

## GRADE DESCRIPTORS

*(approved by the Vice-Chancellor and President on behalf of Council, 9 March, 2005 on the recommendation of the Academic Board at meeting 1/05, 2 March 2005; Updated by Assessment Monitoring Committee 4/10)*

### Generic grade descriptors

The descriptors are to be interpreted within the context of the year-level of the course and within the scope of the assessment task. (Assessment tasks include examinations, essays, assignments, etc.)

The descriptors provide a general guide to the standard of work that is expected at each grade level. Schools and disciplines should develop discipline-specific elaborations of these descriptors and more detailed descriptions of what students are expected to do to achieve at the various levels. In developing discipline-specific descriptions, schools and departments might find it useful to refer to taxonomies such as Bloom's taxonomy or the Structure of Observed Learning Outcomes (SOLO) taxonomy. These two taxonomies are useful in formulating objectives, planning teaching and learning activities, and devising assessment tasks. The Teaching and Educational Development Institute of the University of Queensland have produced two leaflets outlining the use of these taxonomies: <http://www.tedi.uq.edu.au/downloads/bloom.pdf> and [http://www.tedi.uq.edu.au/downloads/Biggs\\_Solo.pdf](http://www.tedi.uq.edu.au/downloads/Biggs_Solo.pdf)

	<b>High Distinction</b>	<b>Distinction</b>	<b>Credit</b>	<b>Pass/NGP*</b>	<b>Fail</b>
<b>General description</b>	Outstanding or exceptional work in terms of understanding, interpretation and presentation	A very high standard of work which demonstrates originality and insight	Demonstrates a high level of understanding and presentation and a degree of originality and insight	Satisfies the minimum requirements	Fails to satisfy the minimum requirements
<b>Reading</b>	Strong evidence of independent reading beyond core texts and materials	Evidence of reading beyond core texts and materials	Thorough understanding of core texts and materials	Evidence of having read core texts and materials	Very little evidence of having read any of the core texts and materials
<b>Knowledge of topic</b>	Demonstrates insight, awareness and understanding of deeper and more subtle aspects of the topic. Ability to	Evidence of an awareness and understanding of deeper and more subtle aspects of the topic	Sound knowledge of principles and concepts	Knowledge of principles and concepts at least adequate to communicate intelligently in the topic and to serve	Scant knowledge of principles and concepts

	<b>High Distinction</b>	<b>Distinction</b>	<b>Credit</b>	<b>Pass/NGP*</b>	<b>Fail</b>
	consider topic in the broader context of the discipline			as a basis for further study	
<b>Articulation of argument</b>	Demonstrates imagination or flair. Demonstrates originality and independent thought	Evidence of imagination or flair. Evidence of originality and independent thought	Well-reasoned argument based on broad evidence	Sound argument based on evidence	Very little evidence of ability to construct coherent argument
<b>Analytical and evaluative skills</b>	Highly developed analytical and evaluative skills	Clear evidence of analytical and evaluative skills	Evidence of analytical and evaluative skills	Some evidence of analytical and evaluative skills	Very little evidence of analytical and evaluative skills
<b>Problem solving</b>	Ability to solve very challenging problems	Ability to solve non-routine problems	Ability to use and apply fundamental concepts and skills	Adequate problem-solving skills	Very little evidence of problem-solving skills
<b>Expression and presentation appropriate to the discipline</b>	Highly developed skills in expression and presentation.	Well developed skills in expression and presentation.	Good skills in expression and presentation. Accurate and consistent acknowledgement of sources.	Adequate skills in expression and presentation	Rudimentary skills in expression and presentation. Inaccurate and inconsistent acknowledgement of sources.

\* Note that the award of the NGP grade does not allow indication of higher levels of performance than a minimum passing grade.