

**SAMPLE IPA SCORE SHEET**  
**Standard #5 (Reflective Thinking)**  
**Grade Three**

Name: Student E

Standard: #5 Real World Connections

|                      |                   | Numeric Score | Comments   |
|----------------------|-------------------|---------------|--|
| <b>Understanding</b> |                   | <b>2</b>      | Student E demonstrates a basic understanding of the standard. She has a clear understanding that assessment should drive instruction as she demonstrates in paragraph #3. She does not build a strong connection between the activities and their support of the objectives. She uses the student work as evidence of her success. She does not look at the lesson’s activities but only the structure of the assignment.  |
| <b>Aspects</b>       |                   | <b>2</b>      | Student E touches on all of the aspects. In the first she uses student work but does not refer to the objectives. She demonstrates knowledge of her students in her reflection of their past work. The activities of her lesson clearly show an understanding of scaffolding. In paragraph 3, she shows a sense of fairness and interest in providing entrance into the instruction for all children. That there is no clear link between the lesson and the objectives is a major weakness. |
| <b>Presentation</b>  | <b>Style</b>      | <b>2</b>      | Student E presents a good case for the skill of her reflective practice. Student E’s lack of reference to her lesson’s objective as well as to the value or weakness of the individual instructional activities weakens her overall presentation.  |
|                      | <b>Vocabulary</b> | <b>3</b>      | Good use of scaffolding and “zone of proximal development.” Indicates an understanding of what they contribute to sound lesson design  |
|                      | <b>Evidence</b>   | <b>2</b>      | She draws evidence from her lesson plan and student work and provides support for her selections. She does little to relate to the objectives of the lesson  |
|                      | <b>Writing</b>    | <b>2</b>      | The writing is acceptable to transmit purpose but reveals some unacceptable mechanics and syntax.  |
| <b>Pedagogy</b>      |                   | <b>2</b>      | Assessment has a clear focus on the students’ performance. She does discuss what the children need in the future lesson but is less specific on what she will teach differently. The discussion of the value of the activities in relationship to the objectives is weak.  |

**Overall Score for THIS Standard:  $\frac{((2+3+2+2)/4)+2+2+2}{4} = 2.0625$**

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