



PARENT'S DETAILED GUIDE TO  
STANDARDS-REFERENCED  
REPORTING

OXFORD HIGH SCHOOL

## Table of Contents

Topic	Page Number
<b>Statement of Beliefs</b>	2
<b>Why Standards-Referenced Reporting?</b>	2
<b>Traditional vs. Standards-Referenced Grading</b>	3
<b>Academic Proficiency Scale</b>	3
<b>Late, Missing, and Incomplete Assignments</b>	4
<b>Habits of Success Proficiency Scale</b>	4
<b>Assessment Procedures</b>	4
<i>Use of Priority Standards</i>	4
<i>Measurement Topics/Proficiency Scales</i>	4
<i>Evidence of Student Learning</i>	4
<i>Reteaching, Reassessing, Enriching</i>	4
<i>Use of Incomplete</i>	5
<i>Extra Credit</i>	5
<i>Due Dates</i>	5
<i>Mid-Year and End of Year Assessments</i>	5
<b>Grading and Reporting Procedures</b>	5
<b>Calculating Course Scores and GPA</b>	5
<b>Special Situations</b>	5
<b>Student Transcripts</b>	5

### OCS Statement of Beliefs

- All students will learn.
- All students benefit from adults' understanding of social-emotional health and student safety/security.
- Scores are based on mastery of grade level/course standards.
- Scores reflect academic achievement and should not be used for disciplinary purposes.
- Scores are assigned based on a student's performance on preset standards.
- At the start of each course, students should be provided with information regarding grading practices and student expectations including proficiency scales for each measurement topic.

### Why Standards Referenced Reporting?

- Reports individual academic progress of students to all stakeholders
  - Detailed in proficiency scales
  - Reported using 1-4 scale
- Reflects students' demonstration of an understanding of critical skills (ALSDE Course of Study)
- Explicitly states how students must demonstrate their understanding
- Communicates non-academic factors separately (Habits of Success)

Traditional Grading	Standards-Referenced Reporting
Grades are based on a 100 point scale which is an inaccurate representation of a student's true level of mastery.	Scores are based on a 1-4 scale that measures a student's proficiency towards a clearly articulated learning progression aligned to state standards.
The use of zeros for missing work can make it nearly impossible for a student to earn a passing grade regardless of content knowledge or skill.	Failure to fully understand a concept early on does not impact a student's score. If a student masters a concept at any time during the learning progression, he or she receives full credit for that understanding.
Tasks completed early in the learning process are averaged together with more recent tasks which may result in a lower grade for students who do not immediately master a concept.	Assessments more accurately measure students' levels of proficiency in relation to standards.
Grades are an uncertain mix of academic achievement, behavior, attitude, effort, attendance, extra credit, and work completion.	Scores are not used for punitive purposes and only represent a student's level of proficiency in relation to standards.
A student's course grade is represented by a single percentage which doesn't provide specific details about which standards a student has or has not mastered. For example, ELA 87	Factors like effort, participation, work completion, behavior, and attitude remain important, but are reported separately from academic factors, which are reported in detail based on the standards. For example, <ul style="list-style-type: none"> <li>● 3.0 Evaluate information from graphic texts</li> </ul>

### ACADEMIC PROFICIENCY SCALE

- Used to measure and articulate a learning progression (measurement topic)
- Includes learning targets for prioritized standards
- Used by students and teachers
- Reflects the most accurate and most current level of student performance
- Provides clear next steps for students to set goals and progress as leaders of their own learning.

\*See sample proficiency scale below for descriptions of the score levels on proficiency scales.

Score	Description
4 <b>Exceeding</b> Expectations	The student shows advanced understanding of grade level standards through higher level thinking.
3.5	The student has met all 3.0 expectations and demonstrates 4.0 criteria with partial success.
3 <b>Meeting</b> Standards	The student has met all expected standards for the intended measurement topic within the 1-3 score range.
2.5	The student has met all 2.0 expectations and demonstrates 3.0 criteria with partial success.
2 <b>Close</b> to Meeting Standards	The student has met all expected standards for the intended measurement topic within the 1-2 score range.
1.5	The student has met all 1.0 expectations and demonstrates 2.0 criteria with partial success.
1 <b>Not Yet</b>	With help, the student demonstrates score 2.0 learning targets. Examples of "help" might include, but are not limited to, the following: <ul style="list-style-type: none"> <li>● Repeating a question and prompting</li> <li>● Using different words to explain something</li> <li>● Extra small group instruction</li> <li>● Asking probing questions to activate the memory system</li> <li>● Using prompts related to the desired response</li> </ul>

**Note:** Whole point scores indicate a student has mastered all of the learning targets at that level. Half-point scores indicate the student has also made progress toward mastering the learning targets at the next level but has not yet mastered all elements at the next level.

### **Late, Missing, and Incomplete Assignments**

The student will

- Be assigned an “INC” (incomplete) for missing evidence within a measurement topic
- Communicate with the teacher to determine the reason for the incomplete or missing assignment
- Work with the teacher to establish a reasonable timeframe to make up the work

### **Habits of Success Proficiency Scales**

- Measure priority non-academic factors that impact academic achievement and future success
- Regularly report work habits separately from academic performance
- Communicate ongoing work habits for each course among all stakeholders

### **Assessment Procedures**

Consistent assessment practices in all courses for which high school credit is given will utilize **common assessments** aligned to proficiency scales and substantially similar scoring practices.

### ***Use of Priority Standards***

Standards describe what students should know and be able to do in a particular course. Priority standards are the essential state standards that ensure career and college readiness. Teachers use priority standards to develop curriculum, plan instruction, and gather evidence of learning through different kinds of assessments.

### ***Measurement Topics/Proficiency Scales***

Measurement topics are broad groups of connected priority standards that communicate the knowledge and skills that students are expected to master through the use of proficiency scales. Parents use measurement topics and proficiency scales to understand what their child is learning and to identify areas for growth.

### ***Evidence of Student Learning***

Evidence of student learning shows what students have learned and are able to do relative to a proficiency scale. Students demonstrate evidence of learning in many ways (assessments, projects, classroom discussions, etc).

### ***Reteaching, Reassessing, Enriching***

Students will have opportunities to improve all measurement topic scores. Teachers will communicate procedures for reteaching and reassessment as well as include these in the course syllabi linked into their Schoology courses. It is the student’s responsibility to communicate with the teacher and request opportunities for reassessment. At a minimum, teachers will provide opportunities for reteaching, reassessing, and enriching on at least three “You Matter” days built into each unit. Teachers will follow the set reteaching/reassessment procedures for the course. Students will be required to create a plan for relearning and reassessment that will be signed by the parent/guardian.

If a student scores below a 2 on any Measurement Topic at the end of the instructional cycle (unit), the following support will be provided:

- a. Communication with the grade level counselor.
- b. Classroom Interventions directly focused on the Measurement Topic.
- c. Parent/Guardian notification

### ***Use of INC***

An INC (Incomplete) will be assigned when a student is missing evidence within a measurement topic. At the end of the academic year, students who are still missing evidence will receive a zero for that measurement topic.

### **Extra Credit**

Extra credit (credit awarded outside of standards measures to boost a student's score) is not allowed.

### **Due Dates**

Failure to meet a due date will negatively impact a student's Habits of Success score.

### **Mid-Year and End-of-Year Assessments**

The Mid-Year and End-of-Year Assessments are opportunities for students to continue to work to increase their score by showing increased learning and will not cause students' scores to decrease on any measurement topic.

### **Grading and Reporting Procedures**

- Historically, OHS has awarded a half graduation credit at the end of each semester. However, moving forward, ***year long*** courses will receive one credit upon completion of the course at the end of the school year. We believe this change is more consistent with our belief that students continue to show mastery of learning throughout the school year.
- We use ***proficiency scales***, which take the guesswork out of determining what the teacher expects students to learn and be able to do.
- Students' mastery of proficiency scale learning targets will be communicated to parents using the PowerSchool Parent Portal.
- Oxford City Schools utilizes four nine weeks in each school year. OHS will send home a progress report at the end of the first three nine week grading periods to communicate where students currently are in their mastery of each topic. The score on the progress report may improve as students continue to show mastery in the course. The fourth report includes two reports:
  - Final measurement topic scores
  - Final course score for each course

**Class of 2025 and Beyond** – For information specific to the Class of 2025 and beyond, click [here](#).

**Class of 2024** – For information specific to the Class of 2024, click [here](#).

\*For a more detailed look at the scoring process, click [here](#).

**Special Situations** – For more information on special situations such as AP, IB/Global Honors, DE, ACCESS, and transfer credits, click [here](#).

**Student Transcripts** – Oxford High School student transcripts will be maintained as traditional. An Oxford High School student transcript will continue to consist of all courses, credits, and grades earned by a student for each year of attendance.

Transfer grades will be included where approved and accepted for credit. A cumulative grade point average (GPA) will be calculated and displayed on official transcripts.