

All classes in the Upper School Latin program use Standards-Based Grading.

What is Standards-Based Grading?

We design our assessments around proficiency standards specific to Latin. Your grade is based on how well you meet these standards relative to your level in the language.

Okay, where can I see these standards?

On our [rubric](#). Look for the level your class is targeting. Those are the standards you're working to meet.

How do you turn those standards into a grade?

Here's how we grade an individual assessment:

For each standard, you can earn **full** credit, **partial** credit, or **no** credit. If you don't answer the question or write something off-task or irrelevant, that's a **blank**. Whatever you have the most of provides your base letter:

credit	base letter
full	A
partial	B
none	C
blank	D

Your translation score can raise or lower your grade if it's above or below your base letter.

mostly	TRNL →	<i>full</i>	<i>partial</i>	<i>none</i>	<i>blank</i>
<i>full</i>	(base A)	A	A-	B+	B
<i>partial</i>	(base B)	B+	B	B-	C+
<i>none</i>	(base C)	B-	C+	C	C-
<i>blank</i>	(base D)	C	C-	D+	D

Now here's how report card grades are determined:

Your end-of-term grade is your grade on the most recent assessment. There's no averaging. HOWEVER: Consistency does matter. Grades are based on the performance you are able to *sustain* throughout the marking period. If your final assessment of the term is very different from all your previous assessments that term, your teacher will take this into account. (It's not that common, but see the scenarios below if you want details.)

The two biggest differences between SBG and traditional grading are:

1. There are no numbers. This also means you don't have an "average."
2. It's not cumulative. Every quarter is a clean slate. Every assessment is also (mostly) a clean slate.

Scenarios

Student 1: B B C B B → B

Student has performed quite consistently at the B level. That one C looks like an outlier. The student may just have had a bad day.

Student 2: C+ B- B B+ A- → A-

Student is showing a consistent upward trend. It looks like their skills have grown and the most recent grade reflects that.

Student 3: B+ B B- C+ C → C

Student is showing a downward trend. Unfortunately, it appears that their skills have deteriorated and the most recent grade reflects that.

Student 4: D+ B+ C B- C- → C-

This student is bouncing around. It's hard to find a pattern, so it's not possible to discount anything as an outlier. The most recent grade stays.

Student 5: B- B- B- B- A → B

This student was so consistent at the B- level that it's hard to know whether that last A is an outlier. Still, it bumps their grade up a little. Hopefully the student continues to perform in the A range next quarter (which is a clean slate -- the B goes away).

Placement

Placement is based on third-quarter assessments. Students are grouped according to the level of Reading Comprehension standards on which they have demonstrated they can consistently earn full credit. Classes are named for the level at which they begin (the level at which students are already performing), not the level they target.

In order to move to the next proficiency level from one year to the next, students must earn majority full-credit (base letter A) on **every** Reading Comprehension assessment of the third quarter. If a student appears to be on the fence, the teachers will give extra consideration to their performance on the translation standard.

If a student does not place into the next proficiency level, they will take a different thematic course at the same proficiency level the following year.