



WILMOT UNION
HIGH SCHOOL

Standards Based Grading Absolutes

Every course will have at least 3 Essential Standards

Essential Standards identify the knowledge, skills, and dispositions all students must acquire as a result of a class, course, or grade level. Essential Standards go beyond what is nice to know and identify what students must know to be proficient.

Every course should have at least three standards, thus 6 summatives in OTUS at the end of the semester. For example, US History is US History Semester 1 (.5 credits) and US History Semester 2 (.5 credits).

“Passing a Class”

80% of essential standards will earn an
“**emerging**” or greater

What do I have to do to pass?

Number of Essential Standards	The number of standards that need to reflect Emerging or better to achieve at least 80%.
3	3
4	4
5	4
6	5
7	6
8	7
9	8
10	8
11	9
12	10
13	11
14	12
15	12

Summatives

A summative assessment is any method of evaluation performed at the end of a unit that allows a teacher to measure a student's understanding, typically against standardized criteria. The purpose of summative assessment is to gauge students' comprehension of the material presented at the end of a particular unit of work, and is often measured with a grade or percentage, depending on the subject.

- At least 2 summatives per Essential Standard
- Every Summative will include a printed rubric for the student.

Summative Assessment Examples

Examples of summative assessments may include:

- **Written Assessment:** Students will be tasked with writing an original piece, such as a narrative or analytical essay.
- **Performance Assessment:** With this type, students will be required to do an activity or task that will showcase their abilities.
- **Standardized Assessment:** Students will take an exam created for a given curriculum and will be measured against existing rubric, shared with the students throughout the course.
- **Oral Assessment:** Students will craft and deliver an oral piece, such as a speech or presentation.

Formatives

- At least 1 formative per summative

Feedback must be given back to students within 3 days

Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or **learning standards** they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and **academic support**.

The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning *while it's happening*. What makes an assessment “formative” is not the design of a test, technique, or self-evaluation, per se, but the way it is used—i.e., to inform in-process teaching and learning modifications.

Decaying Average

Decaying Average gives greater weight to the most recent scores, rewarding students for how far they have come without punishing them for where they started.

When calculating grades, each new score is given a higher weight than the previous scores' weighted average. A typical equation for decaying average using a 65% weight looks like this:

Summative Score #1: Advanced

Summative Score #2: Proficient

Grade Calculation: $(4 * .35) + (3 * .65) = 3.35$

If an additional Summative is added. The equation takes the previous average and adds the weighted new scores.

Summative Score #3: 4.0

New Grade Calculation: $(3.35 * .35) + (4.0 * .65) = 3.77$

Range of Scale (Individual Standard)

Grade Calculation: $(3.35 * .35) + (4.0 * .65) = 3.77$

Standard Grade of **Advanced**

Range	Descriptors	Definition
3.5-4	Advanced	I have a deep understanding & application of the learning target/s. I can explain/teach it.
2.5-3.4	Proficient	I can demonstrate understanding of learning target/s. I did what was asked of me.
1.5-2.4	Emerging	I can show partial understanding of the content within the learning target/s. I am getting there.
.5-1.4	Beginning	I can demonstrate understanding of simple content within the learning target/s. I am not there yet.
0-.4	No Evidence	I have not demonstrated understanding of the learning target/s or there is no evidence.

Semester Grade

Advanced (4) + Emerging (2) + Proficient (3) = 9/3 = 3 Proficient
Average of all standard grades.

Descriptors	Level	Definition
Advanced	4	I have a deep understanding & application of the learning target/s. I can explain/teach it.
Proficient	3	I can demonstrate understanding of learning target/s. I did what was asked of me.
Emerging	2	I can show partial understanding of the content within the learning target/s. I am getting there.
Beginning	1	I can demonstrate understanding of simple content within the learning target/s. I am not there yet.
No Evidence	0	I have not demonstrated understanding of the learning target/s or there is no evidence.

SBG to Letter Grade conversion

This conversion chart applies for course grade not individual standards in the course.

Letter Grade*	Subject Average
A+	3.75 - 4.00
A	3.50 - 3.74
A-	3.25 - 3.49
B+	3.00 - 3.24
B	2.75 - 2.99
B-	2.50 - 2.74
C+	2.25 - 2.49
C	2.00 - 2.24
C-	1.75 - 1.99
D+	1.50 - 1.74
D	1.25 - 1.49
D-	1.01 - 1.24

How do I get a semester grade?

- 80% of Essential Standards (slide 3)
- Individual Standard Grade (slide 8)
- Average of all Standard Grades (slide 9)
- SBG Conversion to Letter Grade (slide 10)

Homework does count!

Formative assignments and evidence may be taken into consideration before students are allowed to take or retake a summative.

What's the Purpose of Homework?

3 Big Shifts for Standards-Based Grades

Otus Updates: Account creation and parent navigation through Otus

Otus Video for Parents