

### Sample SRC for FELE WPA Prompt #3 (Weekly Test Scores):

Score Point	Supplemental Rating Criteria
6	<ul style="list-style-type: none"> <li>• Data findings must have specific details from the data table. Should identify all of the following data trends:               <ul style="list-style-type: none"> <li>○ Overall consistent class average performance in mathematics test scores.</li> <li>○ Class average scores rank above the benchmark in all weeks.</li> <li>○ Significant drop in class average performance in mathematics test scores for week 5.</li> <li>○ Fluctuations in target student's mathematics test scores for weeks 1 through 7.</li> <li>○ Steady improvement in target student's mathematics scores for weeks 8 through 10.</li> </ul> </li> <li>• Communication               <ul style="list-style-type: none"> <li>○ Data analysis fully and accurately supports professional development to improve target student's mathematics performance.</li> <li>○ Describes and explains at least one professional development opportunity, with multi-tiered intervention strategies, to improve the target student's mathematics performance.</li> <li>○ Plan describes at least two appropriate methods of monitoring instructional improvement in mathematics performance, with specific details and examples.</li> </ul> </li> </ul>
5	<ul style="list-style-type: none"> <li>• Four of five data findings, with specific details.</li> <li>• Communication               <ul style="list-style-type: none"> <li>○ Data analysis supports professional development to improve target student's mathematics performance.</li> <li>○ Describes and largely explains at least one professional development opportunity, with multi-tiered intervention strategies, to improve the target student's mathematics performance.</li> <li>○ Plan describes at least one appropriate method of monitoring instructional improvement in mathematics performance, with specific details and examples.</li> </ul> </li> </ul>
4	<ul style="list-style-type: none"> <li>• Three of five data findings, with some specific details.</li> <li>• Communication               <ul style="list-style-type: none"> <li>○ Data analysis may be incomplete but supports the need for professional development to improve target student's mathematics performance.</li> <li>○ Describes one professional development opportunity, with multi-tiered intervention strategies, to improve the target student's mathematics performance. Provides some explanation.</li> <li>○ Plan describes one method of monitoring instructional improvement in mathematics performance, with some details and/or examples.</li> </ul> </li> </ul>
3	<ul style="list-style-type: none"> <li>• Data findings are stated in general terms, with little detail.</li> <li>• Communication               <ul style="list-style-type: none"> <li>○ Overall data analysis is general, incomplete, may contain some errors, and supports a need for professional development with few details or examples.</li> <li>○ Describes one professional development opportunity with little explanation or an inaccurate explanation.</li> <li>○ Plan describes one method of monitoring instructional improvement in mathematics performance, but provides few details or examples.</li> </ul> </li> </ul>
2	<ul style="list-style-type: none"> <li>• Data findings are described with generic statements and no detail.</li> <li>• Communication               <ul style="list-style-type: none"> <li>○ Overall data analysis is incomplete, inaccurate, and lacks details regarding a professional development need.</li> <li>○ Describes one professional development opportunity that does not align with the identified need and includes no explanation.</li> <li>○ Plan mentions the need to monitor instructional improvement in mathematics but provides no details.</li> </ul> </li> </ul>
1	<ul style="list-style-type: none"> <li>• Data findings are nonexistent or wrong; many errors.</li> <li>• Communication nonexistent or misaligned with data findings and needed improvement.</li> </ul>