

## Approaches to S\*/U\* Grading

*Please note that these are not official guidelines. Rather, they are ideas meant to spark your own thinking about how you might evaluate your students and determine whether they've earned a grade of S\* or U\* this semester.*

- **Rubric-based:**  
On the same rubric you've already shared with students for a project or written assignment (or slightly modified version as needed), delineate where the threshold for S\* work falls. For example, do students need to achieve at a certain level or receive a certain score within every category on the rubric? Do they need to pass that threshold on a certain number of categories?
- **Feedback-driven:**  
Give feedback on student assignments and categorize work as "Satisfactory" or "Requires Revision" (based on established criteria or rubric). Give students whose work falls within the latter category time to revise it based on your feedback and re-submit it. For smaller assignments, you may want to give students multiple opportunities to revise and re-submit; for final projects, you will probably only be able to build in time for one round of revisions.
- **Numerical (aggregate):**  
For an exam, tell students how many questions they need to answer correctly, or how many total points they need to receive, to earn a grade of S\*. (Note that this number need not align with a passing threshold on a traditional 100-point grading scale)
- **Numerical (holistic):**  
Categorize exam questions based on content topic, skills, or learning goal. Students must answer a certain number of questions or receive a certain number of points within each of those categories to earn an S\*.
- **Narrative:**  
Ask students to write a letter or narrative at the end of the semester describing what they've learned, how they've learned it, and what grade they'd assign themselves, based on evidence from their work. You could also pair this assessment with another task now at the start of the S\*/U\* transition: a proposal in which students explain what they will do to satisfy the requirements of the course. How will they demonstrate achievement of course learning goals? In the final reflection, students could then refer back to this proposal.
- **Traditional:**  
Assign grades using the same letters and numbers/scales you were using, and calculate the final grade using the same method you were planning to use prior to the transition to S\*/U\*. All students whose earn a grade of C- or above receive an S\*.