

## Assessment and Record-keeping Policy

### **PURPOSE**

The purpose of this policy is to ensure that systematic assessment and record keeping takes place at Montessori Córdoba

### **ASSESSMENT IN MONTESSORI CORDOBA**

Teachers use formative assessments as part of their daily routine, following each and every student. Each student's interests and progress are individually observed, assessed, and recorded. The teacher makes notations about lessons regarding presentations, practice, and mastery. They closely monitor which materials the student is using and whether they are working with them successfully or if they are making errors. Daily observation is paramount in a Montessori classroom and together with detailed record-keeping is used for diagnostic purposes to enhance each child's learning.

### **SCOPE OF THE STUDENT ASSESSMENT AND REPORTING POLICY**

Assessment at Montessori Córdoba is an ongoing process which informs teachers' future planning and teaching to ensure the best learning opportunities for the students.

- A. The Programme Coordinator
- B. Teachers
- C. Reporting to parents and guardians

#### **A. THE PROGRAMME COORDINATOR**

Over the year, the Programme Coordinator is responsible for overseeing the record keeping of the teaching staff in their programme.

They must ensure that teachers are able to observe and record accurately each day each child's individual activity and progress. The Programme Coordinator organises regular class team meetings so that teaching teams effectively analyse their observations and record-keeping.

The Programme Coordinator liaises with the Head of Administration to ensure that the *Montessori Compass* record-keeping system is prepared and runs to a systematic timetable to deliver reports to families at the end of each term.

The Programme Coordinator works in conjunction with the SEN officer to ensure that the assessment of individual children with special needs is adapted accordingly.

## **B. TEACHERS**

Every child from 1-year-olds in the Infant community to the final year of Elementary at 12-years old, has a profile on Montessori Compass in which the teacher records each individual child's progression through the sequence of activities in each area of the curriculum.

Teachers may choose to use paper charts in class or to make observations in notebooks, these observations must then be written up on the Montessori Compass system.

Teachers closely monitor which materials the student is using and whether he is working with them successfully or if he is making errors. Based on her observations and record-keeping, the teacher plans to present new material or modify previously presented material for additional understanding.

In the Elementary class, child work plans are introduced when the child is considered ready to manage it. At this point one-on-one conferences with the child contribute to the teacher's effort to assess every child's progress.

## **C. REPORTING TO PARENTS AND GUARDIANS**

There is a Curriculum Information evening at the beginning of the year in a class meeting - outlining programs, expected outcomes and explaining assessment reporting procedures.

Two Parent/Teacher tutorials periods take place; one in December and one in June. These interviews are documented by classroom teachers and a written record is filed.

Systematic progress reports are sent to families at the end of each semester (2 per year). Each report includes a qualitative comment from the teacher which is constructive and positive. The aim of the reports is to give the parents and guardians an understanding of the academic, personal, social and physical achievements attained by the students.

Nothing contained in these reports should come as a surprise to parents and guardians. Informal meetings occur as required – and any problems raised as they occur.

Children to be developing outside of our expectations is referred to our SEN coordinator for evaluation (See SEN policy).

## **AUTHENTIC ASSESSMENT FOR MASTERY**

Teachers note when children have been presented with an activity and then makes regular observations as the child works with a material until they reach mastery level.

Levels of mastery are recorded in a numerical, percentage system of 0-100%, which in some charts is recorded with a triangle system, here are the equivalences:

10%-30% = /  
 30%-50% = ^  
 50%-70% = △  
 70%-90% = ▲  
 90%- 100% = ▲

presented  
  
 mastery

*Be aware that a level of mastery can come and go, and observe for these changes, encouraging children to revisit lower sequence levels when and if necessary.*

Please consult the **Assessment for Mastery and Topic Rubrics** to rubric to guide these levels.

### **CONTROL OF ERROR**

Many of the Montessori materials have a built-in control of error, which gives the student immediate feedback on his progress. The control of error allows the student to self-correct his mistakes and continue practicing without adult intervention. This low-stakes assessment gently guides the child to mastery. The child has control of his own learning, building self-esteem and self-worth along the way. He knows from the materials when he is ready move on.

### **SELF-ASSESSMENT IN ELEMENTARY**

Self-testing is introduced to the elementary level students, normally in the upper-elementary programme. Children can take tests similar to those found in tradition school programmes in order to assess their own knowledge in an area and prepare their future work accordingly.

Introducing Elementary students to timed-testing and test-type questions, helps them to adapt to Traditional School Adolescent programmes.