

4th Grade Benchmark Advance Report Card 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

4.R.1.A.a Develop and demonstrate reading skills in response to text by drawing conclusions, inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.

4.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.

Q1	Q2		Q3		Q4	
	Develop and demonstrate comprehension-reading skills in response to texts					
	3	I can consistently develop and demonstrate comprehension-reading skills in response to texts.	3	I can consistently develop and demonstrate comprehension-reading skills in response to texts.	3	I can consistently develop and demonstrate comprehension-reading skills in response to texts.
	2	I can sometimes develop and demonstrate comprehension-reading skills in response to texts.	2	I can sometimes develop and demonstrate comprehension-reading skills in response to texts.	2	I can sometimes develop and demonstrate comprehension-reading skills in response to texts.
	1	I need help to develop and demonstrate comprehension-reading skills in response to texts.	1	I need help to develop and demonstrate comprehension-reading skills in response to texts.	1	I need help to develop and demonstrate comprehension-reading skills in response to texts.

4.R.2.A.a Read, infer, analyze, and draw conclusions to summarize and sequence the events/plot, and explain how past events impact future events, and identify the theme.							
4.R.3.A.a Read, infer, and draw conclusions to use multiple text features to locate information and gain an overview of the contents of text.							
4.R.3.B.b Read, infer, and draw conclusions to analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author’s purpose; and support the analysis.							
4.R.3.B.c Read, infer, and draw conclusions to explain how an author uses language to present information to influence what the reader thinks or does.							
4.R.3.C.b Read, infer, and draw conclusions to explain explicit and implicit relationships among ideas in texts.							
Q1		Q2		Q3		Q4	
Read, infer, and draw conclusions using text							
3	I can consistently read, infer, and draw conclusions when using text.	3	I can consistently read, infer, and draw conclusions when using text.	3	I can consistently read, infer, and draw conclusions when using text.	3	I can consistently read, infer, and draw conclusions when using text.
2	I can sometimes read, infer, and draw conclusions when using text.	2	I can sometimes read, infer, and draw conclusions when using text.	2	I can sometimes read, infer, and draw conclusions when using text.	2	I can sometimes read, infer, and draw conclusions when using text.
1	I need help to read, infer, and draw conclusions when using text.	1	I need help to read, infer, and draw conclusions when using text.	1	I need help to read, infer, and draw conclusions when using text.	1	I need help to read, infer, and draw conclusions when using text.

Phonics

4.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 multisyllabic words in context.

4.RF.3.A.b Develop phonics in the reading process by reading root words, prefixes, and suffixes and important words from specific content curricula.

Q1		Q2		Q3		Q4	
Use multiple decoding strategies							
3	I can consistently use multiple decoding strategies.	3	I can consistently use multiple decoding strategies.	3	I can consistently use multiple decoding strategies.	3	I can consistently use multiple decoding strategies.
2	I can sometimes use multiple decoding strategies.	2	I can sometimes use multiple decoding strategies.	2	I can sometimes use multiple decoding strategies.	2	I can sometimes use multiple decoding strategies.
1	I need help to use multiple decoding strategies.	1	I need help to use multiple decoding strategies.	1	I need help to use multiple decoding strategies.	1	I need help to use multiple decoding strategies.

Vocabulary

4.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.

4.R.1.B.b Develop an understanding of vocabulary by using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words.

4.R.1.B.f Using conversational, general academic, and domain-specific words and phrases

Q1		Q2		Q3		Q4	
Use strategies like word roots and context clues to determine the meanings of unfamiliar words and phrases		Use strategies like word roots and context clues to determine the meanings of unfamiliar words and phrases		Use strategies like word roots and context clues to determine the meanings of unfamiliar words and phrases		Use strategies like word roots and context clues to determine the meanings of unfamiliar words and phrases	
3	I can consistently use strategies like word roots and context clues to determine the meanings of unfamiliar words and phrases.	3	I can consistently use strategies like word roots and context clues to determine the meanings of unfamiliar words and phrases.	3	I can consistently use strategies like word roots and context clues to determine the meanings of unfamiliar words and phrases.	3	I can consistently use strategies like word roots and context clues to determine the meanings of unfamiliar words and phrases.
2	I can sometimes use strategies like word roots and context clues to determine the meanings of unfamiliar words and phrases.	2	I can sometimes use strategies like word roots and context clues to determine the meanings of unfamiliar words and phrases.	2	I can sometimes use strategies like word roots and context clues to determine the meanings of unfamiliar words and phrases.	2	I can sometimes use strategies like word roots and context clues to determine the meanings of unfamiliar words and phrases.
1	I need help to use strategies like word roots and context clues to determine the meanings of unfamiliar words and phrases.	1	I need help to use strategies like word roots and context clues to determine the meanings of unfamiliar words and phrases.	1	I need help to use strategies like word roots and context clues to determine the meanings of unfamiliar words and phrases.	1	I need help to use strategies like word roots and context clues to determine the meanings of unfamiliar words and phrases.

Writing

4.W.2.C Write fiction or non-fiction narratives and poems.

4.W.2.A Write opinion texts.

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

Q1		Q2		Q3		Q4	
Organize ideas using leads, transitions, and endings in informative / explanatory texts		Organize ideas using leads, transitions, and endings in opinion texts		Organize ideas using leads, transitions, and endings in opinion texts		Organize ideas using leads, transitions, and endings in fiction and nonfiction narratives and poems	
3	I can consistently organize ideas using leads, transitions, and endings in informative / explanatory texts.	3	I can consistently organize ideas using leads, transitions, and endings in opinion texts.	3	I can consistently organize ideas using leads, transitions, and endings in opinion texts.	3	I can consistently organize ideas using leads, transitions, and endings in fiction and nonfiction narratives and poems.
2	I can sometimes organize ideas using leads, transitions, and endings in informative / explanatory texts.	2	I can sometimes organize ideas using leads, transitions, and endings in opinion texts.	2	I can sometimes organize ideas using leads, transitions, and endings in opinion texts.	2	I can sometimes organize ideas using leads, transitions, and endings in fiction and nonfiction narratives and poems.
1	I need help to organize ideas using leads, transitions, and endings in informative / explanatory texts.	1	I need help to organize ideas using leads, transitions, and endings in opinion texts.	1	I need help to organize ideas using leads, transitions, and endings in opinion texts.	1	I need help to organize ideas using leads, transitions, and endings in fiction and nonfiction narratives and poems.

4.W.1.B.a generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound				
4.W.1.B.b Appropriate to genre type, develop a draft from prewriting* by establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph.				
4.W.1.B.c categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs				
4.W.1.B.d Addressing an appropriate audience				
Q1	Q2		Q3	Q4
	Appropriate to genre type, develop a draft from prewriting			Appropriate to genre type, develop a draft from prewriting
	3	I can consistently develop a draft from prewriting..		3 I can consistently develop a draft from prewriting..
	2	I can sometimes develop a draft from prewriting..		2 I can sometimes develop a draft from prewriting..
	1	I need help to develop a draft from prewriting..		1 I need help to develop a draft from prewriting..

4.W.1.C.a Reread, revise and edit drafts with assistance to strengthen writing as needed by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate), word choice, (related to the topic), sentence structure, transitions, audience and purpose, voice.							
4.W.1.C.b edit for language conventions							
4.W.3.A.c Identify a variety of relevant sources, literary and informational							
Q1		Q2		Q3		Q4	
Research, reread, revise, and edit drafts with assistance							
3	I can consistently research, reread, revise, and edit drafts with assistance.	3	I can consistently research, reread, revise, and edit drafts with assistance.	3	I can consistently research, reread, revise, and edit drafts with assistance.	3	I can consistently research, reread, revise, and edit drafts with assistance.
2	I can sometimes research, reread, revise, and edit drafts with assistance.	2	I can sometimes research, reread, revise, and edit drafts with assistance.	2	I can sometimes research, reread, revise, and edit drafts with assistance.	2	I can sometimes research, reread, revise, and edit drafts with assistance.
1	I need help to research, reread, revise, and edit drafts with assistance.	1	I need help to research, reread, revise, and edit drafts with assistance.	1	I need help to research, reread, revise, and edit drafts with assistance.	1	I need help to research, reread, revise, and edit drafts with assistance.

Language

4.L.1.B.c In written text insert a comma before a coordinating conjunction in a compound sentence.

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.

4.L.1.B.e In written text use correct capitalization.

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.

4.L.1..B In written text, apply punctuation, capitalization, and spelling							
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.

4.L.1.A.h In speech and written form, apply standard English grammar to produce and expand the complete simple and compound four types of sentences.							
Q1		Q2		Q3		Q4	
Use standard grammar							
3	I can consistently use standard grammar.	3	I can consistently use standard grammar.	3	I can consistently use standard grammar.	3	I can consistently use standard grammar.
2	I can sometimes use standard grammar.	2	I can sometimes use standard grammar.	2	I can sometimes use standard grammar.	2	I can sometimes use standard grammar.
1	I need help to use standard grammar.	1	I need help to use standard grammar.	1	I need help to use standard grammar.	1	I need help to use standard grammar.

Speaking and Listening

4.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, making comments that contribute to the discussion, and linking to the remarks of others.

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.	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.	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.	1	I need help to develop and apply effective listening skills and strategies in formal and informal settings.

