

PHAROS ACADEMY

PHAROS ACADEMY GRADING POLICY 2025 -2026

Grading Categories and Weights

Pharos Academy Charter School's grading categories reflect the variety of assessments used to measure student learning. Each category is assigned a specific weight, indicating the proportion of the final grade that it represents. These weights ensure a balanced evaluation of student performance across multiple types of learning activities.

GRADES K -4

Category	Core Classes Grade Weight	Specials/ Electives Grade Weight
Homework	20%	n/a
Performance Tasks	15%	60%
Quizzes	15%	n/a
Projects	10%	40%
Tests	20%	n/a
Interim Assessments	20%	n/a

GRADES 5 -6

Category	Core Classes Grade Weight	Specials/ Electives Grade Weight
Homework	15%	n/a
Performance Tasks	15%	60%
Quizzes	15%	n/a
Projects	15%	40%
Tests	20%	n/a
Interim Assessments	20%	n/a

Grades 7-12

Category	Core Classes Grade Weight	Specials/ Electives Grade Weight
Homework	10%	10%
Performance Tasks	15%	15%
Quizzes	15%	15%
Projects	20%	40%
Tests	20%	20%
Interim Assessments	20%	n/a

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Grading Categories (Explained)

1. **Homework:** Homework is used for practice, preparation, and cumulative review. Teachers are allowed to give homework each day. As scholars advance through grade levels, the percentage of the final grade allocated to homework decreases. This shift reflects our expectation that older students take greater responsibility for their own preparation and come to class ready to fully engage in learning.

By gradually reducing the weight of homework, we place increased emphasis on performance in assessments, projects, and other demonstrations of mastery. This approach reinforces the importance of applying knowledge, thinking critically, and producing high-quality work, while still recognizing that preparation and practice remain important parts of the learning process.

2. **Performance Tasks:** Performance Tasks are biweekly activities/assignments directed by the teacher to be performed outside the classroom that gives students the opportunity to apply and master the material they learned the previous week.
3. **Quizzes:** Quizzes are a type of formative assessment that evaluates student understanding on recently learned material. Quizzes provide students with frequent opportunities to get feedback on their learning before a test.
4. **Authentic Projects:** An authentic project requires students to apply their content knowledge to a new situation. Authentic assignments are focused on real-world situations and their accompanying constraints; they can involve a real-world audience of stakeholders. Authentic assessments give students the opportunity to explore the relevance of their skills in a real-world setting.
5. **Tests:** Tests are a type of summative assessment that evaluates student understanding of a wider range of topics than a quiz. Tests give students the opportunity to make connections between various topics. The test category also includes interim assessments. Students will have the opportunity to retake exams for a higher grade.
6. **Interim Assessments:** An end of term assessment used to evaluate students' learning progress.

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Grading Scale

Letter Grade	Achievement Level	Numeric Range	GPA (High School)	GPA (AP/ Weighted) (High School)
A	Excellent	97-100	4.0	5.0
A	Excellent	93-96	4.0	5.0
A-	Excellent	90-92	3.7	4.7
B+	Good	87-89	3.3	4.3
B	Good	83-86	3.0	4.0
B-	Good	80-82	2.7	3.7
C+	Satisfactory	77-79	2.3	3.3
C	Satisfactory	73-76	2.0	3.0
C-	Minimum Passing Grade	70-72	1.7	2.7
F	Minimum Passing Grade	67-69	0.0	2.3
F	Minimum Passing Grade	65-66	0.0	2.0
F	Failure	Below 65	0.0	0.0
IF	Failure	Below 65 in 9 TH grade year	0.0	0.0
P	Passing	N/A	Excluded from GPA	Excluded from GPA

Incomplete Failure (IF) Grades

The grade of Incomplete Failure (IF) is a temporary grade given only to first-time 9th grade students who do not pass a course during their first year of high school. The IF grade is designed to support students in the transition to high school by preventing a failing grade from immediately lowering their GPA while they are still adjusting to the academic and organizational demands of a new environment.

An IF grade does not indicate that the student has met course requirements; rather, it reflects that the student did not achieve a passing grade during the term. This grade serves as an opportunity for the school to identify and address academic or social-emotional needs early, and for the student to receive targeted interventions, supports, and re-teaching.

Key Points About IF Grades:

- Awarded only to first-time 9th grade students.
- Applied when a student fails a course during their first year of high school.
- Intended to protect the students' GPA during their initial adjustment period.
- Students are still required to make up failed coursework to meet graduation requirements.
- The IF grade will be replaced with the earned grade once the student successfully retakes or recovers the credit.

This policy ensures that early struggles in high school do not permanently impact a student's academic record while still holding them accountable for mastering course content.

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Honor Roll Distinctions

Category	Term Grade Point Average	Additional Requirements
Principal's Honors Roll	95-100	No Grade Below a B (80)
High Honor Roll	89-94.99	No Grade Below a B (80)
Honor Roll	83-88.99	No Grade Below a B (80)

Grade Revision, Late, and Missing Assignments

This policy establishes clear expectations for assignment submissions, revisions, and the handling of missed work due to absences. Expectations are scaffolded by grade level to help students develop independence and responsibility as they progress.

Revisions by Grade Level

Grades K–12: Students may revise work in the Quizzes, Projects, and Tests categories (excluding interims). A parent and/or student can make a request for reassessment. A Request to Reassess Form must be submitted if the original work was on time and showed serious effort. Revisions must be completed within 5 business days of the grade being returned. Projects are not assigned in the last week of the trimester to allow time for revisions.

Late Work Policy by Assignment Type & Grade Level

Assignment Type	Grades K–4	Grades 5–6	Grades 7–12
Homework	20% deduction if late; not accepted more than 1 week after due date	20% deduction if late; not accepted more than 1 week after due date	20% deduction if late; not accepted more than 1 week after due date
Performance Tasks	10% deduction if 1–3 business days late; 15% deduction if more than 3 business days late but before grading period ends	Letter grade deduction if late; not accepted more than 1 week after due date	Letter grade deduction if late; not accepted more than 1 week after due date
Projects	10% deduction if 1–3 business days late; 15% deduction if more than 3 business days late but before grading period ends	10% deduction if 1–3 business days late; 15% deduction if more than 3 business days late but before grading period ends	Letter grade deduction if 1–3 business days late; two letter grade deductions if more than 3 business days late but before grading period ends

Missed Work Due to Absence

Work Type	Grades K–4	Grades 5–6	Grades 7–12
Homework	Not held accountable for homework assigned during absence	Due within same number of days as peers; countdown starts on return	Due within same number of days as peers; countdown starts on return
Projects/ Performance Tasks	Same number of business days as peers; countdown starts on return	Same number of business days as peers; countdown starts on return	Same number of business days as peers; countdown starts on return
Quizzes / Tests	Make-up arranged by teacher during intervention/lunch; zero if missed	Make-up arranged during 8th period or after school (T/W/Th); zero if missed	Make-up arranged during 8th period or after school (T/W/Th); zero if missed

Extra Credit (All Grades)

Extra credit is only awarded for effort-based assignments within the Homework or Performance Task categories. It is not available for assessments, projects, or tests.