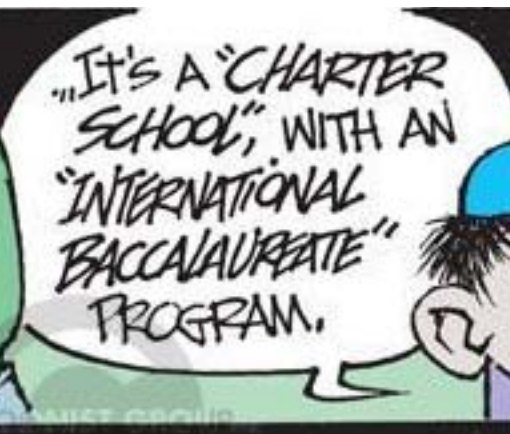




I JUST FOUND OUT DAD'S SENDING ME TO A NEW SCHOOL....



"IT'S A "CHARTER SCHOOL," WITH AN "INTERNATIONAL BACCALAUREATE" PROGRAM.



I'M NOT SURE WHAT THAT MEANS.



I THINK IT'S LATIN FOR "YOU MIGHT HAVE TO ACTUALLY STUDY..."



BUT WHAT IF I LOSE TOUCH WITH... YOU KNOW....



..MERITOCRACY?



THERE'S ALWAYS TELEVISION...

Moving targets are hard to hit!



Norm-referenced assessment: the target moves depending on the strength of the class and where the teacher decides to set the average

Criterion-related assessment: everyone is aiming at the same target



Which chef would you hire?



B+



On a scale of 7:
6 for nutrition knowledge
7 for cooking skill
6 for understanding what kids like
7 for hygiene (cleanliness)



**3rd best in a
class of 27**

What makes a good sand sculpture?



Some ideas:

- size (area)
- realism
- imagination
- decoration
- height
- beauty
- how many people worked on it
- finish
- durability
- type of sand/ materials
- link to literature or culture

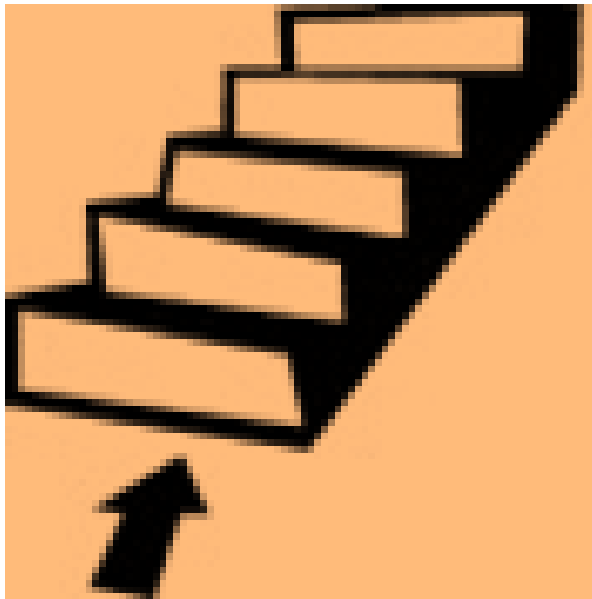
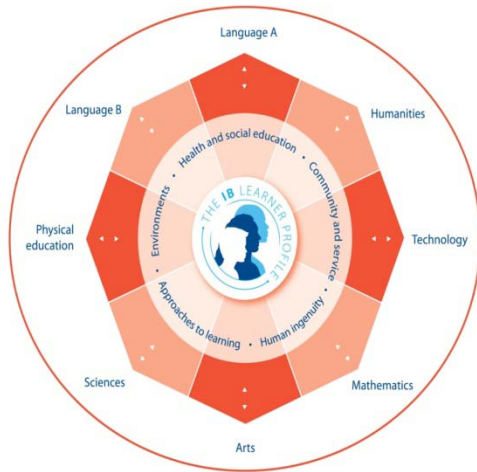
Good judgments require clear standards

How healthy was your breakfast?



Level	Descriptor
0	I didn't have any
1	Junk food
2	At least one fruit
3	Fruit, whole grains, low-fat protein

Achievement levels: stairways to success



Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1–2	Little ability is shown in the application of skills. The student can assemble information but this lacks detail or is not always relevant to the topic. The work is mainly descriptive or narrative with minimal evidence of analysis, valid conclusions, judgements or decisions.
3–4	Limited ability is shown in the application of skills. The student can assemble and organize information which, though lacking in detail, is mostly relevant to the topic. The work, although mainly narrative and lacking in depth of analysis, demonstrates the ability to arrive at simple conclusions, judgements or decisions.
5–6	Satisfactory ability is shown in the application of skills. The student is able to assemble and organize detailed and relevant information. There is evidence of analysis in the work which demonstrates the ability to formulate conclusions, judgements or decisions, although these are not always well supported.
7–8	Skills are applied in a clear and consistent manner. The student is able to assemble and organize very detailed and relevant information. Appropriate analytical skills/techniques are effectively utilized with some evidence of critical awareness , demonstrating the ability to formulate valid and well supported conclusions, judgements or decisions.
9–10	Application of skills is excellent . The student is able to assemble and organize very detailed information. Appropriate analytical skills/techniques are used very effectively together with a high degree of critical awareness, showing the ability to formulate valid and fully supported conclusions, judgements or decisions.

Of course you need to do homework!



and class work too!



YOU AND YOUR TEACHERS NEED TO KNOW HOW YOU'RE DOING- are you ready for the big project, performance or test?

WORK HABITS COUNT- teachers record and report on how you're doing

EVERYONE NEEDS PRACTICE- there's not enough time in school to build good habits and make tough new skills seem easy

YOU HAVE TO REVIEW OVER TIME IN ORDER TO REMEMBER WHAT'S IMPORTANT- it's just the way our brains work

Sometimes you have to try again



Teachers won't hold your mistakes against you and your grade as long as . . .

1. You tried your best the first time
2. You learn from your mistakes
3. You work hard to correct what went wrong
4. You take advantage of all the ways your teachers are available to help
5. You respect deadlines and understand that there's a lot to learn

What's important is that you master the skills and understanding required in each subject.

