

5th Grade Report Card Benchmark Advance Scoring Guides

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

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.

Q1	Q2		Q3		Q4	
	Read, infer, and draw conclusions using fiction texts including poetry and drama					
	3	I can consistently read, infer, and draw conclusions when using fiction texts including poetry and drama	3	I can consistently read, infer, and draw conclusions when using fiction texts including poetry and drama	3	I can consistently read, infer, and draw conclusions when using fiction texts including poetry and drama
	2	I can sometimes read, infer, and draw conclusions when using fiction texts including poetry and drama	2	I can sometimes read, infer, and draw conclusions when using fiction texts including poetry and drama	2	I can sometimes read, infer, and draw conclusions when using fiction texts including poetry and drama
	1	I need help to read, infer, and draw conclusions when using fiction texts including poetry and drama	1	I need help to read, infer, and draw conclusions when using fiction texts including poetry and drama	1	I need help to read, infer, and draw conclusions when using fiction texts including poetry and drama

Reading

5.R.3.A.a Read, infer, analyze, and draw conclusions using text features in nonfiction texts

Q1		Q2		Q3		Q4	
Read, infer, and draw conclusions using fiction text features in nonfiction texts							
3	I can consistently read, infer, and draw conclusions using fiction text features in nonfiction texts	3	I can consistently read, infer, and draw conclusions using fiction text features in nonfiction texts	3	I can consistently read, infer, and draw conclusions using fiction text features in nonfiction texts	3	I can consistently read, infer, and draw conclusions using fiction text features in nonfiction texts
2	I can sometimes read, infer, and draw conclusions using fiction text features in nonfiction texts	2	I can sometimes read, infer, and draw conclusions using fiction text features in nonfiction texts	2	I can sometimes read, infer, and draw conclusions using fiction text features in nonfiction texts	2	I can sometimes read, infer, and draw conclusions using fiction text features in nonfiction texts
1	I need help to read, infer, and draw conclusions using fiction text features in nonfiction texts	1	I need help to read, infer, and draw conclusions using fiction text features in nonfiction texts	1	I need help to read, infer, and draw conclusions using fiction text features in nonfiction texts	1	I need help to read, infer, and draw conclusions using fiction text features in nonfiction texts

Reading

5.R.3.C.c Analyze how the pattern of organization of a text influences the relationships.

5.R.3.C.e integrate information from several texts on the same topic to write or speak about the subject knowledgeably

Q1		Q2		Q3		Q4	
Read, infer, and draw conclusions using text structures in nonfiction texts							
3	I can consistently read, infer, and draw conclusions using text structures in nonfiction texts	3	I can consistently read, infer, and draw conclusions using text structures in nonfiction texts	3	I can consistently read, infer, and draw conclusions using text structures in nonfiction texts	3	I can consistently read, infer, and draw conclusions using text structures in nonfiction texts
2	I can sometimes read, infer, and draw conclusions using text structures in nonfiction texts	2	I can sometimes read, infer, and draw conclusions using text structures in nonfiction texts	2	I can sometimes read, infer, and draw conclusions using text structures in nonfiction texts	2	I can sometimes read, infer, and draw conclusions using text structures in nonfiction texts
1	I need help to read, infer, and draw conclusions using text structures in nonfiction texts	1	I need help to read, infer, and draw conclusions using text structures in nonfiction texts	1	I need help to read, infer, and draw conclusions using text structures in nonfiction texts	1	I need help to read, infer, and draw conclusions using text structures in nonfiction texts

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.							
5.R.1.B.d Develop an understanding of vocabulary by explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text.							
5.R.1.B.g Develop an understanding of vocabulary by using conversational, general academic, and domain-specific words and phrases.							
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.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
Apply a research process to use information from a variety of sources		Apply a research process to use information from a variety of sources			
3	I can consistently apply a research process to use information from a variety of sources.	3	I can consistently apply a research process to use information from a variety of sources.		
2	I can sometimes apply a research process to use information from a variety of sources.	2	I can sometimes apply a research process to use information from a variety of sources.		
1	I need help to apply a research process to use information from a variety of sources.	1	I need help to apply a research process to use information from a variety of sources.		

5.W.2.C. Write fiction or nonfiction narratives and poems.							
Q1		Q2		Q3		Q4	
		Develop a nonfiction narrative or poem that includes elaboration and support		Develop a nonfiction narrative or poem that includes elaboration and support			
		3	I can consistently develop a narrative or poem that includes elaboration and support.	3	I can consistently develop a narrative or poem that includes elaboration and support.		
		2	I can sometimes develop a narrative or poem that includes elaboration and support.	2	I can sometimes develop a narrative or poem that includes elaboration and support.		
		1	I need help to develop a narrative or poem that includes elaboration and support.	1	I need help to develop a narrative or poem that includes elaboration and support.		

5.W.2.A. Write opinion texts					
Q1	Q2		Q3		Q4
	Develop an opinion piece that includes elaboration and support		Develop an opinion piece that includes elaboration and support		Develop an opinion piece that includes elaboration and support
	3	I can consistently develop an opinion piece that includes elaboration and support.	3	I can consistently develop an opinion piece that includes elaboration and support.	3 I can consistently develop an opinion piece that includes elaboration and support.
	2	I can sometimes develop an opinion piece that includes elaboration and support.	2	I can sometimes develop an opinion piece that includes elaboration and support.	2 I can sometimes develop an opinion piece that includes elaboration and support.
	1	I need help to develop an opinion piece that includes elaboration and support.	1	I need help to develop an opinion piece that includes elaboration and support.	1 I need help to develop an opinion piece that includes elaboration and support.

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

5.W.1.C.Reread, revise and edit drafts with assistance							
5.W.1.C.b Edit for language conventions							
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.							
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.							
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 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.

