

## Annex 4 - Grading Scale and Grading Criteria

### Grading Scale

A+:	99-100
A:	93-98
A-:	90-92
B+:	87-89
B:	83-86
B-:	80-82
C+:	77-79
C:	73-76
C-:	70-72
D:	60-69
F:	59 and below

*NB: For partnership programs (customized and faculty-led programs offered in collaboration with partner universities) the grading scale and grading criteria may vary, therefore these guidelines are to be considered valid for Syracuse Academy open enrolment programs only.*

### Grading Criteria

#### **“A” Excellent to outstanding work.**

Work that receives a grade of A is characterized by the following: Directly addresses the question or problem raised; Provides a focused, analytical and well-substantiated argument displaying a clear and original grasp of the issues; Critically evaluates concepts and theory; Reflects independent thought beyond repetition of standard lecture and reference material; Provides evidence of reading beyond the required reading; Displays an awareness of methodological concerns and of the limitations of current knowledge; Shows outstanding organization, appropriate presentation and scholarly apparatus.

The following elements are awarded with varying percentages contributing to the overall grade for each assignment, depending on the faculty indications:

- **Grasp of field of study:** Outstanding grasp of issues and high level of critical insights into field of study. Extensive, insightful and critical review of literature. High levels of creativity and independence of thought in the application of knowledge.
- **Understanding and evaluating research and methodologies:** Sophisticated conceptual understanding and high levels of critical evaluation of scholarship, research and methodologies in the field. Outstanding understanding of how established techniques of research and enquiry are used to create and interpret knowledge and how these apply to students' own research and/or practice. Creative and critical handling, presenting and inferring from data.



- **Structure, communication and presentation:** Exceptional clarity, focus and cogency in organisation and presentation of arguments and conclusions.

**“B” Highly competent level of work.**

Work that receives a grade of B is characterized by the following: Directly addresses the question or problem raised; Provides a coherent argument drawing on relevant information; Shows some ability to evaluate concepts and theory and to relate theory to practice; Reflects the student's own argument and is not simply a repetition of standard lecture and reference material; Provides some evidence of reading beyond the required reading; Displays an awareness of other approaches to the problem area.

The following elements are awarded with varying percentages contributing to the overall grade for each assignment, depending on the faculty indications:

- **Grasp of field of study:** Clear understanding of issues and good level of insights into field of study. Wide-ranging, coherent and critical review of literature. Elements of creativity and independence of thought in the application of knowledge
- **Understanding and evaluating research and methodologies:** Consistent and fluent understanding and critical evaluation of scholarship and methodologies in the field. Thorough understanding of how established techniques of research and enquiry are used to create and interpret knowledge and how these apply to students' own research and/or practice. Competent and critical handling, presenting and inferring from data
- **Structure, communication and presentation:** Clarity, focus and fluency in organisation and presentation of arguments and conclusions

**“C” Acceptable and adequate level of performance.**

Acceptable and adequate level of performance. All competent students should be expected to achieve at least this level. Work that receives a grade of C is characterized by the following: Addresses the question but provides only a basic outline of relevant arguments and evidence along the lines of that offered in the lectures and referenced readings; Provides clear but limited answers; Displays some minor omissions and inaccuracies but no major errors.

Work that receives a grade of C- is characterized by the following: Points made in the answer are not always well supported by argument and evidence; Relevant points have been omitted from the answer; There are errors in the answer; Parts of the question remain unanswered; Answers may be unduly brief.



The following elements are awarded with varying percentages contributing to the overall grade for each assignment, depending on the faculty indications:

- **Grasp of field of study:** Basic understanding of issues and insights into field of study. Basic critical competence in reviewing literature. Little development of ideas in the application of knowledge.
- **Understanding and evaluating research and methodologies:** Adequate understanding and evaluation of scholarship, research and methodologies in the intellectual field. Basic understanding of how established techniques of research and enquiry are used to create and interpret knowledge and how these apply to students' own research and/or practice. Rudimentary handling, presenting and inferring from data.
- **Structure, communication and presentation:** Basic clarity, focus and competence in organisation and presentation of arguments and conclusions

#### **"D" Poor level of performance.**

Work that receives a grade of D is characterized by the following: Answers lack a coherent grasp of the problems and issues raised in the question; Important information has been omitted from the answers and irrelevant points have been included; Answers are far too brief. The following elements are awarded with varying percentages contributing to the overall grade for each assignment, depending on the faculty indications:

- **Grasp of field of study.** Inadequate understanding of issues and insights into field of study. Unfocused or inaccurate review of literature. Confusion in the application of knowledge.
- **Understanding and evaluating research and methodologies:** Lack of understanding and critical evaluation of scholarship, research and methodologies in the field. Lack of understanding of how established techniques of research and enquiry are used to create and interpret knowledge and how these apply to students' own research and/or practice. Inadequate or confused handling, presenting and inferring from data
- **Structure, communication and presentation:** Poorly organised and unfocused presentation of arguments and conclusions

#### **"E" Fail Grade**

The following elements are awarded with varying percentages contributing to the overall grade for each assignment, depending on the faculty indications:

- **Grasp of field of study:** Demonstrates little knowledge of the field. Demonstrates significant weaknesses in the knowledge base, and/or simply reproduces knowledge



without evidence of understanding. Shows little or no critical ability. Poor, inconsistent analysis.

- **Understanding and evaluating research and methodologies:** Little or no skill demonstrated in selected techniques applicable to own research or advanced scholarship Lacks any understanding of how established techniques of research and enquiry are used to create and interpret knowledge Inadequate or confused handling, presenting and inferring from data throughout
- **Structure, communication and presentation:** Fails to evidence or discuss/apply appropriate examples of literature relating to current research and advanced scholarship in the field. References to literature/evidence and use of academic conventions are flawed/irrelevant

### **“F” Fail Grade**

Fails to show any knowledge or understanding of the issues raised in the question; Reveals fundamental misunderstanding of the subject matter; Most of the material in the answer is irrelevant. The following elements are awarded with varying percentages contributing to the overall grade for each assignment, depending on the faculty indications:

- **Grasp of field of study:** Minimal attempt, no attempt, non-submission.

