

**SAMPLE IPA SCORE SHEET**  
**Standard #4 (Real World Connections)**  
**Grade One**

Name: Student D

Standard: #4 Real World Connections

		Numeric Score	Comments
<b>Understanding</b>		<b>2</b>	In the motivation, Student D connected the topic to the experience of the students and to the real world. He shows three colored pictures of the winter season and a large 3-foot model thermometer. Good start but he needs to go farther. His theoretical presentation in the first two paragraphs is good but there is little connection to the lesson plan.
<b>Aspects</b>		<b>1</b>	Student D addresses only the first aspect - in the motivation. Children have few other opportunities to draw on personal experiences as a context for applying new knowledge. Children are not offered any hands-on, concrete, or interesting activities to do. Real thermometers for each student would greatly enhance the learning outcomes. No connections were made to current temperatures or yesterday's temperature.
<b>Presentation</b>	<b>Style</b>	<b>2</b>	Student D makes a good start and has a good plan for his presentation but the lesson plan presented as evidence does not support the presentation
	<b>Vocabulary</b>	<b>1</b>	Student D wrote the term "constructivist theory" but he has not demonstrated how to apply it to first grade children. The lesson as written, is passive, and contains little opportunity for higher order thinking. The focus is on visual and auditory learning; no allowance has been made for kinesthetic learners. He writes "theory of multiple intelligences" and refers to visual/spatial learners (one of the eight categories of special abilities or multiple intelligences.), but doesn't incorporate respective representational instructional strategies: graphic representation, drawing, guided imagery, etc. into his lesson.
	<b>Evidence</b>	<b>2</b>	Student D presents multiple pieces of evidence and explained his reasons for using several but the selected lesson does not demonstrate the ability to make real world connections throughout the lesson.
	<b>Writing</b>	<b>3</b>	Few errors, non distracting
<b>Pedagogy</b>		<b>1</b>	The emphasis is primarily on recognizing a few vocabulary words that are loosely related to winter and temperature. The accompanying story sounds like an excerpt from an old, retired basal from the 70's. This science lesson plan is not developmentally appropriate for first grade learners. Written plans for young children should incorporate some interesting, authentic, hands-on exercises designed to promote learning outcomes. First grade students need to actively explore materials, draw a figure with appropriate winter attire, count lines between degrees, obtain an actual readings, develop inquiry skills, etc.

**Overall Score for THIS Standard:  $\frac{((2+1+2+3)+2+1+1)}{4} = 1.5$**

To get the overall score for an individual standard, add the presentation marks together (2+1+2+3) and divide by 4. Then add that result to the remaining scores (2+2+1+1) and divide by 4. To get the overall score for the entire IPA, add the two individual scores and divide by 2.