American University of Central Asia
European Studies Department
Guidelines for Grading

Grading system for continuous semester courses and other items (term papers, bachelor thesis, internship, and state exam):

Letter Grades	Grade	Grade Points	Grade Percentages
A	Excellent	4.00	Above 93%
A-	Excellent	3.67	89.51% - 92.49%
B+	Good	3.33	85.51% - 89.49%
B	Good	3.0	82.51% - 85.49%
B-	Good	2.67	79.51% - 82.49%
C+	Average	2.33	75.51% - 79.49%
C	Average	2.0	72.51% - 75.49%
C-	Average	1.67	69.51% - 72.49%
D+	Poor	1.33	65.51% - 69.49%
D	Poor	1.0	62.51% - 65.49%
D-	Poor	0.67	59.51% - 62.49%
F	Fail	0.0	Below 59.49%
I	Incomplete	Not used in computation of GPA	
P	Passed for degree credit, only on a pass/fail basis	Not used in computation of GPA	

Note: These grades are used for all courses of the ES program and will be reflected in the transcripts of students. The grades for the bachelor thesis issued by the Kyrgyz Ministry of Education are in a numerical form. Consequently, the letter grades will be converted to numerical grades according to the standards of the Ministry of Education of the Kyrgyz Republic.

Quality Points are equal to the sum of the grade points times the number of credits the course is worth.

GPA is equal to the Quality points divided by credits earned not including courses with P grade.

Grading Criteria for Written Assignments

[A]	Outstanding: a paper has distinctive ideas, perfectly organized, and is of exceptional quality; a thorough and thoughtful treatment of the topic presented in a logical and convincing manner; the paper has a clearly articulated thesis; the ideas are original and complex; sources are used carefully and appropriately to support the original argument; careful attention is paid to language and to details of expression and presentation.
[A-]	Excellent: a paper has mostly excellent ideas and content is organized suitably; the paper is well-structured, with clear themes supported by evidence; the ideas are original and complex; sources are used carefully and appropriately; careful attention is paid to language and to details of expression and presentation. Occasional lapses in expressions, in the development of ideas, or in the handling of evidences / or sources.
[B+]	Very Good: a paper is thorough and thoughtful but lacks originality, comprehensiveness or insight; effective and appropriate structure; mostly relevant evidence is used to support the main argument; the writing style is less fluid or sophisticated than the 'A' papers; attention is paid to language and to details of expression and presentation but with only a few lapses.
[B]	Generally Very Good: a paper is well-reasoned and well-organized but with little originality; effective and appropriate structure; mostly relevant evidence is used to support the main argument; ideas are well developed and can be easily followed but occasional errors may distract from the content; the writing style is less fluid or sophisticated than the 'A' papers; attention is paid to language and to details of expression and presentation but with only a few lapses.
[B-]	Good: a paper is well-reasoned and well-organized but with little originality; clear and appropriate structure; mostly relevant evidence is used to support the main argument but difficulties with incorporation of the sources into the line of the argument is evident; ideas are well developed and can be easily followed but occasional errors may distract from the content; attention is paid to language and to details of expression and presentation but with some lapses.
[C+]	Average: a paper is well-reasoned and well-organized, and shows competency on the subject matter; adequate structure, but there are problems or limitations in logic, argumentation, insights, or organization; the main argument shows good critical skills and originality of thought, but that struggles with problems of expression and presentation. Overall, ideas need to be developed in proper depth but can be followed.
[C]	Satisfactory: a paper is well-reasoned and well-organized, and shows competency on the subject matter; adequate structure, but there are significant problems or limitations in logic, argumentation, insights, or organization; errors in expression and presentation distract from the development of content. Overall, ideas can usually be followed but need further exploration and deeper development.
[C-]	Satisfactory: a paper is well-developed but lacks coherence: either because of distracting lapses in language that make ideas difficult to understand or lack of connections and transitions between ideas; Support from sources is weak and not developed enough; nevertheless, this paper meets basic requirements.
[D+]	Poor: a paper shows a serious attempt but with limited success; there is not clear focus or thesis holding the paper together; evidence is scanty and not clearly linked to the main argument; the handling of evidence raises some concerns; attention to language and presentation is wavering and uncertain; errors in grammar, punctuation; or spelling

	distract from the content, but these appear in only a minority of the sentences.
[D]	Poor: a paper shows an attempt but with limited success; there is not clear focus or thesis holding the paper together; evidence is scanty and not clearly linked to the main argument; the handling of evidence raises serious concerns, as the evidence is too unsubstantial or too unrelated to the main idea; attention to language and presentation is erratic and uncertain; errors in grammar, punctuation; or spelling distract from the content, but these appear in only a minority of the sentences. This paper contains more errors and or less satisfying development of the content than 'D+' paper.
[D-]	Very poor: a paper neither demonstrates understanding of the material nor articulates any coherent argument about it; the paper might wander among several ideas without developing any single one; there is no thesis; the paper is relied on quotations rather than developing original ideas; attention to language and presentation is erratic and uncertain; errors in grammar, punctuation; or spelling distract from the content.
[F]	Fail: a paper fails to address the assignment in fundamental ways and reveals serious writing problems of the author. The paper is plagiarized from other sources.