**DEPARTMENT OF ENVIRONMENTAL SCIENCE AND BIOLOGY GUIDELINES FOR STUDENT EVALUATION – January 28, 2014**

The following standards provide students with clearly defined expectations regarding course performance as well as potential evaluators (graduate schools, employers, etc,) with a basis for interpreting student grades in Environmental Science and Biology courses at The College at Brockport. Students may request copies be sent to prospective employers and/or graduate admissions committees.

[Note: The College recognizes +/- grades. The award of + or – within a grade range will reflect the degree to which the student meets the standards within that grade range.]

|  |
| --- |
| GUIDELINES FOR THE GRADE OF A: A grade of A represents the highest level of performance. The A student masters virtually all of the concepts and data of the course, is able to integrate these data and concepts and develop new insights (at least for the student) from them. An A paper is virtually flawless in organization, grammar and style. Consistent performance at the A level in different courses indicates that the student should perform well in a variety of demanding situations, such as graduate school, executive positions, professional training programs, etc. (Allowable grades: A, A-) |
| **GUIDELINES FOR THE GRADE OF B:**  A grade of B represents solid comprehension of course materials and concepts*.* The B student understands virtually all of the concepts and data of the course and is able to integrate them in a meaningful whole. Bpapers are soundly and clearly organized with few stylistic or grammatical errors. B-level tests and problem sets demonstrate generally good mastery of facts and concepts, and appropriate methodologies (experimental, analytical, and observational). Consistent performance at the B level reflects the ability to work toward thorough mastery of the subject matter andis a sign of academic reliability. The B student should be able to handle graduate level work and perform effectively in many post-graduate occupations. (Allowable grades: B+, B, B-) |
| **GUIDELINES FOR THE GRADE OF C:** A grade of Crepresents a basic comprehension of the main concepts of the course and their implications. A C-level student is able to keep up with the requirements of the course. C level papers are reasonably organized, although grammatical, stylistic, and analytical errors may interfere with communication. C level tests and problem sets demonstrate generally adequate mastery of facts and concepts, and appropriate methodologies (experimental, analytical, and observational). Consistent C or C+ level performance indicates adequate knowledge of environmental science and ability to handle the basic expectations of the college graduate. (Allowable grades: C+, C, C-). |
| GUIDELINES FOR THE GRADE OF D: A grade of D represents passing, but unacceptable work. A D student minimally understands the rudimentaryconcepts of the course and uses some of them correctly, but may not demonstrate sufficient understanding of their implications. Nonetheless, the D student demonstrates a passing knowledge of the course materials. D-level papers demonstrate a basic knowledge of the topic under investigation, although they are marred by one or more of the following: poor writing style, grammatical errors, and ineffective organization. D-level tests and problem sets demonstrate minimal mastery of facts and concepts, and appropriate methodologies (experimental, analytical, and observational). (Allowable grades: D+, D, D-) |
| **GUIDELINES FOR THE GRADE OF E:** The grade of E represents an inability to meet minimal criteria for D. No credit is awarded. (Allowable grade: E) |

**POLICIES REGARDING ACADEMIC HONESTY, INCOMPLETE GRADES, AND WITHDRAWL FROM A COURSE:** Theseare detailed in *Your Right to Know and Academic Policies Handbook*, available online at [www.brockport.edu/publications/](http://www.brockport.edu/publications/). Please familiarize yourself with these policies.

**EXPECTATIONS REGARDING WRITTEN EXAMINATIONS, PAPERS, OTHER ASSIGNMENTS:** Students taking courses at all levels should demonstrate writing and analytical competency comparable to successful completion of ENG 112 and MTH 112 —*College Composition* and *College Mathematics*, or their equivalents. Students lacking these competencies should be concurrently enrolled in a remedial course(s) recommended by the College. Students in upper division courses should be able to formulate problems, utilize available resources to study them, perform the necessary data analyses, and write standard scientific reports. Students experiencing difficulties in these skills are advised to consult with their instructor for assistance and guidance.