



PORT WASHINGTON-SAUKVILLE SCHOOL DISTRICT

We educate all children to reach their greatest potential.

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Thomas Jefferson Middle School's Grading Guidelines during COVID-19 Digital Learning

The TJMS teachers have worked diligently to engage and connect with our students during this health crisis. Because digital learning has a unique set of challenges, our teachers have scaled back to teaching only the most essential content in the hope that students will be able to move forward in Fall as seamlessly as possible. Our efforts have been centered on our student's social and emotional well-being as well as academic content.

For many of our students, this change to digital learning has been very challenging. Many of our students need the extra support they receive daily from their teacher. Thankfully, many thrive with that support! While we have done our level best to provide that support, it is not the same as face to face instruction. And that same child, who was thriving with consistent, face to face support may now be struggling. That is certainly not their fault and it is heartbreaking. We believe our philosophy and grading scale must change in order to appropriately recognize and validate that student.

- The Principal's Advisory Committee (PAC) was charged with the task of creating a grading scale that provided greater leeway for our students and allows our teachers to exercise their professional judgment during these unusual times.
- The grading scale we are utilizing is based on those used in Target Based Learning.
- While TJMS is currently in the process of moving to Target Based Learning, this allows us to use one of the components of a system that we are moving towards.
- We wanted to avoid "the language of failure" during this stressful time. We feel we have created a grading system that recognizes the challenge we currently face and yet allows our students to work for and be recognized for their efforts.
- This grading scale also recognizes the student who may have struggled, in a much more gentle fashion than the traditional "D" or "F".
- Grading is always a bit stressful. We will grade our students knowing this is a far from ideal learning situation. We will err on the side of kindness and give our students the benefit of the doubt.
- Our hope is to create as little stress as possible and still assess our students accurately.

Grading Scale

Proficient (You Got It!)	Approaching (Almost Got It!)	Developing (Not Quite Yet!)	No Evidence
3	2	1	NE
<p>The student has demonstrated full evidence of learning and application in relation to the learning target(s) at this point in the school year.</p> <p>Evidence gathered indicates consistent understanding and application.</p>	<p>The student has demonstrated partial evidence of learning and application in relation to the learning target(s) at this point in the school year.</p> <p>Evidence gathered indicates progress is being made with identified gaps in understanding or application.</p>	<p>The student has demonstrated limited evidence of learning and application in relation to the learning target(s) at this point in the school year.</p> <p>Evidence gathered indicates there are some gaps in understanding or application- we will work on those!</p>	<p>The student has provided limited or no evidence of learning. For whatever reason, we were unable to connect. We will try again this summer or in the Fall!</p>

***Final assessment is always left to the professional judgment of the teacher.**