

**Sample SRC for FELE WPA Prompt #1 (High School ABC):**

Score Point	Supplemental Rating Criteria
6	<ul style="list-style-type: none"> <li>• Data findings must identify all of the following data trends:               <ol style="list-style-type: none"> <li>1. Learning gains for 9<sup>th</sup>-grade as whole are relatively unchanged.</li> <li>2. Learning gains for students in the lowest performing quartile in reading and mathematics are increasing.</li> <li>3. Learning gains for the students not in the lowest performing quartile are unknown.</li> </ol> </li> <li>• Communication               <ul style="list-style-type: none"> <li>○ Additional data are needed for all students.</li> <li>○ Focuses on the data provided and the additional data desired.</li> <li>○ Makes a well-supported case for why additional data are needed, what data are required, how the data will be gathered, and how the data will be used.</li> <li>○ Plan for gathering additional data includes disaggregating data at least by student and teacher.</li> <li>○ Develops hypotheses for further investigation.</li> </ul> </li> </ul>
5	<ul style="list-style-type: none"> <li>• Data findings must identify all of the following data trends:               <ol style="list-style-type: none"> <li>1. Learning gains for the 9<sup>th</sup>-grade as whole are stagnant.</li> <li>2. Learning gains for lowest 25% in reading and math are improving.</li> <li>3. Learning gains for other than lowest 25% are declining.</li> </ol> </li> <li>• Communication               <ul style="list-style-type: none"> <li>○ Additional data are needed for students not in the lowest performing quartile. Focuses on the data provided and the additional data desired.</li> <li>○ Makes a strong case for why additional data are needed, what data are required, how the data will be gathered, and how the data will be used.</li> <li>○ Plan for gathering additional data includes disaggregating data at least by student and teacher.</li> </ul> </li> </ul>
4	<ul style="list-style-type: none"> <li>• Two of three data findings with specific details.</li> <li>• Communication               <ul style="list-style-type: none"> <li>○ Focuses on the data provided and the additional data desired.</li> <li>○ Makes a adequate case for why additional data are needed, what data are required, how the data will be gathered, and how the data will be used.</li> </ul> </li> </ul>
3	<ul style="list-style-type: none"> <li>• One of three data findings with specific details.</li> <li>• Communication               <ul style="list-style-type: none"> <li>○ Based on data provided and data desired.</li> <li>○ Mentions what additional data are needed and how they will be collected.</li> <li>○ Insufficiently clear for the reader to determine with precision how data are being used and what additional data are important.</li> </ul> </li> </ul>
2	<ul style="list-style-type: none"> <li>• One of three of the data findings with generic statements.</li> <li>• Communication               <ul style="list-style-type: none"> <li>○ Misstatements of data findings.</li> <li>○ Plan for additional data nonexistent or misaligned.</li> </ul> </li> </ul>
1	<ul style="list-style-type: none"> <li>• Data interpretation nonexistent or wrong, many errors.</li> <li>• Communication nonexistent or misaligned with data findings and needed resources.</li> </ul>