**Universal Course Grade Point Equivalents**

FINAL PERCENT SCORE CONVERSION

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| --- | --- | --- |
| **Grade** | GPE | Percent |
| **F** | 0 | 0 |
| **D-** | 14 | 35 |
| **D** | 16 | 40 |
| **D+** | 18 | 45 |
| **C-** | 22 | 55 |
| **C** | 24 | 60 |
| **C+** | 26 | 65 |
| **B-** | 29 | 72.5 |
| **B** | 30 | 75 |
| **B+** | 31 | 77.5 |
| **A-** | 34 | 80 |
| **A** | 36 | 90 |
| **A+** | 40 | 100 |

To be used in converting final grades of **Course components only** to GPE’s in the final course summary such that their weightings influence the final course mark as a percentage.

### Grade Legend:

A — **Excellent** – Competency is considered high regardless of education standards. Understanding is strong enough to be applied at the post graduate level with confidence and without much effort. Very indicative of above average IV league performance. Capable of high echelon performance on national standard exams.

B — **Elevated** – Level of competency exceeds most education standards. No problem adjusting to any curriculum. A strong, elaborate and comprehensive understanding capable of being applied to most foreign situations. May indicate an average to upper average performance for the IV league graduate student. Capable of good performance on national standard exams.

C — **Satisfactory** – Level of competency is about the same as that for most graduates coming from local post-secondary institutions. The material is understood and can be applied, but with much effort needed to meet higher standards. Performance on standardized graduate entry exams may be acceptable, but much preparation is required.

D — **Limited** – Level of competency meets expectations but the understanding is superficial or weak. May struggle to adjust or comprehend with many different curricula in this area of study. Probably on the average to below average performance level for most to all post-secondary graduates. Indicative of a weak performance on a standardized graduate entry exam in this area of study.

F — **Weak** – level of competency is not at the level of a graduate at the secondary level. Performance will certainly fall below average for most to all localized institutions. Indicative of poor performance on any standardized graduate entry exam pertaining to this area of study.

**Note:** Each course is evaluated on its own terms of expectations and performance. The final grades are standardized as accurately as possible for all courses. They should not be treated as an indication of intelligence, but rather their level of academic achievement. The grades are considered final judgements for course performance but their interpretation can only be viewed as a linear one. Level of achievement is dynamic since one’s choice to learn may change and could continue beyond completion of the course.