A.3.1 Mastery and Promotion

MASTERY

The multi-age classroom as in the Montessori environment, ideally allows the teacher a two-three year time frame to meet and exceed grade level expectations. In referring back to the Montessori work aligned to state standards list, the instructor will have a good measurement tool to use as a guide for student progression.

Promotion from one grade level to the next is based upon the ability to succeed at the next grade level. Recommendations must be in the best interest of the student. Teachers ultimately make the determination based on careful consideration of criteria that may be used including, but not limited to: Successful completion of class assignments, achievement on standardized achievement tests, age, maturity, effort, and attendance.

Retention decisions will be made only after a careful study of facts relating to all phases of the student's growth and development. The decision to promote or retain is that of the teacher. Only the Governing Board may overturn the decision. (ARS 15-521.3) In the event that a child should have to be retained, it will be less of a social issue because the child will be in an environment that he is familiar with and will be easier to show growth in given the same teacher, classroom, peers, and such. Each academic area in the first and second grades must have an 80% or better proficiency level in 80% of required works. The academic areas included in this criterion include math, reading, and writing.

By the third quarter of the school year, a child must score 80% or better in 75 % of content area for all of the core curriculum areas to be promoted to the next grade level. By monitoring student scores, students who do not show growth or enter with lower test scores will have formal remediation plans put into effect and intervention strategies specific to the child's needs will be put into place.

GMS has a complied list of objectives for each grade level that corresponds to the scope and sequence chart mentioned previously, the State Standards, and the Performance Plan, all of which will be tracked by MRX. A student demonstrating completion of 80% mastery in 80% or more of these objectives qualifies for promotion to the next grade level. The promotion of a student wil be guided by these tangible objectives, combined with those factors mentioned as possible reason for retention.

REMEDIATION PLAN

Because the instructor works so closely in monitoring student achievement in a Montessori classroom, remediation is ongoing. If a child has practiced a lesson and is not retaining information, the instructor is able to assist the student immediately, perhaps with another work that will help, or by working one on one, or assigning a peer to help. The multi-age classroom lends itself the opportunity for peers to help each other often.

The classroom will be equipped with a list of Montessori Works and how they apply to each standard. This list is a guide for the instructor to follow, making sure that each student is following a course that ensures they will address state requirements in a timely manner. In an effort to be sure it is thorough, it is a living document that can be changed and altered as needed.

A student should be progressing through the list at a rate that is manageable and realistic for both the student and instructor. For example, half way through the school year, it is reasonable that nearly half of the works should be completed and mastered. Montessori materials build nicely upon each other to ensure that skills are not lost along the way.