

Preparing Your Intermediate Performance Assessment Suggestions from the College of Education

1. Read the standard and the aspects. Carefully read the scoring rubric including the scoring level descriptors and definitions.
2. Select a lesson plan. Check the lesson plan for problems with a mismatch between the objectives, activities and assessment of the lesson. No matter how fabulous the activities are or how well the students responded to them, if the lesson's learning objectives cannot be at least partially met through the activities, the lesson cannot be successful. Also remember that the lesson's project, such as making a terrarium or creating a cloud chart, is not the learning objective, the activity is the means you use to help the student understand a concept or gain/practice a skill. Make sure your objectives state what you want the kids to learn from your teaching and not the activity the students will be doing. Make sure the lesson plan does not have any errors in content.
3. If appropriate, select samples of student work that provide evidence. Particularly in standards 1, 3,5 and 6, student work and student responses can provide good evidence.
4. Identify evidence within your plan and from student work. Highlight the section or mark it in some way so you can direct the reader to it easily. As you select evidence, review the aspects of the standards. One "piece of evidence" can be used to support inclusion of more than one aspect.
5. Formatting: Write your report like two separate reports, one for each standard and do NOT address each aspect in a separate section.
 - a. Introduction: Setting up your basic argument then lay out your plan for proving it. You can introduce both standards in one introduction or write a separate introduction for each. For some pairs of standards, a single introduction works well, for example *active learning* and *critical and creative thinking*.
 - b. Section for Your First Standard.
 - c. Section for Your Second Standard
 - d. A simple organization plan for each standard section is to use a paragraph to present each piece of evidence. Cite the evidence identifying its location in your supporting documents, then explain why it is evidence of the standard and support your arguments with theory.
 - e. Closing arguments
6. Use the first person and use an active voice. These essays are talking about your work. You did it so say, "I selected this" NOT "This activity was selected ..." It is a misconception that academic writing must be in the third person.
7. As you explain why a segment of the plan is evidence, you can talk about why you selected a particular activity and point out appropriate (appropriate for the standard) function of the segment in the lesson. With student work explain what the work shows and provide context if necessary.

8. Follow the writing process - Have some one else read your work for content. Make content corrections. Then read it for language mechanics (spelling, grammar, punctuation).

Tips for IPA - Learning Objectives / Learning Outcomes for students

To provide context, the reviewer will look at the attached lesson plan to see what the grade level is and what the objectives are. This, by the way, is the only time the reviewer will look at the lesson plan or any of the attachments unless directed to look by the writer. The objectives provide a context for the activities help the reader to understand what you, the teacher, wanted to do.

Objectives, or learning outcomes, should identify the knowledge or skill you want your students to learn (or practice or apply) during the lesson. Reading a story or making a cloud chart are activities, not objectives. In the objective, you want to say why the students are reading the story or making the chart. A common problem is too many objectives. List only the objectives that identify the focus of that lesson. For every objective, you have to have a plan for evaluating the progress of the students toward that object. It is okay to have only one objective. As you write the objective, have a clear picture in your mind of what it will look like or sound like when the student attains the objective. Having a clear objective will enable you to prepare an effective lesson.