

## Generic Grade Descriptors

Course Grade	A+	A	A-	B+	B	B-	C+	C	C-	D	F
<b>Attainment of Course Intended Learning Outcomes (CILOs) / assessment criteria</b>	All / most of the stated CILOs / assessment criteria have been met <u>at an exceptionally high level</u>	All / most of the stated CILOs / assessment criteria have been fully met <u>at a high standard</u>		All / most of the stated CILOs / assessment criteria have been fully met <u>at a good standard</u>			Most of the stated CILOs / assessment criteria have been met		Some of the stated CILOs / assessment criteria have been met		None of the stated CILO / assessment criteria have been met
<b>Interpretation</b>	<b>DISTINCTION</b>			<b>GOOD</b>			<b>SATISFACTORY</b>		<b>BELOW SATISFACTORY</b>		<b>FAIL</b>
	<b>Exceptional</b>	<b>Outstanding</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fairly Good</b>	<b>Satisfactory</b>	<b>Barely Satisfactory</b>	<b>Below Satisfactory</b>	<b>Barely Pass</b>	<b>Fail</b>
<b>Grade Point Equivalent</b>	4.33	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.00	0.00
<b>Mark Range</b>	96-100	88-95	81-87	76-80	71-75	66-70	59-65	51-58	46-50	41-45	0-40
<b>Understanding of subject matter/ topic</b>	Demonstrates a deep understanding and full interpretation of the subject matter/topic and the underlying theories.	Demonstrates a thorough understanding and a highly convincing interpretation of the subject matter/topic and the underlying theories.	Demonstrates a full understanding and interpretation of the subject matter/topics and the underlying theories.	Demonstrates a high level of understanding and interpretation of the subject matter/topics with a strong grasp of the underlying theories.	Demonstrates a good level of understanding and interpretation of the subject matter/topics and underlying theories.	Demonstrates a general understanding and interpretation of the subject matter/topics and the underlying theories.	Demonstrates a fairly adequate grasp of the subject matter/topics in terms of factual understanding but theoretical understanding is at a superficial level.	Demonstrates a basic understanding of the subject matter/ topic but with a superficial grasp of theoretical perspectives.	Demonstrates an inadequate grasp of the subject matter/topic and with little theoretical discussion.	Demonstrates very inadequate understanding of the subject matter/topic with little theoretical discussion.	Demonstrates poor understanding of the subject matter/topics and the underlying theories.
<b>Cognitive/ Intellectual skills</b>	Shows a very sophisticated level of critical reflection, analysis, evaluation and/or synthesis.	Shows a very high level of critical reflection, analysis, evaluation and/or synthesis.	Shows a high level of critical reflection, analysis, evaluation and/or synthesis.	Shows a good level of critical reflection, analysis, evaluation and/or synthesis.	Shows a sound level of critical reflection, analysis, evaluation and/or synthesis.	Shows some trace of critical reflection, analysis, evaluation and/or synthesis.	Shows limited level of critical reflection, with little or no attempt at analysis, evaluation and/or synthesis, though the material is organized logically.	Shows limited level of critical reflection, with little or no attempt at analysis, evaluation and/or synthesis, though the material is organized logically.	Shows very little evidence of critical reflection, with no attempt at analysis, evaluation and/or synthesis, though the material is organized logically.	Shows no evidence of critical reflection and no attempt at analysis, evaluation and/or synthesis.	Shows no evidence of critical reflection and no attempt at analysis, evaluation, and/or synthesis.
<b>Presentation of ideas</b>	Presents highly original ideas with great lucidity and succinctness.	Presents original ideas with great lucidity and succinctness.	Presents fairly original ideas with great lucidity and succinctness.	Presents very sound ideas with lucidity and succinctness.	Presents sound ideas with reasonable clarity.	Presents sound ideas with reasonable clarity.	Presents some ideas with limited soundness and clarity.	Presents some ideas with limited soundness and clarity.	Presents ideas with very limited clarity.	Presents ideas with ambiguity.	Presents ideas poorly and ambiguously.
<b>Organization and referencing</b>	Extremely well organized and structured, fluently and accurately written and correctly referenced.	Very well organized and structured, fluently and accurately written and correctly referenced.	Very well organized and structured, fluently written and correctly referenced.	Well organized, fluently written and, in the main, correctly referenced.	Well organized, fluently written and, in the main, correctly referenced.	Fairly well organized, fluently written and, in the main, correctly referenced.	Recognizable organization, and referenced with errors.	Loosely organized, weak grammatically and referenced with errors.	Poorly organized, very weak grammatically and referenced with frequent errors.	Poorly organized, very weak grammatically and referenced with frequent errors.	Poorly organized, full of grammatical errors, communication is seriously impeded, and reference with numerous errors.
<b>Use of readings/ literature</b>	Evidence of extensive and judicious use of relevant readings/ literature to support the arguments.	Evidence of extensive and thoughtful reading/ literature in the subject/topic area.	Evidence of a substantial knowledge of relevant readings/ literature.	Evidence of extensive readings/ literature in the topic area.	Evidence of adequate readings/ literature in the topic area.	Evidence of some readings/ literature.	Evidence of some readings/ literature.	Evidence of a somewhat cursory acquaintance with readings/ literature.	Evidence of a minimal acquaintance with readings/ literature.	Very minimal acquaintance with readings/ literature.	No evidence of independent reading.