K-5 Report Cards Update

November 9, 2022

It began on a beautiful fall day in Hillsborough…

Committee formed in Fall 2019

Feedback gathered Winter 2019/2020

Covid Slow Down

Continued periodically through 2020-2022

Ready to roll out for Trimester 1 in Fall 2022 (now)!

2019

The feedback came in.

Lots of teacher time entering information, explaining it, writing comments

Parents prefer more comments, less 'grade marks'

Technical systems necessitated some workarounds that added time to the process

'Grade Marks' held little meaning

Language was very education-specific; confusing at times

Standards lumped together created more need for additional explanation
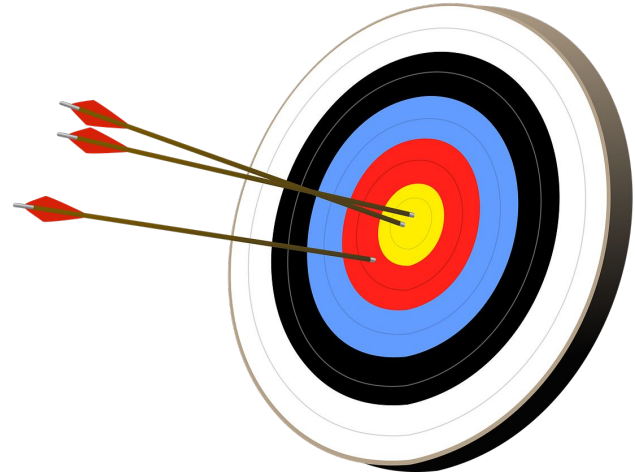
Goals were developed to address needs.

Clarify purpose of report card

Redesign layout/look

Clarify standards; create specificity in non-educator language

Reduce technical barriers

An iterative process was followed.

Formed committee

Gathered and reviewed feedback from teachers and parents
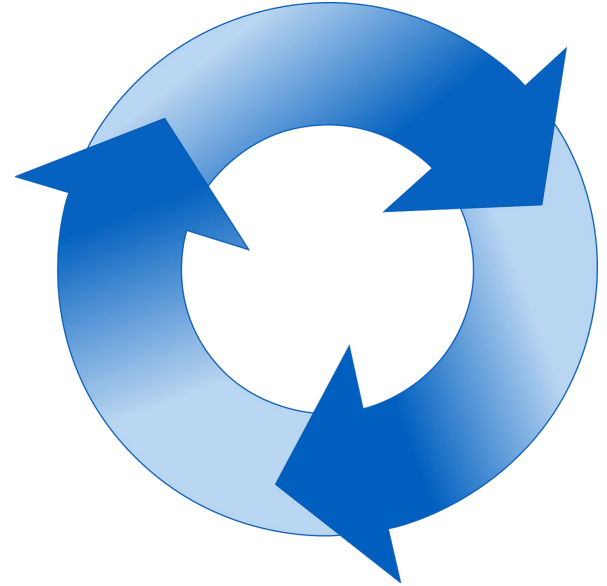
Reviewed Thomas Guskey's work on grading and reporting

Reviewed template ideas

Revise, gather feedback, revise, gather feedback, etc

Develop prototype

Test it out in Trimester 1 of 2022

We purchased the MBA Plugin for PowerSchool.

Helped address technical issues

In-house layout designing

Flexible

Future adjustments

A new version was born!

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Hillsborough, CA 94010
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Principal: Heidi Felt

PROGRESS REPORT 2022-2023

ID#	Student Name	Grade	Teacher Name
		KG	

Attendance		T1	T2	T3
Absences				
Times Tardy				

Academic Standard Proficiency Levels & Descriptors
4 - Exemplary
3 - Consistent
2 - Developing
1 - Beginning
N/A - Not a focus for the trimester

Affective Standard Proficiency Levels & Descriptors
C - Consistent
S - Sometimes
I - Improvement Needed

Purpose of the Report Card
The purpose of the HCSD K-5 Report Card is to communicate to students, parents, and educators information about a student's progress toward meeting select year-end grade-level standards expectations. It is intended to indicate student strengths, areas of growth, and where more improvement is needed.

HCSD Vision, Mission & Essential Outcomes
HCSD is a leader in educating the whole child in responsive, innovative, learning environments where all students and educators are engaged, empowered and continually striving to reach their potential. Our mission is to develop students who think critically, act ethically, and embrace challenge.

The Essential Outcomes are an important part of the fabric of a Hillsborough City School District Education. While they are not given marks on this report card, the HCSD Essential Outcomes are woven throughout all classes at all grade levels. In partnership with families and the community, we strive to help all students become people of good character, innovators and problem-solvers, effective communicators, effective users of information, media, and technology, lifelong learners, and global citizens.

Kindergarten	T1	T2	T3
Social and Learning Behaviors			
I can follow classroom and school rules.			
I can treat others with respect and kindness.			
I can share with others.			
I can play cooperatively.			
I can solve problems using my words.			
I can use my time wisely to produce quality work.			
I can organize and keep track of my materials.			
I can follow one and two-step directions.			
I can be a good listener.			
I can try my best.			
I can control my body.			
Fine Motor Skills			
I can use scissors properly.			
I can hold my pencil properly.			

K: Mathematics	T1	T2	T3
Mathematics			
Counting and Cardinality			
I can count orally to 100 by ones.			
I can count orally to 100 by tens.			
I can count forward from a given number.			
I can recognize the numbers 0-20.			
I can write the numbers 0-20.			

K: Language Arts	T1	T2	T3
Language Arts			
Foundational Literacy			
I can name all lowercase and uppercase letters.			
I can produce all consonant sounds.			
I can produce all short vowel sounds.			
I can recognize and produce rhyming words.			
I can decode (blend) single syllable words.			
I can take apart (segment) sounds in single syllable words.			
I can read all kindergarten sight words that have been taught.			
Reading			
Literature: I can identify characters and setting in a story with support.			
Literature: I can retell a familiar story with support.			
Informational Text: I can identify the main topic and retell key details of an informational text with support.			
Writing			
Narrative: I can compose a narrative piece through drawing, dictating, and/or writing.			
Informational: I can compose an informational piece through drawing, dictating, and/or writing.			
Opinion: I can compose an opinion piece through drawing, dictating, and/or writing.			
Conventions: I can print upper and lowercase letters.			
Conventions:I can write words based on the sounds			

(Continued)	T1	T2	T3
Literature: Determines the meaning of figurative langauge.			
Informational Text: Determines main ideas and key details, summarizes.			
Informational Text: Determines the organizational text structure (e.g. compare/contrast, cause/effect, problem/solution, chronological).			
Informational Text: Integrates information from multiple texts on the same topic and cites accurate text evidence.			
Writing			
Narrative Structure: Introduces characters, develops a plot, uses transitions, provides conclusion.			
Narrative Development: Uses dialogue, description, and sensory details to develop experiences and events.			
Informational Structure: Introduces topic, organizes details, uses transitions, and provides conclusion.			
Informational Development: Develop the topic with facts, details, quotations, or other information and examples.			
Opinion Structure: Introduces claim, organizes reasons, uses transitions, and provides conclusion.			
Opinion Development: Develops a claim by providing reasons that are supported by facts, details and quotations.			
Writing Process: Develop and strengthen writing by researching, planning, revising, and editing.			
Conventions: Correctly applies grammatical conventions, capitalization, and punctuation.			
Conventions: Spells grade appropriate words correctly.			
Conventions: Correctly uses academic vocabulary and figurative language.			

5: Social Science

Social Science	T1	T2	T3
Describes early settlements across present-day United States.			
Traces routes of early explorers to the Americas.			
Describes the interactions among and between American Indian nations and settlers.			
Understands life in the colonial era.			
Explains and understands the causes, course, and consequences of the American Revolution.			
Describes the development of the U.S. Constitution and westward expansion.			
Knows the location and name of the 50 states and their capitals.			

5: Science

Science	T1	T2	T3
Understands key ideas in physical science.			
Understands key ideas in life science.			
Understands key ideas in Earth and space science.			
Understands key ideas in engineering, technology and applications of science.			

5: Innovation Lab

Innovation Lab	T1	T2	T3
Development of innovation and problem solving skills.	3		
Participation/Effort.	C		

5: Library/Media

		Comments *Continued*
T1		I am testing out the length of the comments for the report card, the limit for the classroom teacher is 1500 characters. The character limit for the specialist teachers is 500. These three sentences have a character count of 230. I am testing out the length of the comments for the report card, the limit for the classroom teacher is 1500 characters. The character limit for the specialist teachers is 500. These three sentences have a character count of 230. I am testing out the length of the comments for the report card, the limit for the classroom teacher is 1500 characters. The character limit for the specialist teachers is 500. These three sentences have a character count of 230. I am testing out the length of the comments for the report card, the limit for the classroom teacher is 1500 characters. The character limit for the specialist teachers is 500. These three sentences have a character count of 230. I am testing out the length of the comments for the report card, the limit for the classroom teacher is 1500 characters. The character limit for the specialist teachers is 500. These three sentences have a character count of 230. Total character counts is: 1180
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We will keep learning and improving.

Test out during Trimester 1 in Fall 2022

Calibrate and reflect on purpose

Get feedback from staff and parents

Consider adjustments for T2 or 2023-2024

It was a TEAM effort!

North School Representatives

- Christina Horn
- Heidi Felt
- Beth Miller
- Stephanie Woolsey

District Office Staff

- Dr. Louann Carlomagno
- Linda Hoem
- Matthew Lindner
- Maureen Sullivan
- Tracy Dennis

South School Representatives

- Michele Bartfeld
- Lina Butte
- Natalie Liang

West School Representatives

- Sarah Lois
- Heather Mata
- Sommer McCann
- Abby Morin
- Larisa Nickell
- Logan O'Neill
- Angie Padian
- Kristi Shreve