

# **APPENDIX J—CROSS-GRADE ARTICULATION EVALUATION**



## STANDARD SETTING CROSS-GRADE ARTICULATION EVALUATION

Think about the group conversations during the cross grade articulation committee, the knowledge, skills, and understanding that each grade-content group came to consensus on for each performance level, and your knowledge of the students and the content. When you look across all grade spans, do you judge the cut scores for each of the performance levels as too low, about right, or too high?

Grade		3	4	5	6	7	8	HS
Meeting Learning Standards with Distinction/ Meeting Learning Standards	Too High	<input type="checkbox"/>						
	About Right	<input type="checkbox"/>						
	Too Low	<input type="checkbox"/>						
Meeting Learning Standards/ Partially Meeting Learning Standards	Too High	<input type="checkbox"/>						
	About Right	<input type="checkbox"/>						
	Too Low	<input type="checkbox"/>						
Partially Meeting Learning Standards/ Not Meeting Learning Standards	Too High	<input type="checkbox"/>						
	About Right	<input type="checkbox"/>						
	Too Low	<input type="checkbox"/>						

Please provide any additional comments about the cut score placements across grade spans.