

3rd 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

3.RF.3.A.a Develop phonics in the reading process by decoding multisyllabic words in context, and independent of context, by applying common spelling patterns.

Q1		Q2		Q3		Q4	
Demonstrate and apply phonics skills							
3	I can demonstrate and apply phonics skills.	3	I can demonstrate and apply phonics skills.	3	I can demonstrate and apply phonics skills.	3	I can demonstrate and apply phonics skills.
2	I can sometimes demonstrate and apply phonics skills.	2	I can sometimes demonstrate and apply phonics skills.	2	I can sometimes demonstrate and apply phonics skills.	2	I can sometimes demonstrate and apply phonics skills.
1	I need help to demonstrate and apply phonics skills.	1	I need help to demonstrate and apply phonics skills.	1	I need help to demonstrate and apply phonics skills.	1	I need help to demonstrate and apply phonics skills.

Phonics

3.RF.3.A.f Develop phonics in the reading process by reading irregularly spelled high frequency words.

Q1		Q2		Q3		Q4	
						Demonstrate and apply phonics skills	
						3	I can read irregularly spelled high frequency words.
						2	I can sometimes read irregularly spelled high frequency words.
						1	I need help to read irregularly spelled high frequency words.

Reading Comprehension- Fiction

3.R.2.A.c Describe the interaction of characters, including relationships and how they change.

3.R.2.A.b Read, infer, analyze, and draw conclusions to describe the personality traits of characters from their thoughts, words, and actions.

Q1	Q2		Q3		Q4	
	Describe the personality of characters from their thoughts, words and actions		Draw conclusions about the personality traits of characters from their thoughts, word, and actions		Draw conclusions about the personality traits of characters from their thoughts, word, and actions	
	3	I can describe the personality of characters from their thoughts, words and actions.	3	I can draw conclusions about the personality traits of characters from their thoughts, word, and actions	3	I can draw conclusions about the personality traits of characters from their thoughts, word, and actions
	2	I can sometimes describe the personality of characters from their thoughts, words and actions.	2	I can sometimes draw conclusions about the personality traits of characters from their thoughts, word, and actions	2	I can sometimes draw conclusions about the personality traits of characters from their thoughts, word, and actions
	1	I need help to describe the personality of characters from their thoughts, words and actions.	1	I need help to draw conclusions about the personality traits of characters from their thoughts, word, and actions	1	I need help to draw conclusions about the personality traits of characters from their thoughts, word, and actions

Reading Comprehension- Nonfiction						
3.R.3.A.b Read, infer, and draw conclusions to identify the details or facts that support the main idea.						
3.R.3.C.e Read, infer and draw conclusions to compare and contrast the most important points and key details presented in texts on the same topic.						
Q1		Q2		Q3		Q4
Read, infer, and draw conclusions using text features and structures in nonfiction text						
3	I can read, infer, and draw conclusions using text features and structures	3	I can read, infer, and draw conclusions using text features and structures	3	I can read, infer, and draw conclusions using text features and structures	
2	I can sometimes read, infer, and draw conclusions using text features and structures	2	I can sometimes read, infer, and draw conclusions using text features and structures	2	I can sometimes read, infer, and draw conclusions using text features and structures	
1	I need help to read, infer, and draw conclusions using text features and structures	1	I need help to read, infer, and draw conclusions using text features and structures	1	I need help to read, infer, and draw conclusions using text features and structures	

Reading Comprehension

3.R.1.A.b Drawing conclusions and support with textual evidence

3.R.1.A.c Develop and demonstrate reading skills in response to text by summarizing a story's beginning, middle, and determining the central message, lesson, or moral.

Q1		Q2		Q3		Q4	
Draw conclusions with evidence		Draw conclusions with evidence		Draw conclusions with evidence		Determine a story's central message	
3	I can draw conclusions based on textual evidence	3	I can draw conclusions based on textual evidence	3	I can draw conclusions based on textual evidence	3	I can determine a story's central message
2	I can sometimes draw conclusions based on textual evidence	2	I can sometimes draw conclusions based on textual evidence	2	I can sometimes draw conclusions based on textual evidence	2	I can sometimes determine a story's central message
1	I need help to draw conclusions based on textual evidence	1	I need help to draw conclusions based on textual evidence	1	I need help to draw conclusions based on textual evidence	1	I need help to determine a story's central message

Vocabulary

3.R.1.B.b Develop an understanding of vocabulary by using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words.

3.R.1.B.i Using conversational, general academic, and domain-specific words and phrases

Q1		Q2		Q3		Q4	
Develop an understanding of vocabulary							
3	I can use sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words.	3	I can use sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words.	3	I can use sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words.	3	I can use sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words.
2	I can sometimes use sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words.	2	I can sometimes use sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words.	2	I can sometimes use sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words.	2	I can sometimes use sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words.
1	I need help to use sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words.	1	I need help to use sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words.	1	I need help to use sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words.	1	I need help to use sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words.

Writing

3.W.2.C Write fiction or non-fiction narratives.

3.W.2.B Write informative / explanatory texts.

3.W.2.A Write opinion texts.

3.W.3.A.c Apply research process to decide what sources of information might be relevant to answer these questions.

Q1		Q2		Q3		Q4	
Apply the research process to use information from a variety of sources		Organize and produce an informational text		Organize and produce an opinion text		Organize and produce a personal narrative	
3	I can apply the research process to use information from a variety of sources.	3	I can organize and produce an informational text.	3	I can organize and produce an opinion text.	3	I can organize and produce a personal narrative.
2	I can sometimes apply the research process to use information from a variety of sources.	2	I can sometimes organize and produce an informational text.	2	I can sometimes organize and produce an opinion text.	2	I can sometimes organize and produce a personal narrative.
1	I need help to apply the research process to use information from a variety of sources.	1	I need help to organize and produce an informational text.	1	I need help to organize and produce an opinion text.	1	I need help to organize and produce a personal narrative.

3.W.1.B Appropriate to genre type, develop a draft from prewriting.							
Q1		Q2		Q3		Q4	
Develop a draft from prewriting appropriate to genre type							
3	I can develop a draft from prewriting appropriate to genre type.	3	I can develop a draft from prewriting appropriate to genre type.	3	I can develop a draft from prewriting appropriate to genre type.	3	I can develop a draft from prewriting appropriate to genre type.
2	I can sometimes develop a draft from prewriting appropriate to genre type.	2	I can sometimes develop a draft from prewriting appropriate to genre type.	2	I can sometimes develop a draft from prewriting appropriate to genre type.	2	I can sometimes develop a draft from prewriting appropriate to genre type.
1	I need help to develop a draft from prewriting appropriate to genre type.	1	I need help to develop a draft from prewriting appropriate to genre type.	1	I need help to develop a draft from prewriting appropriate to genre type.	1	I need help to develop a draft from prewriting appropriate to genre type.

3.W.1.C Reread, revise and edit drafts with assistance from adults/peers.							
Q1		Q2		Q3		Q4	
	Reread, revise and edit drafts with assistance from adults/peer						
	3	I can reread, revise and edit drafts with assistance from adults/peers.	3	I can reread, revise and edit drafts with assistance from adults/peers.	3	I can reread, revise and edit drafts with assistance from adults/peers.	
	2	I can sometimes reread, revise and edit drafts with assistance from adults/peers.	2	I can sometimes reread, revise and edit drafts with assistance from adults/peers.	2	I can sometimes reread, revise and edit drafts with assistance from adults/peers.	
	1	I need help to reread, revise and edit drafts with assistance from adults/peers.	1	I need help to reread, revise and edit drafts with assistance from adults/peers.	1	I need help to reread, revise and edit drafts with assistance from adults/peers.	

3.L.1.A.f In speech and written form, apply standard English grammar to produce simple and compound imperative, exclamatory, declarative, and interrogative sentences.							
Q1		Q2		Q3		Q4	
Produce simple and compound sentences							
3	I can produce simple and compound sentences.	3	I can produce simple and compound sentences.	3	I can produce simple and compound sentences.	3	I can produce simple and compound sentences.
2	I can sometimes produce simple and compound sentences.	2	I can sometimes produce simple and compound sentences.	2	I can sometimes produce simple and compound sentences.	2	I can sometimes produce simple and compound sentences.
1	I need help to produce simple and compound sentences.	1	I need help to produce simple and compound sentences.	1	I need help to produce simple and compound sentences.	1	I need help to produce simple and compound sentences.

3.L.1.B.b In written text use an apostrophe to form possessives.							
3.L.1.B.f In written text capitalize names of places.							
3.L.1.B.g In written text capitalize titles of books, stories, and songs.							
Q1		Q2		Q3		Q4	
		Apply proper punctuation, capitalization, and spelling				Apply proper punctuation, capitalization, and spelling	
		3	I can apply proper punctuation, capitalization, and spelling.			3	I can apply proper punctuation, capitalization, and spelling.
		2	I can sometimes apply proper punctuation, capitalization, and spelling.			2	I can sometimes apply proper punctuation, capitalization, and spelling.
		1	I need help to apply proper punctuation, capitalization, and spelling.			1	I need help to apply proper punctuation, capitalization, and spelling.

Speaking and Listening

3.SL.1.A.b Develop and apply effective listening skills and strategies in formal and informal settings by asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others.

Q1	Q2		Q3		Q4	
	Demonstrate effective listening skills and strategies		Apply effective listening skills and strategies			
	3	I can demonstrate effective listening skills and strategies.	3	I can apply effective listening skills and strategies.	3	I can apply effective listening skills and strategies.
	2	I can sometimes demonstrate effective listening skills and strategies.	2	I can sometimes apply effective listening skills and strategies.	2	I can sometimes apply effective listening skills and strategies.
	1	I need help to demonstrate effective listening skills and strategies.	1	I need help to apply effective listening skills and strategies.	1	I need help to apply effective listening skills and strategies.