



HILL CITY
INDEPENDENT SCHOOL
DISTRICT #2

Report Card Guide for Grades K-6

Hill City School uses a standards-based reporting system. This guide provides information about **what** standards-based reporting is, **why** Hill City School uses standards-based reporting, and **how** to read your student's report card.

What is standards-based reporting?

The state of Minnesota has identified standards for all subject areas. These standards identify what students should know and be able to do.

Districts are required to implement these standards to ensure all students have access to high-quality content and instruction. In a standards-based reporting system, students' academic performance is measured relative to grade level standards.

Why standards-based reporting?

A standards-based reporting system provides:

- Clear targets for students and families that explain what is expected of students by the end of the year and a focus on evidence of learning
- A more thorough explanation of the skills and concepts needed in order for students to meet each standard
- Information about students' current academic progress in relation to where they need to be by the end of the year
- Objective grading criteria for all students; students are scored based on the level at which they show proficiency of the standard, not how they perform relative to other students

Hill City School values families as partners. We commit to providing families with timely, accurate, and useful information about student progress.

Please do not hesitate to reach out with any questions you may have about your student's report card.

How do I read my student's report card?

To represent the different levels of performance your student will demonstrate during the learning process, you will see the numbers 1, 2, 3 and 4. The expectation is that students will achieve a 3 (Meets Grade Level Standard) by the end of the year. In standards-based reporting, 1s and 2s are expected and progress is celebrated!

Does Not Meet Grade Level	In Progress Toward Grade Level Standard	Meets Grade Level Standard	Above Grade Level Standard
Standard Anything less than criteria for "In progress."	Student knows, understands, and applies the concepts, skills, and processes the grade level standard requires with guidance and support.	Student knows, understands, and applies the concepts, skills, and processes the grade level standard requires independently.	Student knows, understands, and applies the concepts, skills, and processes the grade level standard requires independently, in addition to the benchmarks in the next grade level.

Social Skills

All K-6 students at Hill City School learn social skills through the acronym C.A.R.E.S. The C.A.R.E.S. competencies align with the Collaborative for Academic, Social, and Emotional Learning (CASEL) core competencies. Hill City School utilizes Fly Five curriculum, which enhances student well-being, strengthens positive behavior, and supports academic achievement by implementing the five research-based C.A.R.E.S. competencies—cooperation, assertiveness, responsibility, empathy, and self-control. All grade levels have five units, each with four themes based on the C.A.R.E.S. standards.

The following social skills categories are marked on report cards:

Cooperation	The ability to establish new relationships, to maintain positive relationships and friendships, to avoid social isolation, to resolve conflicts, to accept differences, to be a contributing member of the classroom and community in which one lives, works, learns, and plays.
Assertion	The ability to take initiative, to stand up for one's ideas without hurting or negating others, to seek help, to persevere with a challenging task, and to recognize one's individual self as separate

	from the environment, circumstances, or conditions one is in.
Responsibility	The ability to motivate oneself to act and follow through on expectations; to define a problem, consider the consequences, and choose a positive solution.
Empathy	The ability to recognize, appreciate, or understand another's state of mind or emotions; to be receptive to new ideas and perspectives; and to see, appreciate, and value differences and diversity in others.
Self-Control	The ability to recognize and regulate one's thoughts, emotions, and behaviors in order to be successful in the moment and remain on a successful trajectory.