

**SAMPLE IPA Score Sheet
Standard #3 (Critical Thinking)
Grade Two**

Name: Student C

Standard: #3 Critical Thinking

		Numeric Score	Comments
Understanding		3	Student C shows a strong understanding of the standard. The evidence she presents clearly shows that her teaching has facilitated the critical thinking of the students.
Aspects		2	Student C addresses all but the 4 th aspect (reflection on the learning process). She gets the students thinking right at the start of the lesson with her “box” activity. The responses show that the students drew on that activity as they did the first small group activity which had the students discussing and assessing their ideas. The “weight ordering” activity provides a learning environment that encourages students to create innovative strategies.
Presentation	Style	2	Student C unnecessarily repeated the student quotes she cited as evidence. She could have provided more explanation of why these showed critical and creative thinking.
	Vocabulary	2	Discussion shows an understanding of Bruner’s theory. She did not explain how the activities in her lesson demonstrated a spiral organization.
	Evidence	3	The evidence presented took a variety of forms: student oral responses, written work and descriptions of activities
	Writing	2	Writing was awkward
Pedagogy		2	Student C’s student responses showed clear evidence that her student were thinking critically. She could have included more discussion of how the activities worked together to support student learning and creative thinking.

Overall Score for THIS Standard: $((2+2+3+2)/4)+3+2+2)/4 = 2.3125$

To get the overall score for an individual standard, add the presentation marks together (2+2+3+2) and divide by 4. Then add that result to the remaining scores (2.25+3+2+2) and divide by 4. To get the overall score for the entire IPA, add the two individual scores and divide by 2.