

Department of Mathematics and Statistics

Grading Philosophy and Grading Policy

Our grading policy is guided by the following formal statement of a grading philosophy as adopted by the Department of Mathematics and Statistics. First, we describe our view of what is meant by the central grade of "C" and then we base our determination of the other grades upon this central grade.

Grade of C: A grade of C implies that the student should have a mastery of the basic content of a mathematics or statistics course, which usually consists of a body of knowledge, interrelated concepts, and various techniques. The student is able to work routine problems in a timely manner and demonstrate clarity and good organization in presenting solutions and in describing concepts.

Grade of A: The key criteria are: ability to synthesize and evidence of creativity. The student should have accomplished an independent connection of the course work with ideas and methods that lie outside of the material actually covered in class. There should be examples of novel solutions to routine problems and self-generated insight into solutions of non-routine problems. The exposition should be clear and concise and elegant.

Grade of F: This grade represents pervasive failure to understand course content. This may manifest itself by persistent failure to work routine problems, the lack of clear exposition, or failure to complete required work in an accurate and timely fashion.

Grade of B: Intermediate to A and C; having all the qualities of C and some of those of A.

Grade of D: Intermediate to C and F. Routine problems can be successfully worked only sporadically or clear expositions can sometimes be achieved but not with sufficient frequency to earn the grade of C.