

Overview

The Autumn 2025 PHYS 141 course consisted of 26 students. One of these was a no-show throughout the semester; their scores are not included in the statistics. Overall grades consisted of 11 = 6 + 5 *A*'s (44%), 8 = 2 + 5 + 1 *B*'s (32%), and 6 = 2 + 4 *C*'s (24%). No students who showed up failed the course.

Grades are slightly inflated to those of the (non-honors) physics courses at [UC Berkeley since 2013](#). Using their published G.P.A. computation for letter and sign grade points, our course is at a 3.16 this semester, making it slightly higher than Cal's 2.9 – 3.1 range. How does this compare to past years?

Year	Grades	Estimated G.P.A.
2023	$As(5A-) = 50\%, B = 33\%, C = 10\%, D = 7\%, E/I = < 1\%$	3.26
2024	$As(1A-) = 60\%, B = 17\%, C = 11\%, D = < 1\%, E/I = < 1\%$	3.45

Table 1: Note the percentages do not add up to 100% in 2024, so G.P.A. estimation is done assuming that the *B*'s are 27% and ignores modifications for signs.

Grading Methodology

Grades are computed using the following six values. Each value is a number, 0 – 100.

- 4 exam grades
- 1 lab grade - a uniform average of 5 lab values
- 1 homework grade - a uniform average of 14 weekly assignment values

The lowest of these is removed, and the resulting five values are averaged with equal weight. During the course four surveys were given by Cameron Hecht (School of Education). Each completed survey added one point to the weighted value found above.

Letter grades corresponding to the resulting value are

Letter Grade	\geq min		$<$ max
<i>A</i>	70	-	100
<i>A-</i>	60	-	70
<i>B+</i>	55	-	60
<i>B</i>	45	-	55
<i>B-</i>	40	-	45
<i>C+</i>	35	-	40
<i>C</i>	25	-	35
<i>C-</i>	20	-	25
<i>D</i>	10	-	20
<i>F</i>	0	-	10

Results

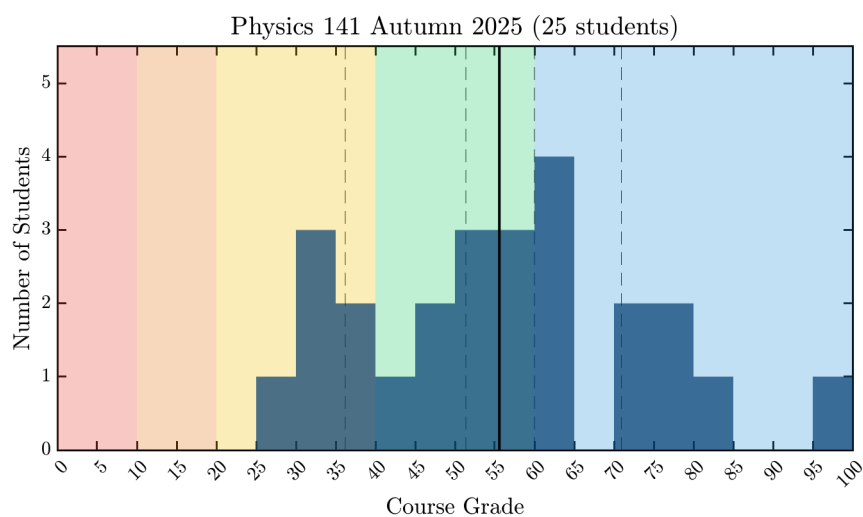


Figure 1: Overall course scores color coded with A's on the right in blue. Dashed vertical lines represent quintiles (20%, 40%, 60%, 80%), and sold vertical line the class mean. Statistics do not include one no-show student.

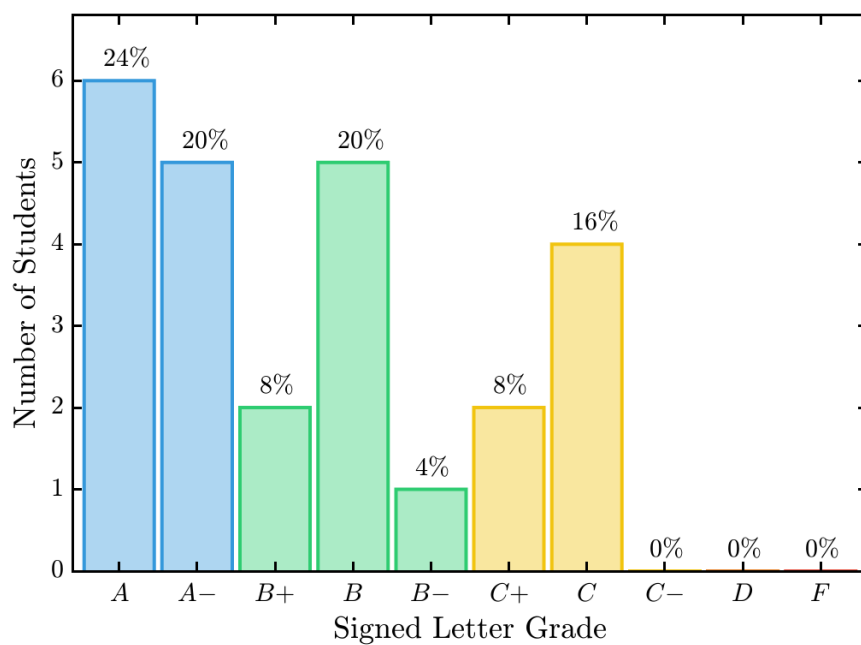


Figure 2: Distribution of signed letter grades. Cutoffs are based on Table 1 described in the methodology section.

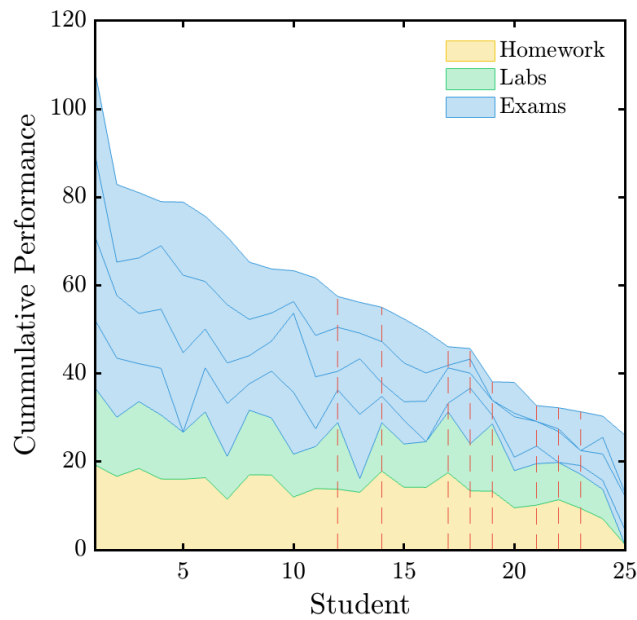


Figure 3: Grades on homework and labs were consistent across all students, implying them working together. Scores on exams showed greater variation. Note that this plot is out of a possible 120pts since the lowest value has not been removed yet. The dashed red vertical lines are the eight students whose total exam score (80 possible points) was exceeded by homework + lab score (40 possible points), implying that collaborative work dominated their overall grade.

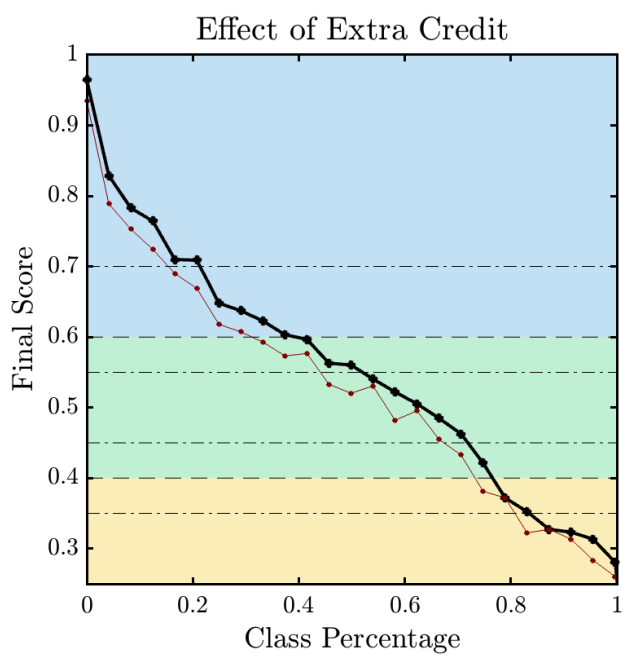


Figure 4: Extra credit earned by completing surveys affected the letter grade of 8 students. 4 of these jumped a letter grade, while 4 jumped a grade sign. 4 ranking swaps occurred. The bold black line represents the final grade after inclusion of extra credit, while the red line represents grades prior to the addition.