

*Approved by the Faculty Senate on February 13, 2024.*

### Grading Policy for Spring 2024 and onwards

AUCA is striving to provide high quality education. To maintain universal quality standards across the institution, this policy states the following standards and procedures:

- a) The grading scale across courses and programs is as follows:

A	94-100%	C	73-76%
A-	90-93%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	0-59%

- b) The syllabi must include the grading scale and the definition of what constitutes an A (excellent), B (good), C (satisfactory), and D (minimally sufficient) grade, and under what conditions a student might fail the course (receive an F). The general guidelines on what A, B, C, and D constitutes are below. They can be adapted to meet course requirements.

**An excellent performance (A)** exemplifies that the student has been able to fully reach and demonstrate mastery of the learning objectives of the course.

**A good performance (B)** exemplifies that the student has been able to demonstrate a good mastery of the learning objectives of the course, but is lacking some higher-order knowledge and skills.

**A satisfactory performance (C)** exemplifies that the student has reached a decent level of mastery of the learning objectives, but the work also demonstrates a sizable lack of in-depth knowledge of the course matters.

**A minimally sufficient performance (D)** exemplifies that the student has mastered some basic knowledge of the subject matter of the course but lacks ability to connect concepts and apply skills.

- c) Students receive an F grade if they fail to demonstrate minimum mastery of basic knowledge of the subject matter;

- d) The X grade specifically denotes non-attendance. It cannot be requested by a student and only is given at the discretion of a faculty member.
- e) Counting attendance to classes as a criteria to give credit points towards the final course grade is not a criteria for learning and is not acceptable for grading. If faculty deems necessary to additionally motivate students to not miss classes, they must stimulate them by inciting active learning activities. The criteria for what constitutes active learning activities must be clearly described in the syllabus.

\*\*\*\*\*

### **Rationale for this policy proposal**

- 1) A universal grading policy, or at the least, an agreement on a common passing grade, will prevent confusion among students and will provide clearer communication for students between courses and departments. Students are demonstrating confusion in these ways:
  - a) Example: A student in general education complained about receiving an F for her course (she earned a 50%). The general education grading scale indicates that an F is <60%. However, the student attached a screenshot, presumably from another course, with a grading scale where F is 45 or below (See Appendix A), as an attempted justification for why her general education professor could not fail her.
- 2) See the rationale for Grading Policy change [here](#) for a complete analysis and rationale for defining excellent, good, satisfactory, and minimally sufficient quality work as well as moving away from grading attendance.
- 3) The proposal is based on a thorough analysis of all the syllabi across departments. The document showing the discrepancies has been shared with the VPAA and the AAC of the Faculty Senate.

## Appendix A

Screenshot provided by student to her general education professor as justification for why her 50% was not a F. Note the grading scale is not from General education and must be from another class the student was enrolled in.

18:46LTE 21

2 из 2

<b>B</b>	3.0	Good	81 - 85
<b>B-</b>	2.67	Satisfactory	76 - 80
<b>C+</b>	2.33	Adequate	71 - 75
<b>C</b>	2.0	Adequate	66 - 70
<b>C-</b>	1.67	Adequate	61 - 65
<b>D+</b>	1.33	Passing	56 - 60
<b>D</b>	1	Poor	51 - 55
<b>D-</b>	0.67	Poor	46 - 50
<b>F</b>	0	Failed	45 - or less

1

**A [Exceptional Performance] [100-96]**

Consistently outstanding work on all course-related tasks at a level that distinguishes the student from other class members. Comprehensive and incisive command of the issues, literature, and substantive information relevant to the course. A frequently demonstrated exceptional capacity for original, creative, critical, and logical thinking. Understands well and can integrate the relevant factual and theoretical material central to the course. A solid ability to discuss course subject matter effectively using both written and oral communication skills.

**A- [Excellent Performance] [95-91]**

Consistently strong work on all course-related tasks. Comprehensive command of the issues, literature, and substantive information relevant to the course. A demonstrated capacity for original, creative, critical, and logical thinking. Understands well and can integrate the relevant factual and theoretical material central to the course. A solid ability to discuss course subject matter effectively using both written and oral communication skills.

**B+ [Very Good Performance] [90-86]**

Consistently above average work on all course-related tasks. An excellent grasp of the issues, literature, and substantive information relevant to the course. A generally demonstrated capacity for original, creative, critical, and logical thinking. Excellent command of factual and theoretical material and some capacity to integrate them. A solid ability to discuss course subject matter effectively using both written and oral communication skills.

**B [Good Performance] [85-81]**

Good and generally consistent work on all course-related tasks. A general understanding of the issues, literature, and substantive information relevant to the course. Modest evidence of the capacity for original, creative, critical, and logical thinking. A good understanding of factual and theoretical material, but limited evidence of integrating the two. An essential ability essential cues course subject matter effectively using both written and oral communication skills.

**B- [Satisfactory Performance] [80-76]**

Satisfactory work on course-related tasks. A reasonable understanding of the issues, literature, and substantive information relevant to the course. An infrequently demonstrated capacity for original, creative, critical, and logical thinking. At a basic level, the facts and theories related to the course but demonstrate weak integration skills. A limited or inconsistent ability to discuss course subject matter effectively using both written and oral communication skills.

**C+/C/C- [Adequate Performance] [75-71, 70-66, 65-61]**

Adequate performance on course-related tasks. Understanding the essential elements of the issues, literature, and substantive information relevant to the course. A rarely demonstrated capacity for original, creative, critical, and logical thinking (C+). An inability to go beyond a recitation of primary factual material related to the class (C). Demonstrated weaknesses in the ability to discuss course subject matter effectively using both written and oral communication skills (C-).

**D+/D-/D- [Minimal Passing Performance] [60-56, 55-51, 50-46]**

Barely acceptable work on course-related tasks. A generally superficial and often inconsistent familiarity with the issues, literature, and substantive information relevant to the course. A failure to demonstrate the capacity for original, creative, critical, and logical thinking related to course content (D+). There is an uneven understanding of primary factual material related to the course; no evidence of fact/theory integration. Demonstrates significant gaps in the ability to discuss course subject matter effectively using both written and oral communication skills (D/D-).

**F [Unacceptable Performance] [45 or less]**

Fails to meet minimum course expectations. Unable to understand even the most essential elements of the issues, literature, and substantive information relevant to the course. Demonstrates an inability to engage in coherent written or oral discussion of course material. It does not satisfy specific course expectations concerning attendance, deadlines, participation, etc.

2

**aUCA.kg** — частный доступ