## International Grade Equivalencies

| ECTS | US |
| :--- | :--- |
| $A$ | $A$ |
| $B$ | $B+$ |
| $C$ | $B+$ |
| $D$ | $C+$ |
| E | $C$ |

Many European Universities that are using the ECTS credit
system will use the ECTS grading system as well. However,
some countries are still using the local grading systems found
below.

| Argentina | International Grade | US Equivalen |
| :---: | :---: | :---: |
|  | 10 (sobresaliente) | A |
|  | 9 (Distinguido) | A- |
|  | 7-8 (Muy Bueno | B+ |
|  | 5-6 (Bueno) | B- |
|  | 4 (Aprobado) | C |
|  | 0-3 (Insuficiente) | F |
| Australia | 7 (High distinction, 100-80\%) | A+ |
|  | 6 (Distinction, 79-70\%) | A |
|  | 5 (Credit, 69-60\%) | B |
|  | 4 (Pass, 59-50\%) | C |
|  | 3 (Conceded Pass) | D |
|  | 1/2 (Fail, below 50\%) | F |

Austria

| 1 (Sehr guy) | A |
| :--- | :--- |
| 2 (Gut) | $\mathrm{A}-/ \mathrm{B}+$ |
| 3 (Befriedigend) | B |
| 4 (Genuegend) | $\mathrm{C}+/ \mathrm{C}$ |
| 5 (Nicht genuegend) | F |

Belgium

| $A(81-100 \%)$ | $A / B+$ |
| :--- | :--- |
| $B(69-80 \%)$ | $B-/ C+$ |
| $C$ (58-68\%) | $C-/ D+$ |
| $D(50-57 \%)$ | $D$ |
| $F$ (below $50 \%)$ | $F$ |

Grades are usually offered as qualitative assessments and are recorded on transcripts as high distinction, distinction, credit, pass, and fail. This system represents a mixture of the pass/fail system and a numerically graded system. Most institutions also provide a number to represent qualitative descriptions. It is important to note that in Australia, instead of beginning with $100 \%$ in a course, students begin with $0 \%$ and earn points. Therefore, earning a $75 \%$ is actually a very good grade.
Notes
Argentine universities tend to have stricter grading standards than do those in the United States; thus, a mark of 10 is rarely awarded.

The equivalent to aUS "D" does not exist.

Performance in a course is assessed on a percentage scale, a letter grade, and a 5point scale. The grading system in Botswana is far more stringent than in the US . It is extremely difficult for a University of Botswana student to obtain an A.

Grading scales may even vary within each institution, and grading is fairly severe. Top grades are awarded to few students, and the failure rate in a given course can be high. In a 10-0 system, 10 is the highest
and 0 is the lowest.

Bulgaria | Please note that the American University in |
| :--- |
| Bulgaria uses the American system of credits |
| and grading along the 4.0 grading scale. |

| A (80-100\%) | A/B |
| :--- | :--- |
| B (70-79\%) | B-/C |
| C (60-69\%) | C-/D |
| D (50-59\%) | F |
| F (49\% or below) | F |



| Czech Republic | Vyborny | A | Czech higher education institutions use a 4 point grading scale. |
| :---: | :---: | :---: | :---: |
|  | Vyborny minus | B |  |
|  | Vel'mi dobry | C |  |
|  | Vel'mi dobry | C |  |
|  | Dobry | D |  |
|  | Nevyhovel | F |  |
| Denmark | 12/ A ECTS | A | Since 2007, grading has been done on the 7-point scale, compatible with the ECTS scale. |
|  | 10/B | B+ |  |
|  | 7/ C | B |  |
|  | 4/ D | C+ |  |
|  | 2/E | C |  |
|  | 0/ F | F |  |
|  | -3 | F |  |

Dominican Republic

Grading scales vary. Refer to grading scale on transcript.

Estonia

| $A-$ Excellent | $A(91-100 \%)$ |
| :--- | :--- |
| $B-$ Very good | $B+(81-90 \%)$ |
| $C-$ Good | $B(71-80 \%)$ |



| A-/Very Good | A- |
| :--- | :--- |
| B/Good | B |
| C/Fair | C |
| D/Pass | D |
| F/Fail | F |


| Hungary | 5 (Jeles) | A |
| :---: | :---: | :---: |
|  | 4 (Jó) | B |
|  | 3 (Közepes) | C |
|  | 2 (Elégséges) | D |
|  | 1 (Elégtelen) | F |
| Iceland | 10 | A |
|  | 8-9 | B+ |
|  | 7 | B+ |
|  | 6 | C |
|  | 5 | C+ |

India

| $A$ | $A$ |
| :--- | :--- |
| $B$ | $B$ |
| $C$ | $C$ |
| $D$ | D |
| F | F |


| Indonesia | $\mathrm{A}(91-100)$ | $\mathrm{B}+/ \mathrm{A}$ |
| :--- | :--- | :--- |
|  | $\mathrm{A}-(86-90)$ | $\mathrm{B}+/ \mathrm{A}$ |
| $\mathrm{B}+(81-85)$ | $\mathrm{B} / \mathrm{B}+$ |  |
| $\mathrm{B}(76-80)$ | B |  |
| $\mathrm{B}-(71-75)$ | $\mathrm{C}+$ |  |
| $\mathrm{C}+(66-70)$ | $\mathrm{C}+$ |  |
| $\mathrm{C}(61-65)$ | $\mathrm{C}+$ |  |
| $\mathrm{D}(50-60)$ | F |  |
| $\mathrm{E}(<50)$ | F |  |
| F (nonattendance) |  |  |

Ireland | $70-100$ | A |
| :--- | :--- |
| $66-69$ | $\mathrm{~A}-$ |
| $62-65$ | $\mathrm{~B}+$ |
| $50-61$ | B |
| $45-49$ | $\mathrm{~B}-$ |
| $40-44$ | C |
| $0-39$ | F |

Italy

| $29-30$ (excellent) | A |
| :--- | :--- |
| $27-28$ (very good) | B |
| $24-26$ (good) | C |
| $18-23$ (satisfactory) | D |
| $>18$ (not passed) | F |

The Italian grading system ranges from $18 / 30$ to $30 / 30$. The highest mark $(30 / 30)$ is with distinction. All the exams under 18/30 are considered as "not passing" and thus are not registered on the final transcript ofrecords.

Indian grades are essentially the same as US grades. If $+/$ - grades are assigned at the home institution, the $+/$ - grade received in India should be transferred equivalently.
Credit equivalencies are equal to US credits.

| $0-49$ | $F$ |
| :--- | :--- |

## Kazakhstan

Korea

| $A+/ A 0 / A-$ | $A$ |
| :--- | :--- |
| $B+/ B 0 / B-$ | $B$ |
| $C+, / C 0 / C-$ | $C$ |
| $D+/ D 0 / D-$ | $D$ |
| $F$ | $F$ |

Latvia

| $9-10$ | A |
| :--- | :--- |
| 8 | B + |
| 7 | $\mathrm{~B}+$ |
| 6 | $\mathrm{C}+$ |
| $4-5$ | C |
| $1-3$ | Fail |

Lithuania

| 10 (Excellent) | $\mathrm{A}+$ |
| :--- | :--- |
| 9 (Very good) | A |
| 8 (Good) | $\mathrm{B}+$ |
| 7 (Highly satisfactory) | B |
| 6 (Satisfactory) | $\mathrm{C}+$ |
| 5 (Sufficient) | $\mathrm{C}+$ |
| $1-4$ (Fail) | $\mathrm{D}-\mathrm{F}$ |


| $A+/ A / A-$ | $A$ |
| :--- | :--- |
| $B+/ B / B-$ | $B$ |
| $C+/ C / C-$ | $C$ |
| $D+/ D / D-$ | $D$ |
| $F$ | $F$ |


| $80-100(\mathrm{~A}+, \mathrm{A})$ | $A$ |
| :--- | :--- |
| $70-79(\mathrm{~B}+, \mathrm{B})$ | B |
| $55-69(\mathrm{C}+\mathrm{C})$ | C |
| $45-54(\mathrm{D}+, \mathrm{D})$ | D |
| $>44(\mathrm{~F})$ | F |

Morocco

| A 90-100 (4.0) | A |
| :--- | :--- |
| B 80-89 (3.0) | B |
| C 70-79 (2.0) | C |
| D 60-69 (1.0) | D |
| F below $60(0.0)$ | F |

Netherlands

| $8.5-10$ (outstanding) | A |
| :--- | :--- |
| $7.5-8.4$ (very good) | B |
| $6.5-7.4$ (good) | C |
| $6-6.4$ (satisfactory) | D |
| $0-5.9$ (fail) | F |

Korean grades are essentially the same as US grades. If $+/$ - grades are assigned at the home institution, the +/- grade received in Korea should be transferred equivalently. (Note: some Korean institutions do not assign "minus" grades.)

Two evaluation systems have run side by side at Vilnius University since 1993; a ten-point system and a pass/fail system. For examinations, a grade of 5 and higher is a passing, and 4 and lower is a failing grade. The courses that do not end with examinations use the pass/fail system to test if a student has earned the credits allocated to the class. They pass when they prove that they learned more than $50 \%$ of required knowledge.

Malaysian grades are essentially the same as U.S. grades. Some Malaysian institutions do not assign +/- grades. Note: +/- grades can be transferred equivalently if used at the home university.

Progress is usually assessed through written assignments, tests and exams. An A-F grading scale applies. The teaching method combines teacher/student contact through lectures and tutorials, with an emphasis on independent study.

At Al Akhawayn, grades are based on the four-point GPA system according to demonstrated performance and skill levels. It is similar to that in the US.
arks exceeding 9 are very rare.
Educators uniformly comment on the great difficulty in obtaining a 9 or 10 and the respectability of getting a 6 . There is also agreement that an 8 represents a high

|  |  |  | level of achievement, while grades 6 and 7 generally account for the majority of passing grades of awarded. |
| :---: | :---: | :---: | :---: |
| New Zealand | A+, A, A- / 80-100\% | A | In New Zealand, grading scales differ slightly between institutions but are typically based on the letter scale with A+ as the highest grade and $F$ as the lowest. Grades continue down on a scale: $A+A$, $A-, B+, B, B-, C+C$, with $C$ being the lowest passing grade. $A C$ is equivalent to $50 \%$ or slightly above. Failing grades are D, $E$, and $F$, with $Q$ given for failing to meet mandatory course requirements (this notation may differ between universities) |
|  | B+, B, B- / 65-79\% | B |  |
|  | C+, C, C- / 50-64\% | C |  |
|  | D / 40-49\% | F |  |
|  | E/0-39\% | F |  |
|  | Because New Zealanders usually start specializing in their majors during the early part of their undergraduate career, a course (or paper) with a seemingly lower level or number may actually be equivalent in content to a mid-level course in the United States. Likewise, mid-level courses in New Zealand could equate to a very advanced course in the United States. |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Nicaragua | 90-100 | A | Students are given grades on a scale of 0100. The minimum passing grade for undergraduate students and students doing a post graduate program is 70 . The minimum passing grade for a masters level student is an 80. |
|  | 80-89 | B |  |
|  | 70-79 | C |  |
|  | 0-69 | F |  |
| Norway | A | A | Grades for undergraduate and postgraduate examinations are awarded according to a graded scale from A (best) to $F$ (fail), with $E$ as the minimum pass grade. A pass/fail mark is given for some examinations. |
|  | B | B+ |  |
|  | C | B+ |  |
|  | D | C+ |  |
|  | E | C+ |  |
|  | FX | F |  |
|  | F | F |  |
| Panama | 91-100 (Sobresaliente) | A |  |
|  | 81-90 (Bueno) | B |  |
|  | 71-80 (Regular) | C |  |
|  | 61-70 (Minima de Promocion) | D |  |
|  | 0-60 (Fracaso) | F |  |
| Peru | 15-20 or 90-100 | A |  |
|  | 13-14 or 80-89 | B |  |
|  | 11-12 or 70-79 | C |  |
|  | 0-10 or 0-69 | F |  |
| Poland | 5 (70-100\%) | A/A+ | University-level education uses numeric grades from 2 to 5 with half-point intervals. 2.0 is a failing grade, the lowest passing grade is 3.0 , and the highest mark achievable is 5.0 . There is no 2.5 grade. 5.5 is sometimes given as an "exceeds expectation" grade but for all official purposes is equivalent to 5.0. Some courses may be taken on a pass/fail basis. |
|  | 4.5 (60-69\%) | B/B+ |  |
|  | 4.0 (50-59\%) | C/B |  |
|  | 3.5 (40-49\%) | D/C+ |  |
|  | 3.0 (35-39\%) | C |  |
|  | > 3 (10-34\%) | F |  |
|  |  |  |  |
| Portugal | 18-20 (excellent) | A | Grades in Portugal are distributed on a scale of 0-20, with 10 being the lowest passing grade. |
|  | 16-17 (very good) | A |  |
|  | 14-15 (good) | B |  |


| $10-13$ (sufficient) | C |
| :--- | :--- |
| $1-9$ (non-passing) | D/F |

Romania

| $9-10$ | A |
| :--- | :--- |
| $7-8$ | B |
| $5-6$ | C |
| $0-4$ | F |

Russia

| 5 (Otlichono) | A |
| :--- | :--- |
| 4 (Khorosho) | B |
| 3 (Udovletvoritel'no) | C |
| 2 (Neudovletvoreitel'no) | F |

Senegal

| $14-20$ | A |
| :--- | :--- |
| $12-13.9$ | $\mathrm{~B}+$ |
| $11-11.9$ | B |
| $10.5-10.9$ | $\mathrm{~B}-$ |
| $10.1-10.4$ | $\mathrm{C}+$ |
| 10 | C |
| $9-9.9$ | $\mathrm{C}-$ |
| $8-8.9$ | D |
| $0-7.9$ | F |

Singapore

| Class I | $\mathrm{A}+$ |
| :--- | :--- |
| Class II i | A |
| Class II ii | B |
| Class III | C |

Slovenia

| 10 (Odlicno) | A |
| :--- | :--- |
| 8 -9 (Prav Dobro) | A |
| 7 (Dobro) | B |
| 6 (Zadostno) | C |
| 5 (Nezadostno) | F |


| South Africa | $75-100$ (pass w/ distinction) A <br> $70-74$ (pass) A- <br> $60-69$ (pass) B <br> $50-59$ (pass) C <br> 49 or below F |
| :--- | :--- |


| Spain | 10 (matricula de honor) A <br> $9-9.9$ (sobresaliente) A <br> $7-8.9$ (notable) B+ <br> $5-6.9$ (aprobado) B- <br> $0-4.9$ (suspenso) F <br> No presentado student <br> dropped course |
| :--- | :--- |

Sweden
VG - Väl Godkänd(Passed with distinction)

The South African grading system is far more stringent than the US system. It is extremely difficult for a South African student, either on the high school or tertiary level, to obtain an A.

Apto- This grade is similar to "pass" in a pass/fail system. A score of 9 or 10 is considered excellent, 7 or 8 is very good, and 6 is average. Aprobado is the minimum passing grade in the Spanish system.

Spanish professors rarely award a 10; students generally receive grades between 6 and 8 . Spanish universities are severe in their grading in comparison to the United States, especially in technical fields such as architecture where it is not uncommon that over $50 \%$ of students in a class fail.

The Swedish grading scale does not lend itself toUS grade equivalents. Väl


Godkänd is rarely obtained and is only awarded $10 \%$ of the time.
Failing grades are not reported on transcripts, but students may retake a final exam until they pass.
Because a translation between Swedish and US grades is lacking, it is up to the home institution to award credit as they see fit. One method is to compare the Swedish grade descriptions with those of the ECTS, and then ECTS with US.

Grade averages between 5.5 and 6 are very rare; an average of a 6 is almostimpossible. In exams, quarter steps are usually used to indicate grades between integer grades: e.g., 5.25. Anything above a 4 is considered a passing grade.

The percentage range for each class varies
from institution to institution. Individual modules on the transcript carry only the percentage mark. The pass mark is $40 \%$ at most UK institutions. The lower end of the
scale may vary.

In the UK system, it is often more difficult to obtain the higher grade designations than in the US system. Don't panic if you are usually a highachieving student but receive a grade that appears low according to your home university's grade scale; it may actually reflect very good performance on the UK scale. Grades are given as percentages rather than letter grades. Forty percent is the minimum passing grade and high minimum passing grade and high percentages are rarely awarded. A grade of $70 \%$ or higher is considered "with distinction." In general, percentages increase from 40 rather than decrease from 100.

Uruguayan universities tend to be more severe in their grading than in US universities, and a grade of $S$ (sobresaliente) is awarded less frequently.
The grade of $B$ (bueno) is the lowest possible passing grade.

