

These are attributes that commonly define grades.

What makes a grade?	A Exceeds Expectations	B Meets Expectations	C Effort Was Made, But Room For Improvement	D Needs Improving	F Below Expectations
Clarity, neatness, attention to detail, completeness of assignments	Remarkable work that stands above the norm. Work is neat and easy to read. Student's work reflects integrity, accuracy, and is completed on time, within limits assigned.	Student's work is neat and easy to read. Student follows the guidelines for an 'A' student, but just so. Student's work reflects integrity, accuracy, and is completed on time, within limits assigned.	Completed. Quality of work and neatness are often an issue, the work is often illegible or not done according to format. The student does the minimum needed to pass.	Complete but just barely. The bare minimum was done or hurried through with minimal care. Work lacks craftsmanship and attention to detail of passing students	Incomplete. Work is mostly complete, but missing a major component. There is no attention to detail. The work is sloppy and often incoherent.
Data collection in lab, calculations in lab, homework and exams.	Work is done with care; calculations reflect understanding of assignment material, and performance on exams reflects a keen understanding of material.	Work is complete and accurate with 1 or 2 significant error. The point of the activity is well conceived and executed. Exams reflect an understanding of the material.	There are issues with units, sig figs and general analysis. General care and attention to detail is lacking. Calculations often lack units. Errors in algebra lead to errors in answers. Exams reflect some confusion in evaluating concepts	Various flaws in analysis and measurements or conceptual errors. There are major issues with significant figures, units and analysis. Exams reflect major confusion in evaluation concepts.	Student does not put in time or effort into completing requirements. Exams reflect a poor grasp of concepts. Student does not give adequate time to study for exams.
Errors	No errors or the errors in assignment are insignificant.	Minor flaws in units, labels, graphs or notations. Makes very few mistakes.	Errors such as missing units and sig figs, calculation errors.	Sloppy, noticeable errors and careless mistakes abound.	Incorrectly completed the assignment or general lack of effort
Written answers and evaluations	Student gives detailed supported answers. Student relates the importance of newly learned material to previous knowledge. The answers and evaluations are more sophisticated and insightful than the average.	The answers are clear and to the point, but may miss a part of a question. The student does not fully understand the concepts, but can make relationships and links. Answers are relatively thorough, but may be too short or too long and rambling.	Answer is confusing or reflects lack of full understanding of the concepts on a deeper level. Answers to questions are lack luster or pedestrian. Lists what was learned without sharing the process or going beyond the obvious.	Student's opinions and answers are vague, misconceived, or based on partial understanding of material. Student uses circular reasoning or unsupported reasoning when answering questions. There are problems with basic vocabulary.	Evaluations are missing, poorly done, or off the mark. Student does not understand the concepts presented in questions and cannot clearly express a supported answer.

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Additional work	Additional work is done perfectly. Student completed extra data runs, additional research, or extra problems.	Additional parts are completed with minor errors in calculations and expressing understanding of underlining concepts	Additional parts were partially completed or completed in a perfunctory manner.	Additional parts were partially completed in a desultory way.	Whaaa?
Graphs	Perfect graphs. Student applies the concepts of graph production as discussed in class	Graphs are acceptable. There are minor errors, but student followed basic rules of graph making	Graphs are ok,, but have one or two major flaws.	Graphs have major flaws, are sloppy, and cannot be used as a valid evaluation tool.	Huh?
Overall	The student learned more from class work than most. There is effort, care and craftsmanship in student's work. The student goes the extra mile and takes pride in his/er work.	The student put effort into the class work and it is evident that s/he learned something from doing the work. Student can link assignment concepts with lecture concepts. Student takes the time to do best job possible, but just so. The work follows format and guidelines.	This student put the necessary effort into the assignment, enough to pass. The student may have learned something from doing the assignment but not at a deep level. Effort to go beyond what was asked for was not made. Work is perfunctory and pedestrian.	Although the student completed the assignment and may have learned something from it, s/he also may have missed some important points. The student's work lacks pride and ownership.	Hmm?