



Republic of the Philippines  
PHILIPPINE STATE COLLEGE OF AERONAUTICS  
OFFICE OF THE PRESIDENT

18 January 2021

**MEMORANDUM CIRCULAR**

No. 02, Series 2021.

|                                         |                               |
|-----------------------------------------|-------------------------------|
| PHILIPPINE STATE COLLEGE OF AERONAUTICS |                               |
| RECORDS CENTER                          |                               |
| RELEASED                                |                               |
| By: _____                               | Acting Records Officer        |
| Date: <u>1-20-21</u>                    | Released No. <u>0024-2021</u> |

TO : ALL PHILSCA TEACHING PERSONNEL AND STUDENTS

SUBJECT : **STANDARDIZED GRADING SYSTEM OF THE  
PHILIPPINE STATE COLLEGE OF AERONAUTICS**

1. REFERENCES: Pursuant to the provisions stipulated in the PhilSCA College Code, PhilSCA Student Manual and the CMO 30, series of 2009 also known as the *Applicability of the Manual of Regulations for Private Higher Education (MORPHE) of 2008 to SUCs and LUCs*, the proposed enhancement and standardization of the grading system of the College was prepared by a Committee to address the non-standardized system of grading observed across institutes and campuses both in terms of criteria and grade description. The proposal was presented to students across campuses and the Academic Council. Upon the favorable recommendation of the BOT Academics Committee, the matter was approved by the Board of Trustees through Resolution No. 407, Series 2020 dated 29 October 2020.
2. PURPOSE AND COVERAGE. This policy shall quantifiably describe the individual grade point and corresponding grading scale in the PhilSCA Grading System. Such description shall be used as the sole basis for evaluating student performance in both the lecture and laboratory courses. While grade point from 1.0 as the highest and 3.0 as lowest possible passing, and 5.0 as failing were retained, the scale range was enhanced to truly reflect the more objective normal curve of scores in any given class or population. The following standardized scale and description shall be followed:

| Percentage Equivalent | Grade | General Description |
|-----------------------|-------|---------------------|
| 99-100                | 1.0   | Outstanding         |
| 96-98                 | 1.25  | Excellent           |
| 93-95                 | 1.50  | Superior            |
| 90-92                 | 1.75  | Very Good           |
| 86-89                 | 2.0   | Good                |
| 83-85                 | 2.25  | Above Average       |
| 80-82                 | 2.50  | Average             |
| 77-79                 | 2.75  | Fair                |
| 75-76                 | 3.0   | Passing             |
| 74 and below          | 5.0   | Failed              |





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| GRADE | DESCRIPTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.0   | Academic Performance provides evidence of an <b>exceptional level</b> of achievement of intended/course/programs learning outcomes, skills, and competencies, such as <ul style="list-style-type: none"><li>• Thorough and well-reasoned critical analysis and evaluation of concepts, theories, and practice from the field of study.</li><li>• Creative and insightful application of well-integrated theoretical and practical knowledge to professional contexts.</li></ul> |
| 1.25  | Academic Performance provides evidence of a <b>remarkably high level</b> of achievement of intended/course/programs learning outcomes, skills, and competencies, such as <ul style="list-style-type: none"><li>• Thorough critical analysis and evaluation of concepts, theories, practice from the field of study</li><li>• Insightful application of integrated theoretical and practical knowledge to professional contexts.</li></ul>                                       |
| 1.50  | Academic Performance provides evidence of a <b>high level</b> of achievement of intended/course/programs learning outcomes, skills, and competencies, such as <ul style="list-style-type: none"><li>• Critical analysis and evaluation of key concepts, theories, and practice from the field of study</li><li>• Effective application of theoretical and practical knowledge to professional contexts.</li></ul>                                                               |
| 1.75  | Academic Performance provides evidence of an <b>acceptable level</b> of achievement of intended/course/programs learning outcomes, skills, and competencies, such as <ul style="list-style-type: none"><li>• Adequate analysis and evaluation of key concepts, theories, and practice from the field of study</li><li>• Sound application of fundamental theoretical and practical knowledge to professional contexts.</li></ul>                                                |
| 2.0   | Academic Performance provides <b>adequate evidence</b> of achievement of intended/course/programs learning outcomes, skills, and competencies.                                                                                                                                                                                                                                                                                                                                  |
| 2.25  | Academic Performance provides <b>some adequate evidence</b> of achievement of intended/course/programs learning outcomes, skills, and competencies.                                                                                                                                                                                                                                                                                                                             |
| 2.50  | Academic Performance provides evidence of a <b>limited/disconnected learning</b> which fails to demonstrate that intended/course/programs learning outcomes, skills and competencies have been achieved.                                                                                                                                                                                                                                                                        |
| 2.75  | Academic Performance provides evidence of <b>minimal learning</b> in relation to intended/course/programs learning outcomes, skills, and competencies.                                                                                                                                                                                                                                                                                                                          |
| 3.0   | Academic Performance provides <b>little evidence</b> of learning in relation to intended/course/programs learning outcomes, skills, and competencies.                                                                                                                                                                                                                                                                                                                           |
| 5.0   | Academic Performance <b>fails</b> to provide evidence of the achievement of intended/course/programs learning outcomes, skills, and competencies.                                                                                                                                                                                                                                                                                                                               |



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3. **REPEALING CLAUSE.** All policies, guidelines and similar issuances and parts thereof which are inconsistent with the provisions of this Memorandum Circular are hereby repealed.
4. **EFFECTIVITY.** This policy shall take effect on the First Semester of Academic Year 2021-2022 and shall continue to be in full force and effect unless any part will be subjected for improvement and/or modification subject to the approval of the Board of Trustees.

For information through widest dissemination and strict compliance.

  
PROF. MARWIN M. DELA CRUZ, Ph.D.  
President



Republic of the Philippines  
**Philippine State College of Aeronautics**  
**Office of the College and Board Secretary**

**SECRETARY'S CERTIFICATE**

**To Whom It May Concern:**

I, Maria Sisa T dela Cruz, Board Secretary V of the Philippine State College of Aeronautics, do hereby certify that during its Second Quarter Regular Meeting FY 2020 held on 29 October 2020, the PhilSCA Board of Trustees passed

**Resolution No. 407, Series 2020**

**BE IT RESOLVED, AS IT IS HEREBY RESOLVED**, that the Board of Trustees approved the **Standardized Grading System effective First Semester, Academic Year 2021-2022.**

Issued this 18<sup>th</sup> day of January 2021 for reference purposes only.

Certified true and correct:

  
Maria Sisa T dela Cruz  
Board Secretary V

Attested:

  
**PROF MARWIN M DELA CRUZ, Ph.D.**  
President  
Vice Chairperson, PhilSCA Board of Trustees