

Core University English Grade Descriptors

General expectations of student performance at the various grades

Grade	Standard	General expectations of student performance
A+ A A-	Excellent	Students are able to produce spoken and written academic texts which are at all times appropriately structured. Students can clearly and concisely explain academic concepts and critically argue for a detailed position. Students always use appropriate academic sources to support their ideas in writing and speaking. They cite and reference correctly at all times. Students demonstrate an ability to fully comprehend and critically interpret spoken and written texts. Written language contains very few, if any, systematic errors in grammar and vocabulary. Spoken language is always comprehensible and fluent.
B+ B B-	Good	Students are able to produce spoken and written academic texts which are appropriately structured with only minor errors. Students can almost always clearly and concisely explain academic concepts and almost always critically argue for a detailed position. Students almost always use appropriate academic sources to support their ideas in writing and speaking. They cite and reference correctly with only a few non-systematic errors. Students can comprehend and interpret texts with ease, although they may miss some implied meanings and opinions. Written language is nearly always accurate but contains a few minor systematic errors in complex grammar and vocabulary. Spoken language is nearly always comprehensible and fluent.
C+ C C-	Satisfactory	Spoken and written academic texts produced by students are usually well-structured. Students are usually able to explain academic concepts but they might not always be clear and concise. Students can argue for a position, but at times this may not be very detailed and tends to be simplistic rather than critical. Students usually, but not always, use sources which are academic and appropriate to support their ideas in writing and speaking. There is evidence of correct systematic usage of citation and referencing, but there are some systematic errors. Students can always understand the main ideas of an academic text but may miss some of the writer's views and attitudes. Written language is generally accurate. Errors, when they occur, are more often in complex grammar and vocabulary. Spoken language is generally comprehensible and fluent.
D+ D	Pass	There is evidence of the ability to produce spoken and written academic texts but they are often not well-structured. There is some evidence of an ability to explain academic concepts clearly and concisely. Students are rarely able to critically argue for a position. Students can sometimes use sources which are academic and appropriate to support their ideas in writing and speaking. There is evidence of an understanding of some of the conventions of citation and referencing, however, there are quite a few systematic errors. Students can almost always understand the main ideas in a text but often miss some of the writer's views and attitudes. Written language can be followed by an academic audience but it contains quite a few errors in grammar and vocabulary. Spoken language, although comprehensible, can place strain on the listener.
F	Fail	Productive skills are too limited to be able to successfully carry out spoken and written assessments. Texts are unstructured and unclear. Students are unable to follow and interpret texts. There are language errors in almost every sentence. Spoken language is often incomprehensible. Assessments may not have been attempted or contain plagiarism.