

Intermediate Performance Assessment Scoring Notes

Introduction

The Intermediate Performance Assessment (IPA) was developed in response to a regulation of the Pennsylvania Department of Education which requires using performance assessments to guide decisions during the teacher education program. The assessment is required to be taken and passed in order to be placed in student teaching.

The Temple Education Faculty developed 6 standards that, they believe, describe the qualities of an effective teacher. Faculty members use these standards to guide the development of their course syllabi. At the completion of the teacher education program, teacher candidates will have had instruction to help them meet all of these standards in their teaching practice. The intermediate assessment measures progress toward these standards part way through the program, and is followed by the Senior Performance Assessment (SPA) near the end of the program.

Scoring

The IPA is scored on four criteria: *Understanding, Aspects, Pedagogy, and Presentation*. The first three criteria (*Understanding, Aspects, Pedagogy*) are assessed through a reflective essay which must be supplemented with supporting evidence (e.g. lessons plans student work, handouts, etc.). The essay is also scored on a 4th criterion, *Presentation* which is scored in 4 areas: style, vocabulary, evidence and writing. Candidates who fail to present supporting evidence to demonstrate understanding, aspects and pedagogy, can receive a score no higher than two(2) in any of these areas and will not pass the assessment.

#1: Understanding: *Candidates who demonstrate deep understanding must illustrate a command of the specialized teaching knowledge covered in the standard; their knowledge can be characterized as deep and penetrating; furthermore, their explanations demonstrate that they understand the interrelationships between the concepts addressed by the standard, and they are able to connect the concepts to other knowledge.*

Expectation: Candidates will be expected to describe and refer to the supporting evidence as part of the reflective essay. Candidates select several portions of a lesson plan, developed as part of course work, that illustrate what the standard looks like in practice (evidence). Candidates then explain why this evidence illustrates the standard. If the lesson has been taught to the target age group, the candidate may also use student work to illustrate the implementation of the standard.

#2: Aspects: *Candidates put the standard into practice in a variety of ways. (See aspects in the definition section of each standard.)*

Expectation: Candidates choose selections that illustrate the aspects of the standard as they select evidence of the standard in a lesson plan or other document. By demonstrating the aspects, candidates are also showing their understanding of the standard in practice.

#3: Pedagogy: *Candidates are skilled in the science and art of teaching. Their conversations about pedagogy are student centered and reflect a teaching repertoire that grows from the needs and learning styles of students.*

Expectation: Candidates demonstrate their skill in pedagogy by presenting their reasons for selecting particular instructional strategies (presented as evidence) and supporting their selections with appropriate theory.

#4: Presentation:

Style: *Candidates not only describe the teaching events, but explain why specific strategies were selected and used.*

Expectation: Candidates make explanations as part of a persuasive essay that illustrate understanding of the standard.

Vocabulary: *Candidates draw on the terms within pedagogical theory, even cite authorities, as they provide explanations for the actions taken in a learning activity.*

Expectation: Candidates use terms and theories to support the rationale for selecting a particular teaching strategy. Candidates show understanding of the term or theory by presenting the term or theory in a rich context.

Evidence: *Candidates select multiple sources of evidence from their or their students' work to demonstrate competence. This evidence may be drawn from unit plans, lesson plans, instructional artifacts, video tape, and samples of student work. Candidates explain how evidence provided supports the standards.*

Expectation: Candidates must specifically identify the location of evidence within the attached lesson plan or student work so the reader can locate it easily. If the candidate gives no direction to the reader to look at part of the plan, the scorer will only look at the plan to check for age level of target audience and learning objectives (outcomes) for students.

Candidates must submit a lesson plan as part of their IPA. The lesson plan provides the reader with the context (audience and objectives). The reader may also need to use it as a reference. For standards, 2, 5 and 6, the lesson plan is an especially important source of evidence.

In an acceptable paper, candidates will cite two to four pieces of evidence for each standard and provide explanatory remarks for each piece of evidence cited.

Writing: *Candidates write with clarity and organization, use complete sentences, and use the correct mechanics (spelling, capitalization, punctuation) and usage (e.g. pronoun references, subject_verb agreement).*

Calculating the Score

Each standard receives seven (7) scores. The four scores received for presentation are averaged together to create an over all *Presentation* score. Then the scores for *Understanding*, *Aspects*, *Pedagogy* and *Presentation* are averaged together to create a single score for the standard.

Finally the scores for the two standards are averaged together to determine the score for the IPA.

A score of 2.00 is needed to pass.