved.
	2	I can sometimes take others' perspectives.	2	I can sometimes consider others' perspectives and empathize with their experiences, and identify areas of improvement for community and develop an action plan to address these areas.	2	I can sometimes explore the outcomes to see which solutions could meet the wants and needs of all involved.
	1	I need help to take others' perspectives.	1	I need help to consider others' perspectives and empathize with their experiences, and identify areas of improvement for community and develop an action plan to address these areas.	1	I need help to explore the outcomes to see which solutions could meet the wants and needs of all involved.

Relationship Skills: Initiate and Maintain Healthy and Supportive Relationships

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership and seek or offer help when needed, such as:

- Identify and demonstrate personal behaviors to maintain positive relationships
- Demonstrate active listening to better understand the thoughts and feelings of others
- Resolve conflicts constructively
- Practice teamwork and collaborative problem-solving

Q1	Q2		Q3		Q4	
	Initiate and maintain healthy and supportive relationships		Initiate and maintain healthy and supportive relationships		Initiate and maintain healthy and supportive relationships	
	3	I can consistently identify and demonstrate personal behaviors to maintain positive relationships.	3	I can consistently demonstrate active listening to better understand the thoughts and feelings of others.	3	I can consistently resolve conflicts constructively and practice teamwork and collaborative problem-solving.
	2	I can sometimes identify and demonstrate personal behaviors to maintain positive relationships.	2	I can sometimes demonstrate active listening to better understand the thoughts and feelings of others.	2	I can sometimes resolve conflicts constructively and practice teamwork and collaborative problem-solving.
	1	I need help to identify and demonstrate personal behaviors to maintain positive relationships.	1	I need help to demonstrate active listening to better understand the thoughts and feelings of others.	1	I need help to resolve conflicts constructively and practice teamwork and collaborative problem-solving.

Responsible Decision-Making: Making Caring and Constructive Choices

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacity to consider ethical standards and safety concerns and to evaluate the benefits and consequences of various actions for personal, social and collective well-being, such as:

- Evaluate and adjust my plan to achieve my goal
- Identify and make changes to manage strong emotions in a recurring situation
- Consider various perspectives and sources of information when participating in group decision making
- Identify solutions for personal and social problems
- Anticipate and evaluate the consequences of one's actions

Q1		Q2		Q3		Q4	
Making caring and constructive choices		Making caring and constructive choices		Making caring and constructive choices		Making caring and constructive choices	
3	I can consistently evaluate and adjust my plan to achieve my goal.	3	I can consistently identify and make changes to manage strong emotions in a recurring situation.	3	I can consistently consider various perspectives and sources of information when participating in group decision making.	3	I can consistently identify solutions for personal and social problems, and anticipate and evaluate the consequences of one's actions.
2	I can sometimes evaluate and adjust my plan to achieve my goal.	2	I can sometimes identify and make changes to manage strong emotions in a recurring situation.	2	I can sometimes consider various perspectives and sources of information when participating in group decision making.	2	I can sometimes identify solutions for personal and social problems, and anticipate and evaluate the consequences of one's actions.
1	I need help to evaluate and adjust my plan to achieve my goal.	1	I need help to identify and make changes to manage strong emotions in a recurring situation.	1	I need help to consider various perspectives and sources of information when participating in group decision making.	1	I need help to identify solutions for personal and social problems, and anticipate and evaluate the consequences of one's actions.