

Question

As much as I appreciate the consistency of using a comprehensive scoring guide, there are times when a student falls between two scores (i.e. the work is better than a meets standard rating but it is not quite an exceeds standards). Likewise, within a dimension, a student may perform well on one aspect but not in another. How do we take those circumstances into consideration? Is it all or nothing or is there some maneuvering room?

References

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