

2nd Grade Benchmark Advance Report Card Scoring Guide

2026-2027

K I R K W O O D
S C H O O L D I S T R I C T





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.

ELA Benchmark Advance

Phonics

2.RF.3.A.a: Develop phonics in the reading process by decoding multisyllabic words in context by applying common letter-sound correspondences including: single letters, consonant blends , consonant and vowel digraphs and vowel diphthongs.

2.RF.3.A.c: Develop phonics in the reading process by decoding regularly spelled two syllable words with long vowels.

2.RF.3.A.h: Develop phonics in the reading process by using common syllable patterns to decode words including r-controlled vowels.

2.RF.3.A.i: Develop phonics in the reading process by reading irregularly spelled high-frequency words.

Q1		Q2		Q3		Q4	
use decoding skills and sight words to read appropriate text.							
3	I can regularly use decoding skills and sight words to read appropriate text.	3	I can regularly use decoding skills and sight words to read appropriate text.	3	I can regularly use decoding skills and sight words to read appropriate text.	3	I can regularly use decoding skills and sight words to read appropriate text.
2	I can sometimes use decoding skills and sight words to read appropriate text.	2	I can sometimes use decoding skills and sight words to read appropriate text.	2	I can sometimes use decoding skills and sight words to read appropriate text.	2	I can sometimes use decoding skills and sight words to read appropriate text.
1	I need help to use decoding skills and sight words to read appropriate text.	1	I need help to use decoding skills and sight words to read appropriate text.	1	I need help to use decoding skills and sight words to read appropriate text.	1	I need help to use decoding skills and sight words to read appropriate text.

Reading Comprehension - Read Appropriate Text							
2.R.2.A.a Read, infer, analyze, and draw conclusions to describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson.							
2.R.3.A.a Read, infer and draw conclusions to identify the main idea of sections of text and distinguish it from the topic.							
2.R.3.C.a Read, infer and draw conclusions to explain main ideas and supporting details.							
2.R.2.A.b Read, infer, analyze, and draw conclusions to describe the main characters in works of fiction, including their traits, motivations, and feelings.							
Q1		Q2		Q3		Q4	
Read, infer, analyze and draw conclusions to comprehend an appropriate text.							
3	I can consistently read, infer, analyze and draw conclusions to comprehend an appropriate text.	3	I can consistently read, infer, analyze and draw conclusions to comprehend an appropriate text.	3	I can consistently read, infer, analyze and draw conclusions to comprehend an appropriate text.	3	I can consistently read, infer, analyze and draw conclusions to comprehend an appropriate text.
2	I can sometimes read, infer, analyze and draw conclusions to comprehend an appropriate text.	2	I can sometimes read, infer, analyze and draw conclusions to comprehend an appropriate text.	2	I can sometimes read, infer, analyze and draw conclusions to comprehend an appropriate text.	2	I can sometimes read, infer, analyze and draw conclusions to comprehend an appropriate text.
1	I need help to read, infer, analyze and draw conclusions to comprehend an appropriate text.	1	I need help to read, infer, analyze and draw conclusions to comprehend an appropriate text.	1	I need help to read, infer, analyze and draw conclusions to comprehend an appropriate text.	1	I need help to read, infer, analyze and draw conclusions to comprehend an appropriate text.

Students need to independently read the text and respond to questions.

Summative Assessments:

- , (refer to retelling portion of the decoding assessment for text that a student reads independently),

Formative Assessments:

- conferring- using [Nell Duke's Protocol LTR-WWW](#)
- Reading journals/ story maps (day-to-day work from UOS)
- CFAs created through PLC process

Reading Comprehension - Skills in Response to Text							
2.R.1.A.c Develop and demonstrate reading skills in response to text by seeking clarification, and using information/ facts and details about texts and supporting answers with evidence from text.							
2.R.1.A.d Develop and demonstrate reading skills in response to text by retelling a story’s beginning, middle, and end and determining their central message, lesson or moral.							
Q1		Q2		Q3		Q4	
Develop and demonstrate reading skills in response to an appropriate text.							
3	I can consistently develop and demonstrate reading skills in response to an appropriate text.	3	I can consistently develop and demonstrate reading skills in response to an appropriate text.	3	I can consistently develop and demonstrate reading skills in response to an appropriate text.	3	I can consistently develop and demonstrate reading skills in response to an appropriate text.
2	I can sometimes develop and demonstrate reading skills in response to an appropriate text.	2	I can sometimes develop and demonstrate reading skills in response to an appropriate text.	2	I can sometimes develop and demonstrate reading skills in response to an appropriate text.	2	I can sometimes develop and demonstrate reading skills in response to an appropriate text.
1	I need help to develop and demonstrate reading skills in response to an appropriate text.	1	I need help to develop and demonstrate reading skills in response to an appropriate text.	1	I need help to develop and demonstrate reading skills in response to an appropriate text.	1	I need help to develop and demonstrate reading skills in response to an appropriate text.

Vocabulary

2.R.1.B.c Develop an understanding of vocabulary by using context to determine the meaning of a new word or multiple-meaning word in text.

Q1	Q2		Q3		Q4	
	Use context clues to determine the meaning of a new word or multiple meaning words.					
	3	I can consistently use context clues to determine the meaning of multiple- meaning words.	3	I can consistently use context clues to determine the meaning of multiple- meaning words.	3	I can consistently use context clues to determine the meaning of multiple- meaning words..
	2	I can sometimes use context clues to determine the meaning of multiple- meaning words.	2	I can sometimes use context clues to determine the meaning of multiple- meaning words.	2	I can sometimes use context clues to determine the meaning of multiple- meaning words.
	1	I need help to use context clues to determine the meaning of multiple- meaning words.	1	I need help to use context clues to determine the meaning of multiple- meaning words.	1	I need help to use context clues to determine the meaning of multiple- meaning words.

Writing

2.W.1.B.a Appropriate to genre type, develop a draft from prewriting by: a: sequencing ideas into clear and coherent sentences.

2.W.1.B.b Appropriate to genre type, develop a draft from prewriting by: b: generating paragraphs with one main idea.

2.W.1.B.c Appropriate to genre type, develop a draft from prewriting by: c: creating evidence of a beginning, middle and end.

2.W.1.B.d Appropriate to genre type, develop a draft from prewriting by: d: addressing an appropriate audience.

Q1

Q2

Q3

Q4

Apply the writing process (planning, drafting, revising and editing)

3	I can independently and accurately apply the writing process (planning, drafting, revising and editing).	3	I can independently and accurately apply the writing process (planning, drafting, revising and editing).	3	I can independently and accurately apply the writing process (planning, drafting, revising and editing).	3	I can independently and accurately apply the writing process (planning, drafting, revising and editing).
2	With support, I can accurately apply the writing process (planning, drafting, revising and editing).	2	With support, I can accurately apply the writing process (planning, drafting, revising and editing).	2	With support, I can accurately apply the writing process (planning, drafting, revising and editing).	2	With support, I can accurately apply the writing process (planning, drafting, revising and editing).
1	I am working towards accurately applying the writing process (planning, drafting, revising and editing).	1	I am working towards accurately applying the writing process (planning, drafting, revising and editing).	1	I am working towards accurately applying the writing process (planning, drafting, revising and editing).	1	I am working towards accurately applying the writing process (planning, drafting, revising and editing).

Writing

2.W.2.B.b Write informative/ explanatory texts that use facts and definitions to develop points in generating paragraphs.

2.W.2.A.b Write opinion texts that state an opinion about the topic or text and provide reasons for the opinion.

2.W.2.C.a Write fiction or nonfiction narratives and poems that establish a situation/topic based on the student's experience or imagination.

Q1		Q2		Q3		Q4	
Write informative texts with leads, transitions, and endings		Write informative texts with leads, transitions, and endings		Write opinion texts with an argument and evidence to support		Use literary elements to write poetry	
3	I can independently and accurately write informative texts with leads, transitions, and endings.	3	I can independently and accurately write informative texts with leads, transitions, and endings.	3	I can independently and accurately write opinion texts with an argument and evidence to support.	3	I can independently and accurately use literary elements to write poetry.
2	With support, I can accurately write informative texts with leads, transitions, and endings.	2	With support, I can accurately write informative texts with leads, transitions, and endings.	2	With support, I can accurately write opinion texts with an argument and evidence to support.	2	With support, I can accurately use literary elements to write poetry.
1	I am working towards accurately writing informative texts with leads, transitions, and endings.	1	I am working towards accurately writing informative texts with leads, transitions, and endings.	1	I am working towards accurately writing opinion texts with an argument and evidence to support.	1	I am working towards accurately using literary elements to write poetry.

Writing - Apply the Research Process

2.W.3.A.d Apply research process to gather evidence from available sources, literary and informational.

2.W.3.A.e Apply research process to record basic information from literary and informational texts in simple visual format.

Q1		Q2	Q3	Q4
Research using a variety of sources				
3	I can consistently research using a variety of sources.			
2	I can sometimes research using a variety of sources.			
1	I need help to research using a variety of sources.			

Spelling

2.L.1.B.d In written text capitalize weeks, days, months, holidays.

2.L.1.B.c In written text use apostrophes correctly for contractions.

Q1		Q2		Q3		Q4	
Apply grade-level spelling patterns		Apply grade-level spelling patterns		Apply grade-level spelling patterns		Apply grade-level spelling patterns	
3	I can consistently apply grade-level spelling patterns.	3	I can consistently apply grade-level spelling patterns.	3	I can consistently apply grade-level spelling patterns.	3	I can consistently apply grade-level spelling patterns.
2	I can sometimes apply grade-level spelling patterns.	2	I can sometimes apply grade-level spelling patterns.	2	I can sometimes apply grade-level spelling patterns.	2	I can sometimes apply grade-level spelling patterns.
1	I need help to apply grade-level spelling patterns.	1	I need help to apply grade-level spelling patterns.	1	I need help to apply grade-level spelling patterns.	1	I need help to apply grade-level spelling patterns.

Grammar

2.L.1.A.h In speech and written form, apply standard English grammar to produce simple declarative, imperative, exclamatory, and interrogative sentences.

Q1		Q2	Q3		Q4
Write complete sentences with correct punctuation and capitalization.			Write complete sentences with correct punctuation and capitalization.		
3	I can consistently write complete sentences with correct punctuation and capitalization.		3	I can consistently write complete sentences with correct punctuation and capitalization.	
2	I can sometimes write complete sentences with correct punctuation and capitalization.		2	I can sometimes write complete sentences with correct punctuation and capitalization.	
1	I need help to write complete sentences with correct punctuation and capitalization.		1	I need help to write complete sentences with correct punctuation and capitalization.	

Speaking and Listening

3.SL.3.A.b Confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions

Q1		Q2		Q3		Q4	
Confirm comprehension by retelling and asking appropriate questions		Confirm comprehension by retelling and asking appropriate questions		Confirm comprehension by retelling and asking appropriate questions		Confirm comprehension by retelling and asking appropriate questions	
3	I can consistently confirm comprehension by retelling and asking appropriate questions	3	I can consistently confirm comprehension by retelling and asking appropriate questions	3	I can consistently confirm comprehension by retelling and asking appropriate questions	3	I can consistently confirm comprehension by retelling and asking appropriate questions
2	I can sometimes confirm comprehension by retelling and asking appropriate questions	2	I can sometimes confirm comprehension by retelling and asking appropriate questions	2	I can sometimes confirm comprehension by retelling and asking appropriate questions	2	I can sometimes confirm comprehension by retelling and asking appropriate questions
1	I need help to confirm comprehension by retelling and asking appropriate questions	1	I need help to confirm comprehension by retelling and asking appropriate questions	1	I need help to confirm comprehension by retelling and asking appropriate questions	1	I need help to confirm comprehension by retelling and asking appropriate questions