

Policy and Procedure Arizona State University		Number SWK 312
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Subject Implications of Grading Criteria	Effective 8/18/86	Revised 12/3/00

PURPOSE: To Explain the Implications of Grading Criteria for Graduate and Undergraduate Students

SOURCES: School of Social Work Faculty Council

APPLICABILITY: All Faculty and Students, School of Social Work

POLICY: Implications of Grading Criteria

- A. The following grading guidelines must be used for Graduate and Undergraduate courses. Every course syllabus must include these grading guidelines.

Undergraduate

An “A” grade at the undergraduate level means that a student is doing outstanding or excellent work. The student attends class regularly, hands in all of the course assignments and demonstrates a thorough grasp of the material. To receive an “A” grade a student must go well above and beyond the basic expectations for the course.

A “B” grade at the undergraduate level means that a student is doing above average work. The student attends class regularly, hands in all of the course assignments and demonstrates (at the very least) a strong grasp of the material. In most courses, a majority of students would be expected to achieve at this grade level.

A “C” grade at the undergraduate level means that a student is doing at least satisfactory work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A “D” or “E” at the undergraduate level means that a student is doing unacceptable work, demonstrating a complete lack of understanding of course concepts.

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Graduate

An “A” grade at the graduate level means that a student is doing outstanding or excellent work, in which a student attends class regularly, hands in all of the course assignments and demonstrates a thorough grasp of the material. To receive an “A” grade a student must go above and beyond the basic expectations for the course.

A “B” grade at the graduate level means that a student is going at least satisfactory work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts. In most courses, a majority of students would be expected to achieve at the “B” or “C” level.

A “C” grade at the graduate level means that a student is doing inconsistent work. The student does not attend class regularly, fails to hand in some of the course assignments, and/or fails to demonstrate a basic level of understanding of the course concepts.

A “D” or “E” at the graduate level means that a student is doing unacceptable work, demonstrating a complete lack of understanding of course concepts.

Given the above grading guidelines it would be contradictory for a majority or a large plurality of student’s to receive A’s.

B. The following grade factors are optional:

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Factors to be included in grading	A	B	C	D	E
<u>Understanding and Analysis</u>					
Understanding of key course concepts	Demonstration of mastery through application of key course concepts	Reference to key course concepts	Minimal reference to or mention of key course concepts	No reference to key course concepts	
Understanding of diversity	Insightful and thoughtful understanding of diversity and implications for practice	Recognition of diversity and implications for practice	Minimal recognition of diversity as an important component of practice	No recognition of the significance of diversity to social work practice	
Critical thinking	Exceptional ability to analyze, synthesize, and apply course concepts	Demonstrates ability to analyze and apply course concepts	Minimally analyzes and applies course concepts	Demonstrates no ability to analyze and apply course concepts	
<u>Knowledge and Application</u>					
Knowledge and application of required course literature (text, readings)	Exceptional knowledge and application	Consistent grasp of the literature	Inconsistent grasp of literature	No reference to course literature; some evidence that required readings not read	
Knowledge and application of relevant research	Appropriate use or application of relevant research	Reference to relevant research	Minimal mention of or reference to relevant research	No use or application of relevant research	
Application of course concepts to professional social work practice	Exceptional demonstration of application of course concepts to practice	Some demonstration of application of course concepts to practice	Demonstration of only minimal understanding of how concepts are applied to practice	No demonstration of understanding of how concepts are applied to practice	
<u>Participation</u>					
Contribution to class discussions	Meaningful questions or comments that demonstrate understanding of course content	Questions or comments are relevant to course content	Minimal or rare participation	Failure to participate; non-relevant participation	

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Contribution to group	Active and thoughtful participation with leadership efforts	Ongoing participation	Minimal contribution to group	No contribution to group
Attendance	Regular attendance	Regular attendance	Meets minimum standards of attendance	Poor, inconsistent attendance
Participation in class exercises and activities	Active and thoughtful participation	Regular participation	Minimal participation	Poor or no participation
<u>Skills</u> Writing skills	Organized, clear and accurate written work	Adequately organized written work	Inconsistent written work	Poorly written, unorganized and unclear
Oral presentation skills	Clear, thoughtful, organized and well-delivered presentation	Clear presentation with adequate delivery	Minimal information; weak delivery	Poorly organized content; little or no effort put into delivery

Any student who receives a “D” or “E” grade in a core course shall not enroll in any courses for which that core course is a requirement.