



<i>Reviewer</i>	<i>Last Approval Date</i>	<i>Next Review Date</i>
LF	Feb 2017	2019

Assessment and Reporting Policy

Rationale

The purpose of assessment and reporting at 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 (ACARA and SCSA approved) and reflect 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 Phonological Awareness Assessment has been introduced for children in K to 1 as a means of identifying specific areas of strengths and weaknesses in terms of Literacy skills.

On Entry Assessment (previously we used PIPS) in Numeracy and Literacy skills to occur 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 IEPs 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 to be conducted with students who are experiencing difficulty to determine specific areas of need.

Assessment of Students in Middle and Upper Primary:

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 MP and UP 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:

- NAPLAN for Years 3 and 5
- Words Their Way assessments
- Informal Prose Inventory
- MTS Summative Maths Assessment
- On Entry Literacy and Numeracy Testing for Year 1 (from 2017) and Year 2 (from 2018)

For students experiencing difficulty, for extra data analysis:

- The Neale Analysis (For students determined to require intervention)
- SA Spelling
- Phonological Awareness Assessment for students experiencing difficulties in Literacy
- Maths Assessment Interview for children identified as experiencing learning difficulties in Mathematics

Teaching staff mark, analyse and record student standardised scores and corresponding ages and use relevant data for future planning and IEP's as required. The IEP's 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 records are to be kept on student and teacher file and transferred to School archives.

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	Brief written report to parents plus parent interview without child.	Brief written report to parents presented by teacher and child to parents with a Portfolio of Work at a Portfolio Celebration.
Pre-Primary	Written report to parents plus parent interview without child.	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.	Written report to parents, including student self-reflection, 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.	Written report to parents, including student self-reflection, 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 (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).

Related Documents:

- Margaret River Montessori Whole School Curriculum and Assessment Plan
- Montessori National Curriculum (as approved by ACARA)
- Individual Student Progress Reports
- 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