

Grading scheme based on a 5 point scale.

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For all my English-Linguistics Dept. lecture/seminar classes, I employ a five point (5-1) 'curved' grading scheme which attempts to measure NOT only the **quantity** of an individual's work assessed over a semester (the x-axis: where 'quantity' equates to a given grade percentile, e.g., A = 90-100% etc.), but also attempts to measure the **quality** as well (the y-axis: where 'quality' is determined by the consistency of work across the semester).

This is how my bi-axes 5 point grading scheme works:

- (i) 5: The grade of 5 is the only absolute grade measurement I give, equating to a sliding curve alongside 90%-100% (= A). The exact pole percentile (either 90% or 100%, the quantity measurement) is determined by how the 5 sits alongside the lowest given counter-grade (the quality measurement). For example, a 5 which sits next to another 5 or 4 as the lowest counter-grade would receive a full 100%. However, the same 5 which sits next to a 3, 2, or -2, 1 (with -2/1 being failing grades) would receive only 90%.

(Note: The 5 would still be treated as an A in both cases but each with a lower overall percentile value which could affect the total final grade average).

- (ii) 4: The grade of 4 falls within 80%-90%. A 4 which sits alongside a strong counter-grade receives 90% (= A). If a 4 sits next to a low or failing counter-grade, the 4 = 80% (= B).
- (iii) 3: The grade of 3 = 70%-80%
- (iv) 2: The grade of 2 = 60%-70%
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- (v) -2: This amounts to a high failing grade 59%.
- (vi) 1: The amounts to a low failing grade 50%

Note: Any Research/Summary or Literature Review papers assigned are worth approximately 10% of total grade and paper-writing heroics should not be considered as a last-ditch effort to save an otherwise failing grade in the class. My overall assessment is largely driven by exam grading. The paper for all intents and purposes confirms the assessed grade.

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