

Oxford City Schools

The mission of the Oxford City School System, the focal point of a growing, diverse community, is to **ensure the academic success** of all students through a student-centered system of individualized instruction, highly qualified staff, exemplary facilities, and effective use of all resources.

Our vision is to be *the* leader in all aspects of education. From the time a child enters kindergarten until graduation, we want to provide the **best instruction**, extra-curricular activities, facilities and services enabling our **students to become productive successful citizens**.

GOAL: To Develop Students Who Take Ownership for Their Learning and Become LIFELONG Leaders of Their Own Learning

Academic Goals:

English Language Arts: To Develop Analytical Readers & Writers that Communicate Effectively

Mathematics: To Develop Mathematical Thinkers Who Solve Real World Problems

Science: To Develop Scientific Thinkers Who Solve Real World Problems

Social Studies: To Develop Responsible Citizens

Note: 3 Shifts

1. **Covering many standards per grade (example: 114 6th grade) to deeply studying and mastering the most important and relevant skills for our students and to reporting progress on those goals so that parents will know their growth & progress toward goals**
2. **Report more specific information and feedback to parents & students**
3. **Foster a mindset of celebrating growth and learning from our mistakes through reflection & revisions**

What is a Standards Referenced Report Card?

What is standards referenced reporting? Standards based reporting communicates how students are performing on a set of clearly defined learning goals or targets. The purpose of standards referenced grading is to identify what a student knows, or is able to do, in relation to pre-established learning goals or targets, as opposed to simply averaging grades/scores over the course of a grading period, which can mask what a student has learned, or not learned, in a specific unit.

Why did Oxford City Schools revise our report card?

It is our goal to provide parents an accurate and current report of the skills & concepts that students can do, are close on, not yet able to do and exceeding expectations. There are students who have met expectations and are working on skills that are beyond expectations. Oxford City Schools' teams of teachers have worked together to implement aligned curriculum, instructional materials, assessments, in order to ensure every student in every classroom can maximize their potential. Research supports this new grading and reporting approach as a basis of communication that will help students learn more effectively because more **specific feedback** to students and parents are provided.

What is the difference in traditional report cards and Skills referenced report card?

Unlike traditional grading systems, the new grading system measures a student's mastery of grade level standards by prioritizing the most recent, consistent level of performance. Thus a student who may have struggled at the beginning of a unit, when first encountering new material, may still be able to demonstrate mastery of key content/concepts by the end of the year. In a traditional grading system, a student's performance for an entire year is averaged together. Early quiz scores that were low would be averaged together with more proficient performance later in the course, resulting in a lower overall grade than current performance indicates. It also allows students who master the grade level skills early on to develop deeper levels of learning, work on skills beyond the grade level or outside the curriculum. Students may use creative problem solving skills with material within the curriculum or outside the curriculum. The traditional report card does not promote growth or allow for reporting of above the grade level standards or beyond what was taught. For a few students, the level 4 is designed to display that learning beyond what is expected was demonstrated by the student and the traditional report card provides an average of only grade level skills over time.

How does the report card help parents?

Standards referenced report cards enable parents to receive accurate information based on cumulative student progress throughout the marking period. In addition, the report card might promote more detailed and meaningful conversations at parent/teacher conferences, allow for careful and precise monitoring of student achievement, and reflect grade-level standards and expectations so parents gain a complete idea of student's progress on grade level skills. Students also can track their own progress, self assess and self report along the way and/or during student led conferences. **Averaging grades to come up with a total score does not specifically show what skills the students are having difficulties with.**

What are parents' roles in this new reporting system?

The goal is to promote a growth mindset in students and avoid not fixed intelligence. We want students to believe through hard work and determination, every student can become more intelligent vs that some students are smart and others are not. We want students to feel supported and encouraged to **grow** even when things are hard. We want students to not feel punished or defeated when their child can perform a specific academic skill. The most successful people in life are those that work hard and are persistent when something does not come easy. Teachers and parents can encourage and place heavy emphasis on the **habits of success**, or academic behaviors that translate to eventual personal and professional success. These habits are the characteristics that students need in order to learn newer and harder skills. Authentic growth occurs through failing and re-doing. Students need to feel small success as they are continually practicing academic skills that we have not yet learned. By emphasizing the habits of scholarship, students will begin to become more intrinsically motivated. Celebrating small chunks over the course of meeting a long term goal motivates students to keep working toward a harder goal without giving up. Parents can have conversations with students to break down the skills and figure out the parts they are having a hard time with and practice or seek out help to move beyond the difficulty. Students who very easily master the skill also benefit from this reporting system because it allows them to progress to higher levels of learning. . Students that receive perfect grades the first time and are very rarely challenged, will benefit from opportunities to work beyond expectations. These students will have more learning experiences that challenge them with more complex problems to solve rather than having to do more "busy" work. As students face complex problems, they learn how to persevere or "stick" to coping through the trial and error necessary to be successful instead of giving up to quickly because most tasks have been fairly easy to accomplish the first time. These experiences not only grow the students academically but socially and emotionally as well.

What are the changes in mindsets with a skill's referenced reporting system?

1. There is a heavy focus on reporting on academic achievement by each academic skill or concept and separately reporting behaviors such as Habits of Successful Learner.
For example, daily schoolwork, projects, or homework **will be** considered in a separate category when determining a student's level to be recorded on the report card. Teachers look at student's performance on these activities to monitor student learning, identify strengths and weaknesses, and plan for future instruction. These tasks are not factored into the specific skill/academic grade. These behaviors such as completing assignments and turning assignments in on time are reported in a separate category called Habits of Successful Learner.
2. Standards referenced reporting is based on pattern grading not averaging all grades - The final achievement mark on the report card represents the learning level at the end of an instructional unit. Students are not penalized for mistakes made at the beginning of the learning process.

What do the scores mean?

Levels	Descriptions
Level 4	Exceeds Expectations
Level 3	MEETS Expectations
Level 2	CLOSE TO MEETING Expectations or Learning Goal or Target (Student is close but has not quite met goals)
Level 1	NOT YET MEETING Expectations

Comparison Traditional Grade to Standards Referenced Grading (SRG)

Report Card Skill: I can solve real world problems using addition and subtraction of fractions.

Student 1															
Traditional Grading	Standards Referenced Grading														
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Chap 1 Test</td> <td style="width: 10%;">75</td> </tr> <tr> <td>Homework</td> <td>75</td> </tr> <tr> <td>Homework</td> <td>80</td> </tr> <tr> <td>Project</td> <td>60</td> </tr> <tr> <td>Chap 2 Test</td> <td>40</td> </tr> <tr> <td>Classwork</td> <td>90</td> </tr> <tr> <td colspan="2" style="text-align: center;">TOTAL MATH GRADE 70</td> </tr> </table>	Chap 1 Test	75	Homework	75	Homework	80	Project	60	Chap 2 Test	40	Classwork	90	TOTAL MATH GRADE 70		<p>Comparing Fractions Level 4 (Exceeds Expectations) Well Above the Target (beyond what was taught)</p> <p>Adding Fractions Level 3 Meets Expectations or Grade Level Target</p> <p>Subtracting Fractions Level 3 Meets Expectations or Grade Level Target</p> <p>Adding & Subtracting Fractions in Real World Level 2 Close to Meeting Expectations</p> <p>Note: Beginning in 7th grades At Each Grading Period Scores will be averaged and converted to Numeric Grade = 3.0 converts to 90</p>
Chap 1 Test	75														
Homework	75														
Homework	80														
Project	60														
Chap 2 Test	40														
Classwork	90														
TOTAL MATH GRADE 70															
<p>This report does NOT tell us the student specific skill the students needs to work on.</p>	<p>This report informs parents & students the areas that the student is on target and areas that the student specifically will need to continue to work on. (Solving real world problems with adding and subtracting fractions)</p>														

Student 2	
Traditional Grading	Skills Referenced Grading
Math Adding Fractions Assignment CW 20 Adding Fractions HW 30 Adding Fractions Project 40 Adding Fractions Quiz 50 Adding Fractions Test 50 Adding & Subtracting Fractions Classwork 70 Adding & Subtracting Quiz 100 Adding & Subtracting using in word problems 100 <p style="text-align: right;">TOTAL AVERAGE 58</p>	Math Comparing Fractions Level 3 Meets Grade Level Target Adding Fractions Level 3 Meets Grade Level Target Subtracting Fractions Level 3 Meets Grade Level Target Problems solving using with Adding & Subtracting fractions Level 3 Meets Grade Level Target
<p>This report does not account for the growth. You will notice over time that the student worked to learn the concepts and the last two assignments were more complex and the student demonstrated mastery of addition & subtractions with real world problems and the student was not rewarded for the hard work and effort. Averaging grades does not reward hard work and growth. Students learn over time that the poor grade can not be overcome and quit trying because they will fail anyway.</p>	<p>This report gives credit to students for the latest learning and does not average the bad grades. It rewards growth over time. It rewards and reports growth. This student initially struggled but by the end mastered the skill. This allows parents to celebrate the LEARNING & students feel rewarded for using the Habits of the Successful learner. We do not want students to feel like there is no reason to work hard and learn this skill because now I am going to be punished for a bad grade anyway</p>

Student 3	
Traditional Grading	Skills Referenced Grading
<p>Math</p> <p>Adding Fractions Assignment CW 100</p> <p>Adding Fractions HW 100</p> <p>Adding Fractions Project 100</p> <p>Adding Fractions Quiz 100</p> <p>Adding Fractions Test 100</p> <p>Adding & Subtracting Fractions Classwork 100</p> <p>Adding & Subtracting Quiz 100</p> <p>Adding & Subtracting using in word problems 65</p> <p style="text-align: right;">TOTAL AVERAGE 95</p>	<p>Math</p> <p>Comparing Fractions Level 4 Well Above the Target (beyond what was taught)</p> <p>Adding Fractions Level 4 Well Above the Target (beyond what was taught)</p> <p>Subtracting Fractions Level 4 Well Above the Target (beyond what was taught)</p> <p>Problems solving using with Adding & Subtracting fractions Level 2 Close to Meeting Target</p> <p>Habit of Successful Learner Level 3 (highest possible)</p> <p>I don't give up even when the work is hard Level 2 Close to Meeting Target</p> <p>I complete my assignments Level 3 Meets Grade Level Target</p> <p>I take pride in my work & try to do my best even when things are difficult Level 2 Close to Meeting Target</p> <p>I can meet deadlines & turn in assignments Level 3 Meets Grade Level Target</p> <p>I come prepared and ready with all my tools needed to learn Level 3 Meets Grade Level Target</p>
<p>Rationale or Explanation::</p> <p>This report does not account for the growth. More than likely the student did not learn very much or have to study very hard for the last skill which is the most complex skill. We do not know the complete picture because the habits of a successful learner are not reported.</p>	<p>Rationale or Explanation:</p> <p>Learning comes easy for this student. This report gives shows that the student is able to perform basic skills but is having difficulty with harder real world problems. They have basic skills and those came pretty easy. Notice the habits of successful learning show that the student does not do well with a little struggle. This student initially felt success by mastering the basic skills but when things became a little difficult, he had a hard time with that.. This allows parents to celebrate the LEARNING that did happen & students</p>

	parents can have conversations about how to handle things when it gets tough, This is a life skill that will carry them throughout life.
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Student 4	
Traditional Grading	Skills Referenced Grading
Math Adding Fractions Assignment CW 100 Adding Fractions HW 100 Adding Fractions Project 100 Adding Fractions Quiz 100 Adding Fractions Test 100 Adding & Subtracting Fractions Classwork 100 Adding & Subtracting Quiz 100 Adding & Subtracting using in word problems 100 <p style="text-align: right;">TOTAL AVERAGE 100</p>	Math Comparing Fractions Level 4 Well Above the Target (beyond what was taught) Adding Fractions Level 4 Well Above the Target (beyond what was taught) Subtracting Fractions Level 4 Well Above the Target (beyond what was taught) Problems solving using with Adding & Subtracting fractions Level 4 Well Above the Target (beyond what was taught) Habit of Successful Learner Level 3 (highest possible) I don't give up even when the work is hard Level 3 Meets Grade Level Target I complete my assignments Level 3 Meets Grade Level Target I take pride in my work & try to do my best even when things are difficult Level 3 Meets Grade Level Target I can meet deadlines & turn in assignments Level 3 Meets Grade Level Target I come prepared and ready with all my tools needed to learn Level 3 Meets Grade Level Target I can problem solve and create new solutions beyond what is taught Level 3 Meets Grade Level Target
Rationale or Explanation: This report does not account for the growth. More than likely the student did not learn very much or have to study very hard for the last skill which is the most complex skill. We do not know the complete picture because the habits of a successful learner	Rationale or Explanation: Learning comes easy for this student. This report shows that the student is able to perform basic skills and able to solve real world problems. He has demonstrated habits of successful learning. By allowing students to go beyond or outside what was expected dohe

are not reported.

has opportunities to practice habits of successful learning. This allows parents to celebrate the mastery that may have come easy for the student. Now the parent has the opportunity to & celebrate the student showing determination and grit when the learning gets tough,

5th Grade ELA	5th Grade Math	5th Grade Social Studies	5th Grade Science
*Vocabulary embedded in all of the below	Each Concept BELOW will include the following: <ul style="list-style-type: none"> • Historical Events • Map & Geography Skills • Economics • Civics & Government 	Each Concept BELOW will include the following: <ul style="list-style-type: none"> • Historical Events • Map & Geography Skills • Economics • Civics & Government 	Each Concept BELOW will include the following: <ul style="list-style-type: none"> • Science & Engineering Practices • Crosscutting Concepts such as cause/effect & patterns • Literacy Skills
Foundational Reading	Use Operations and Algebraic Thinking	Responsible Citizenship	Matter and Interactions
Reading & Comprehending Informational Texts	Understand Numbers and Perform Operations in Base 10	Thirteen Colonies	Motion and Stability: Forces and Interactions
Reading & Comprehending Literary Texts	Numbers and Operations- Computing Fractions	American Revolution	Ecosystems: Interactions, Energy, Dynamics
Speaking & Listening	Measure, Represent & Interpret Data	Westward Expansion	Earth and Human Activity
Language	Geometry: Graph on Coordinate Plane	Civil War	Engineering and Design
Writing	Reason with Mathematics		Earth's Place in the Universe
	Habits of Success in Mathematics		

EXAMPLE OF GRADING BASED ON PATTERN

Adding & subtracting Fractions

Level 4 Well Above the Target (beyond what was taught)

Grades are based on the latest performance or what they know right now and not penalized for one or two low grades early in the unit when they are first being introduced to the topic or skill. There are multiple chances to show what you know over time.

K- 4th Grade Example

Adding & subtracting Fractions

	pretest (4)	task (2)	quiz (2)	task (2)	mid unit task (3)	task (4)	test (4)	task (4)	test (4))	Final
John	1	1.5	2.0	2.0	2.5	2.5	3.0	3.0	2.5 Redo 3.0	3.0 90

5th-6th Grade Example: Numbers and Operations- Computing Fractions

John	pre test (4)	task (2)	quiz (2)	task (2)	mid unit task (3)	task (4)	test (4)	task (4)	test (4))	Final
Add & subtract Fractions	1	2	2	2	3	3	3	3.5	3	3.0
Multiply Fractions	2	3	3.5	3.5	3.5	3.5				3.5
Dividing Fractions	(4) 2	(4) 2,5	(4) 3	(4) 4	(4) 4	(4) 4				4
Number & Operations Final Average										3.5
7th -12th Grade Average will convert to Numeric Number Grade Using Conversion Chart										95

7th-12th Grade Use 5th & 6th Grade Example and the Average - 3.5 converts to 95

The Levels are scored based on proficiency scales which is a form of a rubric that describes exactly what the students should master to score within each level

MATH Domain: Numbers and Operations - Fractions	
Topic: Multiplying Fractions (5.NF.4, 5.NF.5, 5.NF.6)	
Grade: 5	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction ● Interpret multiplication as scaling (resizing) ● Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem <p>The student exhibits no major errors or omissions.</p>
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ ● performs basic processes, such as: <ul style="list-style-type: none"> ○ Interpret the multiplication of whole numbers ○ Use partitioning strategies with division of whole numbers <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.

Student Goals

Academic Goals:

English Language Arts: To Develop Analytical Readers & Writers that Communicate Effectively

Mathematics: To Develop Mathematical Thinkers Who Solve Real World Problems

Science: To Develop Scientific Thinkers Who Solve Real World Problems

Social Studies: To Develop Responsible Citizens

5th Grade ELA	5th Grade Math	5th Grade Social Studies	5th Grade Science
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Foundational Reading	Use Operations and Algebraic Thinking	Responsible Citizenship	Matter and Interactions
Reading & Comprehending Informational Texts	Understand Numbers and Perform Operations in Base 10	Thirteen Colonies	Motion and Stability: Forces and Interactions
Reading & Comprehending Literary Texts	Numbers and Operations- Computing Fractions	American Revolution	Ecosystems: Interactions, Energy, Dynamics
Speaking & Listening	Measure, Represent & Interpret Data	Westward Expansion	Earth and Human Activity
Language	Geometry: Graph on Coordinate Plane	Civil War	Engineering and Design
Writing	Reason with Mathematics		Earth's Place in the Universe
	Habits of Success in Mathematics		

6th Grade ELA	6th Grade Math	6th Grade Social Studies	6th Grade Science
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Foundational Reading	Understand Ratios and Proportions	Responsible Citizenship	Read & Comprehend Scientific Texts
Reading & Comprehending Informational Texts	Understand Number System	Explain Impact of the Industrial Nation the Impact of the Industrial Nation	Patterns of Motions within the Solar System
Reading & Comprehending Literary Texts	Reason & Apply Expressions and Equations	Causes and Consequences and the US entry into World War I	Space and Time in the Solar System
Speaking & Listening	Solve Geometric Measurement Problems	Cause and Effect of The Great Depression	Systems of Earth
Language	Understanding Statistics and Probability	Causes and Consequences and the US entry into World War II	Earth and Human Activity
Writing	Reason with Mathematics		Engineering and Design
	Habits of Success in Mathematics		

7th Grade ELA	7th Grade Math	7th Grade Social Studies	7th Grade Science
*Vocabulary embedded in all of the below	Each Concept BELOW will include the following: <ul style="list-style-type: none"> • Historical Events • Map & Geography Skills • Economics 	Each Concept BELOW will include the following: <ul style="list-style-type: none"> • Historical Events • Map & Geography Skills • Economics 	Each Concept BELOW will include the following: <ul style="list-style-type: none"> • Science & Engineering Practices • Crosscutting

	<ul style="list-style-type: none"> • Civics & Government 	<ul style="list-style-type: none"> • Civics & Government 	<p>Concepts such as cause/effect & patterns</p> <ul style="list-style-type: none"> • Literacy Skills
Reading & Comprehending Informational Texts	Solve problems using Ratios and Proportional Relationships	Government	Read & Comprehend Science Related Texts
Reading & Comprehending Literary Texts	Apply Understanding of Rational Numbers in the Number System	Civic Responsibilities	Constructing Explanations
Speaking & Listening (Presentation & Collaborative Discussions)	Solve problems using Expressions and Equations	Personal Finance	Molecules to Organisms
Language	Use Geometric figures to solve problems	Earth Organization	Explaining Genetic Variations
Writing	Statistics and Probability: Draw Inferences About Populations	Human Impact	Ecosystems: Interactions, Energy, Dynamics
	Reason with Mathematics	Reading and Comprehending Social Studies Text	Comparing Fossils to Modern Organisms
		Habits of Success Social Studies	Habits of Success in Science

8th Grade ELA	8th Grade Math	8th Grade Social Studies	8th Grade Science
*Vocabulary embedded in all of the below	<p>Each Concept BELOW will include the following:</p> <ul style="list-style-type: none"> • Historical Events • Map & Geography Skills • Economics • Civics & Government 	<p>Each Concept BELOW will include the following:</p> <ul style="list-style-type: none"> • Historical Events • Map & Geography Skills • Economics • Civics & Government 	<p>Each Concept BELOW will include the following:</p> <ul style="list-style-type: none"> • Science & Engineering Practices • Crosscutting Concepts such as cause/effect & patterns • Literacy Skills
Reading & Comprehending Informational Texts	Analyze & Solve problems using Expressions and Equations	Early Civilizations	Early Civilizations

Reading & Comprehending Literary Texts	Understand Functions	Greece	Greece
Speaking & Listening (Presentation & Collaborative Discussions)	Understand Rational & Irrational in the Number System	Rome	Rome
Language	Geometry: Apply Pythagorean Theorem	Middle Ages	Middle Ages
Writing	Understand Congruence and Similarity	Habits of Success Social Studies	Habits of Success Social Studies
Reading & Comprehending Informational Texts	Investigate & Use patterns with Statistics and Probability		
	Reason with Mathematics		
	Habits of Success in Mathematics		