   

***PROJECT***

**Making Undergraduate Result Using IF Function**

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# **1.1.Introduction**

The undergraduate grading system is a standardized method of evaluating student performance in universities and colleges. It provides a clear and consistent way to measure a student's academic achievements, usually in terms of grades, which correspond to a specific set of scores. The grading system aims to assess various aspects of student learning, including understanding of course material, critical thinking, and problem-solving abilities.

In most systems, undergraduate grades are assigned based on a numerical or letter-based scale. Commonly, a letter grading system ranges from 'A' (excellent) to 'F' (fail), with each letter corresponding to a specific numerical range or grade point average (GPA). For example, in the U.S. system, an 'A' typically corresponds to a GPA of 4.0, while an 'F' is equivalent to a 0.0 GPA. Other countries, such as the United Kingdom, use classifications such as First Class, Upper Second Class, Lower Second Class, and Third Class. Each grading system reflects a different cultural and academic emphasis, but all aim to quantify student performance in a way that is both fair and informative. (Armstrong, 2003)

The grading scale is often accompanied by specific thresholds that indicate how much of the course material the student has mastered. These thresholds vary across universities, but generally, a score above a certain percentage (e.g., 60%) is required to pass the course. Additionally, many systems integrate mechanisms for extra credit or retakes, depending on the institution's policies.

Grading is not only a reflection of academic performance but also plays a significant role in determining a student's future opportunities, such as eligibility for scholarships, internships, and further education. It also impacts the overall academic culture, encouraging both students and educators to prioritize certain academic standards and competencies. (Sadler, 2005)

The grading system remains a critical aspect of education, though it is not without criticism. Critics argue that letter grades may not fully reflect a student's abilities or potential, while others emphasize the stress and competition the grading system can generate. Despite these debates, the system remains central to higher education and serves as a universal language for academic assessment.

# **2.1.Result Sheet**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl** | **Class Roll** | **Name of Students** | **COURSE 01 (4 CREDIT)** | | | **COURSE 02 (4 CREDIT)** | | | **COURSE 03 (2 CREDIT)** | | | **GPE** | **GPA** | **COMMENTS** |
| **Mark** | **Grade Point** | **Letter Grade** | **Mark** | **Grade Point** | **Letter Grade** | **Mark** | **Grade Point** | **Letter Grade** |
| 1 | 21 SOC 001 | AKIB | 75 | 3.75 | A | 76 | 3.75 | A | 56 | 2.75 | B- | 35.5 | 3.55 | PASSED |
| 2 | 21 SOC 002 | ZIHAD | 55 | 2.75 | B- | 52 | 2.50 | C+ | 45 | 2.25 | 2C | 25.5 | 2.55 | PASSED |
| 3 | 21 SOC 003 | ASHA | 85 | 4.00 | A+ | 67 | 3.25 | B+ | 76 | 3.75 | A | 36.5 | 3.65 | PASSED |
| 4 | 21 SOC 004 | FORHAD | 45 | 2.25 | C | 41 | 2.00 | D | 32 | 0.00 | F | 17 | 1.7 | FAILED |
| 5 | 21 SOC 005 | DIPA | 39 | 0.00 | F | 56 | 2.75 | B- | 87 | 4.00 | A+ | 19 | 1.9 | FAILED |
| 6 | 21 SOC 006 | ATIKA | 90 | 4.00 | A+ | 87 | 4.00 | A+ | 39 | 0.00 | F | 32 | 3.2 | PASSED |
| 7 | 21 SOC 007 | JONY | 56 | 2.75 | B- | 35 | 0.00 | F | 48 | 2.25 | 2C | 15.5 | 1.55 | FAILED |
| 8 | 21 SOC 008 | NAZMUL | 77 | 3.75 | A | 47 | 2.25 | 2C | 82 | 4.00 | A+ | 32 | 3.2 | PASSED |
| 9 | 21 SOC 009 | ROHID | 89 | 4.00 | A+ | 69 | 3.25 | B+ | 73 | 3.50 | A- | 36 | 3.6 | PASSED |
| 10 | 21 SOC 0010 | RAISHA | 37 | 0.00 | F | 82 | 4.00 | A+ | 69 | 3.25 | B+ | 22.5 | 2.25 | PASSED |

**Formula of GPE**

Sum of Grade Point\*Credit

**Formula of GPA**

GPE/Total Credit

# **2.2.Grading System**

|  |  |  |
| --- | --- | --- |
| **Numericl Grade** | **Letter Grade** | **Grade Point** |
| Above 80 | A+ | 4 |
| 75 to less than 80 | A | 3.75 |
| 70 to less than 75 | A- | 3.5 |
| 65 to less than 70 | B+ | 3.25 |
| 60 to less than 65 | B+ | 3 |
| 55 to less than 60 | B- | 2.75 |
| 50 to less than 55 | C+ | 2.5 |
| 45 to less than 50 | C+ | 2.25 |
| 40 to less than 45 | D | 2 |
| Less than 40 | F | 0 |

# **3.1.Conclosion**

A comprehensive undergraduate result grading system is pivotal in shaping a student’s academic journey and future opportunities. It acts as a benchmark to assess individual performance through assignments, examinations, projects, and participation. Typically, grading systems are based on scales such as letters (A, B, C, etc.), percentages, or grade points (e.g., GPA/CGPA), providing a quantifiable representation of students' achievements.

Grading systems are often aligned with the institution’s curriculum and academic policies. They include various components such as weighted assessments, cumulative results, and classifications of honors or distinctions. These systems ensure consistency and fairness in evaluating diverse learning styles and capabilities.

Moreover, the grading system offers critical feedback to students, helping them identify strengths and areas needing improvement. For educators, it serves as a tool to refine teaching strategies and measure curriculum effectiveness. Institutions also use grading systems for broader purposes, such as ranking students for scholarships, admissions to higher education programs, or employment opportunities.

An effective undergraduate grading system promotes accountability, motivation, and goal-setting among students. However, it also requires regular evaluation to ensure it remains equitable, adaptable to changes in educational standards, and reflective of student competencies. In sum, a robust grading system not only assesses academic performance but also prepares students for lifelong learning and success in competitive global landscapes.

# **4.1.References**

1. Armstrong. (2003). Grading Practice and Student Achievement. *Assessment and Evaluation in Higher Education*, pp. 181-196.

2. Sadler. (2005). Interpretations of Criteria-based Assessment and Grading in Higher Education. *Assessment & Evaluation in Higher Education*, pp. 30(2), 175-194.