

FEU POLICIES AND GUIDELINES FOR GRADING AND ASSESSMENT (UNDERGRADUATES)

Assessment is an important and integral part of the teaching and learning process. Grading serves the purpose of rating a student's performance. Grading, however, is only part of assessment. When done properly, assessment can cue instructors on whether learning is happening and guide them on how to proceed with instruction that facilitates a student's path toward mastery. Good assessment holistically measures learners' current and developing skills.

In FEU, assessment is a joint process that involves both teacher and learners. It is fair, transparent, and based on standards set by the FEU community and benchmarked against other top universities, local and international quality assurance organizations, and government regulatory agencies, such as the Commission on Higher Education, the Department of Education, and the Professional Regulation Commission, among others.

Academic Integrity

The most important measure of the FEU students' uprightness is their respect for and adherence to academic integrity. Academic integrity is based on the idea that the work for which students are assessed and graded is a true reflection of their ideas, knowledge, and skills. When students cheat on a test or plagiarize on a paper or project, the work they submit for assessment is not a true reflection of their ideas, knowledge, and skills. Assessment and the grade they get then become inaccurate or even false, and fundamentally subvert the entire teaching and learning process.

Academic integrity also includes the respect for and adherence to the conventions of the forms of academic output (e.g., documentation rules for research papers, rules in debate), regardless of how rigid and seemingly tedious they are. Students with academic integrity acknowledge ideas and information

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that are not their own (unless it can be argued that the ideas and information are well established and generally known) and use these as the building blocks of their own ideas (by arguing for or against the ideas of others, drawing implications, comparing and contrasting, and synthesizing).

Students who use papers written by other people, cut and paste them, and pass off the result as their own work – in effect without properly acknowledging their reference sources, without enclosing in quotes passages that are copied verbatim, or without providing complete and accurate citation – misrepresent themselves and, worse, commit intellectual theft. They also shortchange themselves with their intellectual laziness. By shunning the exercise of rewriting others' ideas in one's own words (with proper acknowledgment and citation, it goes without saying) and coming up with one's own ideas, they fail to develop rigor and sharpness in their thinking process. The work they submit then justly deserves a failing mark.

A fuller explanation of academic integrity is contained in the FEU policy on academic integrity. All FEU students are expected to adhere to this policy and failure to do so will be meted strict sanctions.

Academic Professionalism

Members of the FEU community live out the core value of fortitude by adhering to academic professionalism. In FEU, professionalism is seen as an attribute of people who, while maintaining a good life-work balance, can separate personal issues from professional requirements and get the job done well. While it is important to be involved in extra-curricular activities, to have healthy social lives, and to address rather than avoid personal issues, academic work should not take a back seat to these. Personal and even health problems should not be a reason not to do what is required. Virtually all members of the FEU community have personal or health issues and yet what determines the cream of the crop and real success is the ability to separate the personal from the professional and to accord each their own time.

In the area of teaching and learning, academic professionalism is manifested among students and faculty in the following ways:

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Students

attend classes regularly and punctually; come to class well prepared to learn, having carefully studied the assigned materials (whether viewing images or video clips, reading papers, answering practice sets or diagnostic tests); work on papers and projects diligently; do one's share in group work; take tests and exams to the best of one's ability; submit on time class requirements that are done diligently; and maintain congenial and respectful relations with members of the FEU community

Faculty

provide students with a well-developed course syllabus and assigned materials and activities that develop mastery; report for classes regularly and punctually; come to class well prepared to facilitate students' learning, ensuring that topics are focused on the matters designated in the Course Information Booklet; prepare and implement well designed assessments; provide students regular feedback through periodic formative and summative assessments that are returned to students with short turn-around times; submit requirements on time; and maintain congenial and respectful relations with members of the FEU community

Transparency

Assessment at FEU works on the premise that students are the owners and creators of their grades, while faculty supply the guidelines, rubrics, and systems with which the grades are determined. Faculty act as a fair and "disinterested" judge, and the students are the ones who actually determine their grades. Under this framework, transparency is an important value in proper assessment, so that all matters pertaining to assessment, including the content of the assessment (e.g., the scope of the questions and their intent – whether for knowledge, comprehension, application, analysis, or evaluation) should be known to the students. This implies that there should be:

- a course outline made available to the students on the very first day of class (ideally, even before the first day of class) that indicates all the assessments that will be required;
- full disclosure of the type of formative and summative

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assessments indicated in the course outline and an explanation of the weight or percentage of each assessment in the final grade;

- clear distinctions between and among formative and summative assessments and clear time gaps for when assessments are given;
- rubrics for evaluation of assessments that are available for students to consider and even negotiate;
- record of grades available to students at all times and consultation on grades throughout the term;
- active mechanisms for feedback to students;
- student awareness of the QPA and its function as an indicator of academic achievement or underachievement.

Formative and Summative Assessments

Formative assessments are tools that help identify learning gaps and, for students who understand that the goal is to improve learning, help shape learning. In FEU, formative assessments may be graded or ungraded, and should occur throughout the semester. Formative assessments should refer to specific or smaller parts of the course and, when graded, should be assigned only a small weight in the final grade. More formative assessments translate into better opportunities to prepare for summative assessments.

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period like a unit, course, or program. In FEU, summative assessments are always formally graded, and may be assigned a larger weight in the final grade.

Formative Assessment

- ✓ Quiz (short or long)
- ✓ Seatwork
- ✓ Reporting
- ✓ Work samples (portfolio)
- ✓ Demonstration & observation of skill
- ✓ Peer evaluation of project work
- ✓ External review of student projects
- ✓ Self-evaluation of work

Summative Assessment

- ✓ Departmental exams (Pen and paper) – unit, chapter, preliminary and final exams.
- ✓ Case study/problem analysis
- ✓ Capstone/application projects
- ✓ Research/term paper
- ✓ Performance test for skill-based courses

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The ratio of formative to summative assessments are as follows:

For General Education courses:

70% of the grade should be formative and 30% should be summative.

There should be at least twelve (12) formative assessments, four (4) of which should be graded and assigned before the midterm and four (4) of which should be graded and assigned after the midterm.

For Professional Courses (except review classes and OJT)

50% of the grade should be formative and 50% should be summative.

Grade Descriptions

Letter Grade	Quality Point	Numerical Equivalent	Grade Descriptions
A	4.0	100 - 92	<p>Provides evidence of:</p> <ol style="list-style-type: none">1. complete and comprehensive mastery of the concepts and principles of the course;2. outstanding proficiency in analytical, critical, and creative thinking and problem-solving skills; and3. excellent fluency in oral, written, and symbolic communication. <p>Exhibits an exemplary level of independent and self-regulatory learning skills.</p> <p>Adheres to the University policy on academic integrity.</p>
B+	3.5	91 - 85	<p>Provides evidence of:</p> <ol style="list-style-type: none">1. full mastery of the concepts and principles of the course;2. high proficiency in analytical, critical, and creative thinking and problem-solving skills; and3. very good fluency in oral, written, and symbolic communication. <p>Exhibits a high level of independent and self-regulatory learning skills.</p> <p>Adheres to the University policy on academic integrity.</p>

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Letter Grade	Quality Point	Numerical Equivalent	Grade Descriptions
B	3.0	84 - 78	<p>Provides evidence of:</p> <ol style="list-style-type: none"> 1. considerable mastery of the concepts and principles of the course; 2. significant proficiency in analytical, critical, and creative thinking and problem-solving skills; and 3. good fluency in oral, written, and symbolic communication. <p>Exhibits an above average level of independent and self-regulatory learning skills.</p> <p>Adheres to the University policy on academic integrity.</p>
C+	2.5	77 - 71	<p>Provides evidence of:</p> <ol style="list-style-type: none"> 1. intermediate mastery of the concepts and principles of the course; 2. adequate proficiency in analytical, critical, and creative thinking and problem-solving skills; and 3. average fluency in oral, written, and symbolic communication. <p>Exhibits an ample level of independent and self-regulatory learning skills.</p> <p>Adheres to the University policy on academic integrity.</p>
C	2.0	70 - 64	<p>Provides evidence of:</p> <ol style="list-style-type: none"> 1. satisfactory mastery of the concepts and principles of the course; 2. satisfactory proficiency in analytical, critical, and creative thinking and problem-solving skills; and 3. acceptable fluency in oral, written, and symbolic communication. <p>Exhibits a sufficient level of independent and self-regulatory learning skills.</p> <p>Adheres to the University policy on academic integrity.</p>

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Letter Grade	Quality Point	Numerical Equivalent	Grade Descriptions
D+	1.5	63 - 57	<p>Provides evidence of:</p> <ol style="list-style-type: none"> 1. elementary mastery of the concepts and principles of the course; some (but not wholly satisfactory) 2. proficiency in analytical, critical, and creative thinking and problem-solving skills; and 3. some fluency in oral, written, and symbolic communication. <p>Exhibits a somewhat low level of independent and self-regulatory learning skills.</p> <p>Adheres to the University policy on academic integrity.</p>
D	1.0	56 - 50	<p>Provides evidence of:</p> <ol style="list-style-type: none"> 1. minimal mastery of the concepts and principles of the course; 2. minimal proficiency in analytical, critical, and creative thinking and problem-solving skills; and 3. basic fluency in oral, written, and symbolic communication. <p>Exhibits a low level of independent and self-regulatory learning skills.</p> <p>Adheres to the University policy on academic integrity.</p>
F	0	Below 50	<p>Provides inadequate evidence of:</p> <ol style="list-style-type: none"> 1. mastery of the concepts and principles of the course; 2. proficiency in analytical, critical, and creative thinking and problem-solving skills; and 3. fluency in oral, written, and symbolic communication. <p>Or</p> <p>Does not exhibit independent and self-regulatory learning skills.</p> <p>Or</p> <p>Does not adhere to the University policy on academic integrity.</p>

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Grading Periods and Grade Calculations

There are two grading periods every semester. The first grading period, from week one (1) to week nine (9), usually ends with a midterm summative assessment. The second grading period, from week ten (10) to week eighteen (18), usually ends with the final summative assessment. The summer has six (6) weeks with the first grading period ending on week X.

Sample Grade Calculation for a General Education Class

	Week 2	Week 3	Week 3	Week 4	Week 4	Week 5
Assessment	Quiz	Oral Presentation	Quiz	Sharing	Quiz	Descriptive Paragraph
Kind of Assessment	FA	FA	FA	FA	FA	FA
Percent of Grade	0%*	0%*	7%	0%*	0%*	7%
Grade	D	C+	C	C+	B	D+
Grade Calculation	1 X 0	2.5 X 0	2 X .07	2.5 X .0	3 X 0	1.5 X .07
	0	0	0.14	0.175	0	0.105

	Week 5	Week 7	Week 8	Week 9	Week 10	Week 11
Assessment	Quiz	Quiz	Oral Presentation	Midterm Paper	Quiz	Quiz
Kind of Assessment	FA	FA	FA	SA	FA	FA
Percent of Grade	7%	7%	7%	15%	7%	7%
Grade	B	C	C	C+	D	C
Grade Calculation	3 X .07	2.5 X 0	2 X .07	2.5 X .15	1 X .07	2 X .07
	0.21	0.14	0.14	0.375	0.07	0.14

	Week 12	Week 12	Week 15	Week 15	Week 16	Week 18
Assessment	Short Essay	Sharing	Quiz	Group Presentation	Quiz	Final Paper
Kind of Assessment	FA	FA	FA	FA	FA	SA
Percent of Grade	0%*	0%*	7%	7%	7%	15%
Grade	C+	C+	A	C	B	B
Grade Calculation	2.5 X 0	2.5 X 0	4 X .07	2 X .07	3 X .07	3 X .15
	0	0	0.28	0.14	0.21	0.45

Final Average	2.575
Final Mark	C+

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FA- formative assessment

SA- summative assessment

*0% Feedback given but grade not recorded

Round up is allowed for grades that are 0.30 to 0.49 or 0.80 to 0.99. For example, a 2.29 will remain a C but a 2.3 will be rounded up to a C+; a 2.79 will remain a C+ but a 2.8 will be rounded up to a B. Round up, however, applies only to grades above 1.0. The minimum grade to get a D is 1.0.

Midterm Advisory Marks

Midterm advisory marks and a midterm advisory QPA will be emailed to students on the 10th week of the semester. These marks are not final, but are intended to give the students an idea of their progress. Students who do not meet the QPA

requirements at this point will be asked to attend intervention programs organized by the Office for Student Development.

Consultation on the 10th week

In order to ensure that feedback is given to students, instruction will be put on hold during the first three days of the tenth week of classes. Instructors are expected to meet all their classes, but also expected to spend class time providing feedback to students through face-to-face meetings. They are expected, in particular, to focus on students who are falling behind.

Attendance

Students are expected to be present for 80% of class time. They are allowed absences of up to 20% of class time. An instructor may give a student a failing mark if he or she has exceeded the maximum number of allowable absences. It is to be noted, however, that assessment measures knowledge and skills, not presence in class. For this reason, no credit is given for class attendance.

Passing Mark

The passing mark for all university courses without exception is 50%.

The passing mark is a representation of acceptable levels of achievement. A high passing mark does not automatically ensure quality learning. Quality learning is ensured by sound assessment that measures higher-order thinking skills. A pass-

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ing mark can be fixed at a high percentage, for example 75%, but if what is tested is only rote knowledge, the grade will not be an indicator of a student's ability to think critically and express himself or herself accurately.

Although the DepEd and many universities have adopted the passing mark of 75%, many other universities both here and around the world determine their own marking criteria. At University College London (UCL), for example, a grade of A is equal to 70–74% and is characterized as manifesting “exceptional thoroughness and clarity...clarity and rigour of argument...extensive reading” and is awarded first class honors. The passing mark at UCL is D which is equivalent to 40–49%. At Seoul National University, the lowest passing mark is a D– which is equivalent to 63%. At the Singapore Management University (SMU), the lowest passing mark is a D, which has a mark range of 50–52%.

Quality Point Average (QPA)

An FEU student's final grade for a course generally comes in the form of a letter (A, B+, B, C+, C, D, D+, F), which is a summary of his or her performance in the formative and summative assessments. That final grade is reflected in the student's transcript of records.

So that student performance across courses can be summarized in one measure, the letter grades that a student receives in his or her courses are assigned numerical values called quality points: A is given a value of 4, B+ 3.5, B 3, C+ 2.5, C 2, D+ 1.5, D 1, and F 0. The Quality Point Average or QPA is the summary measure that is used to reflect a student's performance over a given reference period, e.g., a semester, an academic year, or throughout a student's entire stay in FEU. It is the weighted mean of the quality points that a student receives in all courses that he or she is enrolled in for credit during the reference period, where the weights are the proportion of the units of each course to total units taken.

The formula of the QPA can be written more concisely and accurately using mathematical notation as follows:

$$QPA = \sum_{i=1}^n w_i q_i$$

where q_i is the quality point of the letter grade in course i and $w_i = u_i / \sum_{i=1}^n u_i$ is the weight of course i , measured as the

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number of units assigned to course i divided by the total number of units taken during the reference period (n being the number of courses taken over the reference period). The formula calculates the QPA as the sum of the products of the course weight and the quality point in each course taken during the reference period.

Alternatively, the QPA may be calculated as follows:

$$QPA = \frac{\sum_{i=1}^n u_i q_i}{\sum_{i=1}^n u_i}$$

In this formula, the QPA is shown as the sum of the products of the number of units assigned to a course and the quality point in that course divided by the sum of the number of units of all courses taken during the reference period.

The QPA is calculated at the end of every semester (to determine deans listers), every year (to determine promotion to the next year level), and at the completion of a degree program (to determine Latin Honors).

Here is a sample computation of a semestral QPA (using the second formula above):

Grade Descriptions	Number of units	Final Grade	Quality Point	Weighted QP
College Academic Skills in English	3.0	C+	2.5	7.5
Math in the Modern World	3.0	C+	2.5	7.5
Wika, Kultura, at Lipunan	3.0	B	3.0	9.0
Science, Technology, and Society	3.0	C	2.0	6.0
History of Architecture 1	3.0	B+	3.5	10.5
Introduction to Design	2.0	C	2.0	4.0
Building Materials 1	3.0	D+	1.5	4.5
National Service Training Program*	3.0	Pass	0	0
Wellness and Recreation Program*	1.5	A	0	0
	20.0			49
Semestral QPA	49 / 20 = 2.45			

*not included in calculation of QPA

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Annual University QPA Requirement

For promotion to	Required annual QPA
2nd year	1.2
3rd year	1.5
4th year	1.8
to graduate	2.0

The annual QPA is always calculated in May. Thus the summer term grades are included in the calculation of annual QPA of the following academic year.

The grades of transferees who enter FEU in the second term will be included in the calculation of the QPA of the following academic year. Transfer credits will be included in the calculation of the end-of-program QPA.

Students must meet the annual QPA requirement in order to be qualified for promotion to the next year level or for retention in FEU. Specific degree program requirements apply for retention and promotion within the degree program. Students who do not meet the annual QPA will be on University Non-readmission (UNRA) status*

Program QPA Requirements

The following are the annual QPA required per program. Students who cannot meet the program QPA cut-off will be on Program Non-readmission (PNRA) status.* Students on PNRA status will not be readmitted to their program in the succeeding year but may opt to apply for admission into a degree program with the minimum university-level QPA requirement.

	QPA required for promotion to 2 nd year	QPA required for promotion to 3 rd year	QPA required for promotion to 4 th year	QPA required for promotion to graduate
BS Accountancy				
BS Architecture				
BS Medical Technology				
BS Nursing				
BS Psychology				

*Students on UNRA or PNRA status will be subject to subject to the FEU Selective Retention Policy.

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Semestral Honors (Deans List) and Latin Honors

Excellent academic achievement is recognized every semester through the announcement of a Dean's List per Institute. The Dean's List contains the names of all the students of an Institute whose semestral QPAs in the previous semester were between 3.35 and 3.50 for second honors and between 3.51 and 4.00 for first honors.

Consistent and excellent achievement is recognized at the end of a student's course of study through the awarding of Latin Honors. A student's overall QPA is the weighted mean of the quality points he or she received in all courses that are required by his or her degree program, where the weights are the proportion of the units of each course to total units taken. Latin Honors are awarded during graduation. But the QPA is not the only criterion for a student to be conferred with Latin Honors. Other requirements as well as impediments that may disqualify a candidate are explained in the Student Handbook.

Special requirements of each degree program are listed below.

Latin Honor		QPA
Summa Cum Laude	With the highest honors	3.80 – 4.00
Magna Cum Laude	With high honors	3.60 – 3.79
Cum Laude	With honors	3.40 – 3.59

Attendance

The Manual of Regulations for Private Higher Education (MOR-PHE), Section 101, states that students should not be absent for more than 20% of the class periods: "A student who incurs absence of more than (20%) percent of the prescribed number of class or laboratory periods during the school year or term shall fail and earn no credit for the course or subject"

FEU follows this rule strictly and makes no distinction between excused and unexcused absences. Students are expected to be responsible for their learning and should use their allowable absences responsibly and judiciously. Furthermore, the counting of the number of class days begins on the first meeting. Students are expected to be present on the very first day as class discussions are expected to start then.

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The MORPHE rule on absences applies to all students, be they scholars, student leaders, working students, Dean's listers, athletes, artists, or performers. These students are expected to balance their other commitments with their studies. Students who do have other commitments that conflict with a class day should inform their teachers ahead of time if they are to miss a class. In such a situation, students have a right to make-up for missed assessments. The absence will still be recorded, and the student is held responsible for the material covered during the class he or she missed. Nevertheless, they should be entitled to take a missed assessment or to be given another deadline of submission of a requirement due on the day of the absence.

Attendance in class is an expectation and mere attendance does not measure learning. Attendance is not given any credit in the grading process and no extra points should be given for perfect attendance.

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