



Grade Assignment Guidelines

Fair marking of assignments means that faculty members are only able to grade the work submitted to them, rather than incorporating subjective consideration of such aspects as a student's good intentions or domestic problems. Faculty are responsible and accountable for grading in as fair a manner as possible according to specific, stated criteria for the work, and awarding high marks for excellent work, and lower marks for competent or average work.

In an effort to promote fairness for all in grade assignment, a description of standards utilized in the School to decide the differences between A (80-100%), B (68-79%), and C (60-67%) work/grading follows. See [UBC Calendar: Academic Regulations: Grading Practices](#) for further general information on grading. The following represent general considerations that may differentiate the grade levels for course work. Because the nature of the assignments (e.g. formal essays versus multimedia project work) will differ between courses, the specific indicators distinguishing grade levels may vary.

'A' Level (80-100%)

Indicates an outstanding assignment. Examples of indicators of outstanding quality could include: Accurate, and consistently strong in structure, expression, mechanics (grammar, punctuation & spelling) and presentation. Well organized, linkages evident, logical conclusions/proposals. Excellent comprehension of the subject; sound critical and analytical thinking; innovative ideas on the subject. Contains original and credible argument or presentation of the assigned topic with attention to many perspectives; use of the literature draws on a wide range of current and/or relevant sources and serves as the foundation of arguments/proposals. Writing style is clear and succinct with correct use of grammar, punctuation, spelling and referencing format. Errors of expression are infrequent and do not detract from the paper's effectiveness.

'B' Level (68-79%)

Indicates a competent assignment. Examples of indicators of competent but not excellent quality could include: Good quality work with no major weaknesses. Well



focused on the topic; clear, explicit; discussion shows more than adequate comprehension of the subject. Some degree of critical and analytical thinking; some use of the literature; most perspectives discussed but considerations of others would have improved the paper. Writing style clear and succinct with only occasional structure, grammar, punctuation, spelling and (correct) use of referencing format errors. Errors of expression are occasional rather than chronic and do not obscure meaning.

'C' Level (60 - 67%)

Indicates an adequate assignment. Examples of indicators of adequate but not quite competent quality could include: Fair comprehension of the subject but some weaknesses in content and/or structure. Discussion is vague even though on topic; important details or perspectives are left out. Insufficient use of the literature; minimal evidence of critical and analytical thinking; transitions may be inconsistent; evidence may be occasionally unconvincing or incomplete. Lacking clarity and succinctness, errors in structure, grammar, punctuation, spelling and referencing format, but not so serious or so chronic that they make the paper difficult or impossible to understand.

'D' Level (0-59%)

Indicates an inadequate assignment. Examples of indicators of inadequate quality could include: The paper suffers from one or more of the following: May be off topic; incorrect or absent information leading to questionable conclusions. Lacks clear and adequate development and presentation of ideas; obvious flaws in critical and analytical thinking. Limited comprehension of the topic; minimal use of literature. Contains serious and repeated errors in structure, grammar, punctuation, spelling and referencing errors that obscure meaning. Student concerns regarding grading may be discussed with the faculty involved.