

# STUDENT ASSESSMENT AND REPORTING POLICY

## PURPOSE

The purpose of this policy is to ensure that systematic assessment and reporting takes place at Melbourne Montessori School to enable the best practice of assessment of, assessment for and assessment as learning will take place.

## SCOPE OF THE STUDENT ASSESSMENT AND REPORTING POLICY

Assessment at Melbourne Montessori School is an ongoing process-it informs teachers' future planning and teaching to ensure the best learning opportunities for the students.

1. The Curriculum Coordinator
2. Teachers
3. Reporting to parents and guardians

### 1. THE CURRICULUM COORDINATOR

Daily observation is paramount in a Montessori classroom and together with standardised testing is used for diagnostic purposes to enhance each child's learning. Over the year, the Curriculum Coordinator is responsible for the maintenance of the assessment calendar which details the frequency and expectations of the regular running records, Torch test, SAST etc. The Curriculum Coordinator is responsible for the professional development of the teachers so that they are able to observe and record accurately each day each child's individual activity and progress. The Curriculum Coordinator organises regular professional development so that teachers effectively analyse their observations and formal assessments.

The Curriculum Coordinator liaises with the IT department to ensure that the reporting system is prepared and runs to a systematic timetable to deliver twice yearly reports to parents and guardians.

The Curriculum Coordinator works in conjunction with the Learning Differences Department to ensure that the assessment of individual children perceived at risk is regularly administered.

### 2. TEACHERS

Every child from 3 year old kindergarten to Year 9 has an assessment profile showing informal and formal assessment which is recorded daily in a Montessori classroom. The teachers are responsible for maintaining this assessment profile up to date. Records are kept of the NAPLAN results for Years 3, 5, 7 and 9.

### 3. REPORTING TO PARENTS AND GUARDIANS

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

Two (2) Parent/Teacher interview periods take place; one in March and one in August. These interviews are documented by classroom teachers and a written record is filed.

A formal report based on the AusVELS/Australian curriculum standards in conjunction with the Montessori National Curriculum is prepared both mid-year and at the end of the year. The report gives a brief overview of the subjects. Each area assessed is on a five-point scale from

"Above the standard" to "Early Stages with extra support." Each subject report includes a 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 - any problems raised as they occur. Children found at either end of the scale when assessing are referred to the Learning Differences Department.

## **SOURCES**

The Montessori Foundation  
VCAA AusVels  
Australian Curriculum

**REVIEWED: 2013, 2016**

**LINKED WITH:**  
**Curriculum Organisation Policy**  
**Planning Policy**