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Assessment and Reporting Policy

Rationale

The purpose of assessment and reporting at Margaret River Montessori School (MRMS) is to improve student learning, to provide information on student learning and to contribute to the efficacy of learning programmes. Assessment is the ongoing process of gathering evidence for and of learning. This evidence will be used to give recognition and timely feedback to the learners and all other stake holders. Assessment and reporting will reflect best practice that supports the learner and the teacher in the promotion of student achievement according to the Montessori Principles, National Montessori Curriculum. This has been approved by the federal body, Australian Curriculum and Assessment Authority (ACARA), and by the state body, School Curriculum and Standards Authority (SCSA), and reflects the SCSA Reporting Policy.

Assessment of Students in Junior Primary:

Teachers use a range of methods to document the evidence of student learning and understanding. These include observations, anecdotal records, photographs and graphic representations, student self-reflection and the Individual Student Progress Report for each individual student completed over a 3 year learning cycle. These individual reports closely monitor student progress and include a 5 point scale which correlates with the reporting scale and assists with making sound judgements in all curriculum areas in the bi-annual written reports.

In addition teachers have written records of progress with comments as well as annotated pieces of students' work that form part of a student portfolio.

The Sounds Write Diagnostic Test replaces the Phonological Awareness Assessment for children in K to 1, as a means of ensuring targeted teaching and identifying specific areas of strengths and weaknesses in terms of Literacy skills. The WA state On-Entry Assessment (previously we used PIPS) in Numeracy and Literacy skills to occur in February for children of Pre-Primary age. Follow up analysis of data to be provided to identify students who will require extra support and intervention with Documented Plans formulated and Literacy/ Numeracy Support staff time and program implemented. (Please refer to Students at Educational Risk Policy). Progress through the curriculum is determined also by teachers using the Montessori Indices in combination with teacher observations and work samples.

The Maths Assessment Interview Kit can be conducted with students who are experiencing difficulty to determine specific areas of need.

Assessment of Students in Middle/Upper Primary and the Adolescent Program:

Teachers use a range of methods to document the evidence of student learning and understanding. These include observations, anecdotal records, student self-reflection and teacher/student conferences, photographs and graphic representations and the Individual Student Progress Report for each individual student completed over a 3 year learning cycle. These individual reports closely monitor student progress and include a 5 point scale which correlates with the reporting scale and assists with making sound judgements in all curriculum areas in the bi-annual written reports.

Additionally teachers will have written records of progress with comments as well as annotated pieces of students' work, which are collated in student portfolios.

Students in both Middle Primary and Upper Primary are assessed using the Montessori progressive indices extending to all curriculum learning areas as per Individual Student Progress Reports and the Whole School Curriculum and Assessment Plan. All of the above are used in conjunction with the following assessment tools:

For all students:

	Beginning of Year All students	Mid Year All students	End of Year All students	For students experiencing difficulty, for extra data analysis:	Class may select from the following to determine student groupings	Tracking of Subjects other than English and Maths	On going
Pre-Primary	On Entry – Reading, Speaking & Listening, Writing, Numeracy	Sounds Write Diagnostic Assessment	Sounds Write Diagnostic Assessment	The following assessments would be undertaken on a one-on-one basis: YARC Phonics and Reading Maths Interview	n/a	Teachers report to Deputy Principal at end of each semester reporting cycle number of students who have achieved each 'grade' level on the 5 point scale in each subject area in their class. These are recorded in a central database.	Teachers at all levels use regular observation as the main form of assessment as consistent with Montessori Philosophy. Teachers observe, monitor, track and record patterns of movement, work practices, learning behaviours, learning how to learn skills, independence, persistence, time management, collaboration and of course academic attainment.
Year 1	On Entry – Reading, Speaking & Listening, Writing, Numeracy		PAT Maths PAT Reading		SA Spelling		
Year 2	On Entry – Numeracy		PAT Maths PAT Reading		Sounds Write Diagnostic Assessment		
Year 3	NAPLAN Reading Comprehension, Writing, Spelling, Punctuation & Grammar		PAT Maths PAT Reading PAT Spelling PAT Punctuation & Grammar		Informal Prose Inventory		
Year 4			PAT Maths PAT Reading PAT Spelling PAT Punctuation & Grammar				
Year 5	NAPLAN Reading Comprehension, Writing, Spelling, Punctuation & Grammar		PAT Maths PAT Reading PAT Spelling PAT Punctuation & Grammar				
Year 6			PAT Maths PAT Reading PAT Spelling PAT Punctuation & Grammar				
Year 7	NAPLAN Reading Comprehension, Writing, Spelling, Punctuation & Grammar		PAT Maths PAT Reading PAT Spelling PAT Punctuation & Grammar				
Year 8			PAT Maths PAT Reading PAT Spelling PAT Punctuation & Grammar				
Year 9	NAPLAN Reading Comprehension, Writing, Spelling, Punctuation & Grammar		PAT Maths PAT Reading PAT Spelling PAT Punctuation & Grammar				

PAT – Progressive Achievement Tests

NAPLAN – National Assessment Program Literacy and Numeracy

YARC – York Assessment of Reading Comprehension

Teaching staff mark, analyse and record student standardised scores and corresponding ages and use relevant data for future planning and Documented Plans as required. The Documented Plans are the responsibility of class teachers and should be formulated in consultation with parents and support teacher. (Please refer to Students at Educational Risk Policy). All Students' standardised assessment data is collected, recorded and analysed by the Deputy Principal to highlight intervention, resource allocation and inform whole school student achievement goals. All records are to be kept on student and teacher file and transferred to School archives.

Sharing Student Progress with Parents

There are many ways in our school that parents are kept informed about their child's progress and achievement. The following table is used to communicate this to parents:

		Observations / Classroom Visits	Meetings with Teachers	Portfolios	Seesaw	Written Report
Junior Primary	Pre-Kindergarten and Kindergarten	Usually we encourage parents/carers to undertake observations of their child at least twice per year and visit classrooms as often as possible.	Parent/Teacher meetings should occur at least twice per year either at the request of the Teacher or the Parent or both.	These are maintained throughout the year for each child and are presented to them to keep as a memento at the end of JP, MP and UP.	n/a	A written report is not required. Parents can request to view their child's portfolio at any time.
Junior, Middle and Upper Primary	Pre-Primary to Year 6	Please email your child's class teacher if you would like to know more about how your child is going at School and we can provide other ways of following your child's progress at School. Every day at pick up Parents are welcome to visit their child's classrooms (unless a meeting is scheduled) for "Come and See My Job" Days.	If you have not recently had a meeting with your child's class teacher and would like a meeting please email them to make this arrangement.	Portfolios can be viewed at any time upon request. Portfolio celebrations are an opportunity held at the end of each year for parents to visit classrooms and for children to showcase their work to their parents.	From Middle Primary onwards, Students are slowly introduced to Seesaw. Children post samples of their own work to share with their parents via Seesaw Family. Parents can comment and communicate with teachers this way as well.	Students receive two full written reports per year as per State and Federal Government requirements and approval of the Montessori Curriculum and reporting process. Written reports demonstrate the child's level of progress and achievement against the state achievement standards and are therefore a chance for parents to see their child's progress and achievement as comparable to that of all students in Western Australia.
Adolescent Program	Year 7, 8, 9			For the AP, students utilise the Big Picture Framework for creating and maintaining their portfolios.		

Reporting

Reporting on assessment at MRMS includes communicating what students know, understand and can do. Reporting involves parents, students and teachers as partners and is honest, comprehensive and understandable to all parties.

Formal Written Reports are presented to parents at the end of Sem 1 and Sem 2 as outlined in the following table:

Formal Written Reports for Each Phase of Learning	Sem 1	Sem 2
Pre Kindy and Kindy	Parent interview without child. Portfolio can be viewed at any time.	Portfolio Celebration with parents, Teacher and child.
Pre-Primary	Written report to parents plus parent interview without child. Portfolio can be viewed at any time.	Written report to parents presented by teacher and child to parents with a Portfolio of Work at a Portfolio Celebration.
Middle Primary (Yrs 1-3)	Written report, including student self-reflection, plus parent interview without child. Portfolio can be viewed at any time.	Written report to parents, presented by teacher and child to parents with a Portfolio of Work at a Portfolio Celebration.

Upper Primary (Yrs 4-6)	Written report, including student self-reflection, plus parent interview without child. Portfolio can be viewed at any time.	Written report to parents, presented by teacher and child to parents with a Portfolio of Work at a Portfolio Celebration.
Adolescent Program (Years 7, 8, 9)	Written report, including student self-reflection, plus parent interview without child. Portfolio can be viewed at any time.	Written report to parents, presented by teacher and child to parents with a Portfolio of Work at a Portfolio Celebration.

Reporting to parents also occurs in the following ways:

- Parent Information Sessions (approx. once a term).
- Parent/ student sharing sessions, Come and See My Job Day (once a term).
- Parent observations (as needed/wanted).
- Conferences: parent-teacher, parent- student-teacher, student-teacher and student led (as needed/wanted).

MRMS's reporting practices reflect the SCSA Reporting Policy and as approved through the SCSA "gaining recognition of an alternative curriculum (and/or reporting on student achievement) that aligns with the Western Australian curriculum and assessment outline" process.

When reporting, the above assessment methods for each learning level allow teachers to make an on-balance judgement (taking all of the assessments into balanced consideration) of progress against the WA Curriculum achievement standards.

Written reports include assessment based on a 5 point scale with clear descriptors of the expectations and achievement standards (as aligned with the Achievement Standards described in the SCSA WA Curriculum and Assessment Outline).

How do teachers know what word to allocate to a student in their report?

At MRMS we monitor the individual educational journey of each student and strive to assist them to enjoy their learning and to progress in their learning. To communicate the progress of this individual journey we need to make an 'on balance' judgement about an individual student's progress against the Achievement Standard for the Curriculum Area in the Year Level that student is working in.

E.g. Johnny is in JP and is in Year 1. In his report for Language his teacher needs to make an 'on balance' judgment about Johnny's progress in Language against the ACARA Achievement Standard for English for Year 1.

What is an 'on balance' judgement?

Making judgements about student achievement should be evidence-based, holistic and on balance.

Throughout the semester, teachers assess student progress through observation, work samples, tasks and activities focusing on relevant aspects of the curriculum.

Towards the end of the semester, teachers consider a variety of evidence drawn from a range of assessment activities and make an on-balance judgement (taking all of the above into balanced consideration) of progress against the achievement standards. Adapted from

https://www.eduweb.vic.gov.au/.../Making_onbalance_judgements.ppt..p...

Reporting to the Governing Body

Each year the Principal and Deputy report to the School Council on:

- On Entry results and data
- NAPLAN results and data
- PAT results and data
- Results and data on other subject areas (from semester reports).

Related Documents:

- Margaret River Montessori Whole School Curriculum and Assessment Plan
- Montessori National Curriculum (as approved by ACARA)
- Achievement Standards and Assessing Students for Reporting
- MRMS Report Writing Requirements and Guidelines
- MRMS Report and Portfolio Templates
- Students at Educational Risk Policy

Appendix

The following information is included in the front of our Semester 1 and Semester 2 Reports to parents.

INFORMATION FOR PARENTS

This report is a summary of your child's achievement, attitude, behaviour and effort in accordance with child development.

Curriculum:

The National Montessori Curriculum and philosophy, which is aligned to the Western Australian K-10 Curriculum, is reflected in this report. The curriculum areas of English, Mathematics, Cultural Studies (Humanities and Social Sciences and Science), The Arts (Music and Visual Arts), Languages Other Than English (LOTE - Japanese), Technologies and Health and Physical Education are addressed. Grace and Courtesy are incorporated into Social, Emotional and Behavioural Development.

Learning Area Achievement:

Your child's achievement is indicated by a tick (✓) against the following indicators.

Extending	The student is consistently working at an excellent level of achievement that is extended within what is expected of this year level.
Consolidating	The student is able to work competently and independently demonstrating a high level of achievement expected for this year level.
Developing	The student understands basic concepts and is working at achievement expected for this year level.
Emerging	The student has an emerging understanding of concepts but requires support to demonstrate achievement expected of this year level.
Presentation Level	The student is at the level of having the curriculum content and concepts presented to them for the first time and requires extensive support to demonstrate achievement expected of this year level.

N/A (Not Assessed) indicates that this area was not a significant part of your child's learning program this semester and will be/was covered in another semester.

Learning Area Effort:

Your child's demonstration of effort within each Learning Area is reported using the following scale: Consistently, Often, Sometimes and Seldom.

Report Interviews:

Attendance by parents at a Semester 1 Report Interview is required for all children. Semester 2 Portfolio Interviews are a time of celebration of your child's learning and achievements. If there are any concerns on behalf of the parents, it is expected that these concerns would have been addressed prior to this time. Reports and Portfolios are just two of a number of strategies used at MRMS to monitor and communicate with you about your child's progress.

Further Information:

Our Portfolios and Reports have been produced to comply with State and Federal Government reporting requirements. At Margaret River Montessori School we value the individual's right to make progress in a secure and nurturing environment. Therefore we do not compare one child's learning to that of another. However, as a requirement of the Federal Government's Reporting Policy, we need to inform you that should you wish to know your child's achievement in comparison to that of other children in their cohort, requests need to be made in writing and addressed to the Principal.

If you need any further information, please contact your classroom teacher or myself. Lisa Fenton Principal

AP Reports also include:

Big Picture Learning at MRMS:

MRMS has embraced the Big Picture design, with the philosophy "One student at a time in a community of learners".

Within the "design," each student is unique with their own set of passions and capabilities, but they are not alone. They are supported by a network of peers, advisory teachers, expert mentors, and family.

Teachers (advisors) prepare students for opportunities beyond school with an emphasis on relevance and real-world learning.

Our students combine academic work with real-world projects using their head, heart and hands to explore their world and plan their own pathways to future employment, study or enterprise.

Advisors work with students to develop individual learning plans that outline the intellectual, social and emotional skills to be worked on. Students are expected to demonstrate their learning through evidence, against their learning plan. All parties – parents, students and advisors – meet regularly to discuss and further develop these learning plans.