Abstract
Quantitative measuring of academic achievement means the measurement of a particular student's success and failure, the same as a management mechanism for his college-curriculum record. The expression of academic achievement through grading is also taken as a mechanism for assessing education, academic programs, and teaching. This article shows an analysis of overall academic achievement at the Universidad de Ibagué, based on the grades of students and teachers from the 2002-2008 cohorts. The study concludes that, in spite of being an academically important and administratively useful measure, grading does not replace the education-assessment's complex framework. There is a tendency to achieve grading-standardization in order to show teaching and learning processes normality, instead of using it as a transformation tool.

Keywords
University Curriculum, Social Assessment, Information Management.