Education Plan

A.3 Program of Instruction

Framework of the curriculum for academic core content areas

In serving grade K-3 students P.V. Montessori School intends to base its classroom curriculum and instructional practices on the principles of Dr. Maria Montessori (1870–1952), an Italian medical doctor whose research in early childhood and elementary education during the early 1900s gave birth to an educational system that has since grown worldwide.

Hands-on Curriculum A hands-on, interactive curriculum is a hallmark of the Montessori Method, reflecting Maria Montessori's belief that "the hand is the chief teacher of the mind."[1]In this "prepared environment"[2] learning in any area of study will move sequentially from the concrete to the abstract. The curriculum will be organized into a spiral of integrated studies, rather than a traditional model in which the curriculum is compartmentalized into separate subjects. All courses will complement one another; all courses will be complete in scope and sequence, fully aligned with the Common Core and Arizona's State Academic Standards, and will be characterized by meaningful content and high-interest instructional materials.

Practical Life The lessons in this category enable the child to care for himself and his environment. They are also known as the independence lessons. From these simple tasks, the young child builds concentration, self-confidence, motor skills, and autonomy.

Sensorial All five senses are engaged in Montessori education. Dr. Montessori noted that "development of the senses precedes that of superior intellectual activity."[3] The sensorial materials train children to discriminate the differences in forms, colors, textures and smells. The child refines the use of his senses and develops critical thinking, concentration, and sequencing skills. Some examples of the sensorial lessons include the pink tower, baric tablets, tasting jars, constructive triangles, and superimposed geometric figures.

Language Children are capable of using sounds to "build" words before they can physically write. Therefore, Montessori classrooms use a moveable alphabet so the child can literally combine the sounds to form words and sentences. **Reading** is taught by guiding the child to discover that sounds make words and those sounds have symbols. The Montessori environment emphases the **importance of vocabulary** with stories, songs, poems, plays, and conversation. The **child learns not only to read and write**, but to fully express himself/herself through language. Activities in language include sound games, sandpaper letters, phonograms, logical adverb game, and simple sentences with extensions, attributes, and appositions.

Reading, Composition, and Literature At P.V. Montessori the real experience in reading and writing will come through the students' work in other areas of the curriculum such as geography, history, and science. Students will receive overviews of the curriculum through "Great Lessons,"[4] which provide a framework to the information they will gather as they read and research various topics of interest to them. P.V. Montessori will teach basic skills phonetically to the youngest students, encouraging them to compose their own stories using a moveable alphabet. From there they will move on when ready to study the grammatical structures of the English language. P.V. Montessori will focus on the development of research and composition skills, with students writing every day, learning to organize increasingly complex ideas and information into well-written stories, poems, reports, plays, and student publications. Students revisit grammar through the study of a second language and reviews complex sentences and paragraph structure in English. Most important to the P.V. Montessori School language arts curriculum is the quality of the material students will use: first-rate children's books and fascinating works on science, history, geography, and the arts. P.V. Montessori students will begin the Junior Great Books[5] program in kindergarten and literary studies every year after that.

Mathematics The Montessori mathematics curriculum at P.V. Montessori School is based on the European tradition of "Unified Math." which has only recently been discovered by leading American educators. Unified Math introduces elementary students to the study of the fundamentals of algebra, geometry, logic, and statistics along with the principles of arithmetic. This study will continue through all grades, weaving together subjects that traditional

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[1] Montessori, Maria, *The California Lectures of Maria Montessori, 1915,* Clio Press, 1997 Accessed on: http://digital.library.upenn.edu/women/montessori/method/method.html
[2] Ibid.
[3] Ibid.
[4] http://www.montessoriforeveryone.com/The-Five-Great-Lessons_ep_66-1.html
[5] The Great Books Foundation accessed on: www.**greatbooks**.org/programs-for-all-ages/**junior**.html

schools normally ignore until the secondary grades[6]. P.V. Montessori students will use hands-on learning materials that make abstract concepts clear and concrete. P.V. Montessori will also incorporate practical applications of math in everyday life, such as measurement, handling finances, making economic comparisons, or gathering data and statistical analyses.

Integrated Curriculum in the Montessori Classroom All subjects are interwoven; history, art, music, math, astronomy, biology, geology, physics, and chemistry are not isolated from each other and a child studies them in any order he chooses, moving through all in a unique way for each child. At any one time in a day all subjects—math, language, science, history, geography, art, music, etc.—are being studied, at all levels. Studies are integrated not only in terms of subject matter but in terms of moral learning as well, resulting in appreciation and respect for life, moral empathy, and a fundamental belief in progress, the contribution of the individual, the universality of the human condition, and the meaning of true justice. The Montessori child also receives exposure in the **Arts, Sciences, and Culture. Arts:** The arts at P.V. Montessori will be integrated into the rest of the curriculum. Students might make a replica of a Grecian vase, study calligraphy and decorative writing, sculpt dinosaurs for science, create dioramas for history, construct geometric designs and solids for math, and express their feeling about a musical composition through painting. **Science:** Science will be an integral element of the Montessori curriculum because it represents a clear thinking approach to gathering information and problem solving. Among areas of study at P.V. Montessori will be **botany, zoology, chemistry, physics, geology, and astronomy.** Presentation of the formal scientific language of these science disciplines exposes the child to accurate, organized information and respects the child's intelligence and interests. Students will go on field trips and conduct hands-on experiments, all the while developing their skills in observing, analyzing, and working through problems. **History and International Culture:** Montessori philosophy holds that we are all members of the human family. Our roots lie in the distant past, and history is the story of our common heritage. **Diversity** is treasured in the Montessori classroom. Foods, music, dress, language, art, and celebrations from cultures beyond our modem Western world are introduced to **students so they are prepared to be global citizens.**

Health, Wellness, and Physical Education An important element in Montessori education is helping students appreciate their body and what it does, and developing a lifelong approach to maintaining good health. Daily exercise will be an important element, but instead of one program for all, students will explore many different alternatives, including diet and nutrition, hygiene, first aid, and stress management. **Grace and courtesy, peace education, character development, gardening and outdoor activities, and movement education (including yoga instruction)** are also stressed in the Montessori environment.

Foreign Language Instruction Students are also exposed to biweekly foreign language instruction (Spanish) as part of the curriculum.

Montessori Curriculum and the Common Core Standards:

The Montessori curriculum when executed authentically, naturally addresses the increasing rigor of the Common Core Standards. The spiralling, stair-case Montessori curriculum allows children to receive the right information and prepare them for the higher levels of standards as they progress through the grades. Additionally, the multi-age Montessori environment allows younger children to be exposed to higher grade level material and standards.

For instance, in reading and writing, by the time children get to third grade, they are already doing miniature research projects and presentations; they have already learned how to gather, organize and discuss collaboratively information; how to use graphs and charts to present their research projects to the teacher or to the group it in a concise and coherent way. This is a results of the building blocks and spiralling effect of the Montessori curriculum, because in KG, children have already learned how to do the basics in research, they have typically are emergent readers and are very exited to create their mini-research projects. The Common Core Standards have a very well expressed stair-case format with logical progression and sequence, and this is exactly what the Montessori Method and curriculum have been from the start - building one lesson from the other, with logical progression that is very natural to the child's development. As children grow up and their abilities increase, they are naturally able to engage and present the same information in a more in-depth way. This retains their interest and increases their motivation to learn as they grow, develop and are able to understand more and produce more. In mathematics, the use of concrete models and materials in the Montessori classroom helps the child to move from the concrete, as represented by the models and materials, to the abstract concepts seamlessly. Children start to abandon the materials very naturally as they start mastering and using the abstract concepts.

[6] Accessed on: www.centresquare**montessori**.com

The presentation of the Montessori curriculum within the classroom setting is different from other educational models. Each child is learning at his or her own pace. Children are more self-directed and allowed to choose works within the multi-age classroom structure. The children do function that way. Older children mentor to younger children - whether purposefully arranged as part of their assessment, or spontaneously, as a peer help. If a child is able to explain and "teach" the concepts required by the standard, that is a proof to the teacher/outside observer that the child has mastered the standard. This promotes much independence, self-worth and recognition of skill development - all named outcomes of the Common Core Standards.

The table below represents the Montessori Method concepts correlated with the Common Core Standards outcomes for college and career ready children: [7]

The authentically Montessori program considers the following concepts, which are the cornerstone of the Montessori Method:	The Montessori concepts align with the Common Core Standards outcomes for college/career ready children:
• **Each child is valued as a unique individual.** Montessori education recognizes that children learn in different ways, and accommodates all learning styles. Students are also free to learn at their own pace, each advancing through the curriculum as he is ready, guided by the teacher and an individualized learning plan. • **Each child is valued as a unique individual.** Montessori education recognizes that children learn in different ways, and accommodates all learning styles. Students are also free to learn at their own pace, each advancing through the curriculum as he is ready, guided by the teacher and an individualized learning plan. • **Beginning at an early age, Montessori students develop order, coordination, concentration, and independence.** Classroom design, materials, and daily routines support the individual's emerging "self-regulation" (ability to educate one's self, and to think about what one is learning), toddlers through adolescents. • **Students are part of a close, caring community.** The multi-age classroom—typically spanning 3 years—recreates a family structure. Older students enjoy stature as mentors and role models; younger children feel supported and gain confidence about the challenges ahead. Teachers model respect, loving kindness, and a belief in peaceful conflict resolution. • **Students are supported in becoming active seekers of knowledge.** Teachers provide environments where students have the freedom and the tools to pursue answers to their own questions while continually building their knowledge base in a variety of subject areas. Early access and instruction in the use of research tools broaden the possibilities for self-learning. • **Self--correction and self--assessment are an integral part of the Montessori classroom approach.** As they mature, students learn to look critically at their work, and become adept at recognizing, correcting, and learning from their errors. Additionally, children become comfortable in providing constructive feedback to their peers in effort to work out social and academic problems.	• **Demonstrate Independence**; demonstrated through Montessori's activities in self-choice, open exploration and self-correcting concrete materials. • **Build strong content knowledge across a wide range of subject matter;** demonstrated through the daily choice of activities in practical life, sensor motor, mathematics, language, science, culture, art, and music as well as through social interactions in a multi-age group setting. • **Respond to varying demands of audience, task, purpose, and discipline through adaptive communication skills;** demonstrated in Montessori's classroom structure through multi-age groupings, conflict resolution, peer mediation, cultural awareness and sensitivity, and early research. • Ability to comprehend as well as critique • **Value evidence;** demonstrated through the support of each child's sensitive periods and innate curiosity of the world, • **Use technology and digital media strategically and capably:** as demonstrated through early access to research tools and encouraged problem-solving strategies • **Come to understand other perspectives and cultures**: as demonstrated through early conflict resolution, cultural identification and experiences as well as access to wide range of cultural materials and books.

The curriculum at P.V. Montessori will be correlated with the Arizona State Standards and Common Core Standards. This will be achieved by developing a Mastery Criteria Checklist, which represents the standards-Montessori curriculum correlation and is based on the sequential list of competencies that every child is required to complete in order to graduate from school. Based on our research and the experience of other Montessori K-3 programs, this Mastery Criteria Checklist will meet and in many areas exceed the Common Core and the Arizona Academic Standards. This checklist will be correlated to the grade articulated Common Core and Arizona State Academic Standards. The School Director will review this checklist and its correlation to the standards yearly and will make the necessary updates. Monthly theme focus will be provided and weekly lesson plans will be implemented

[7] Common Core Standards and Montessori Curriculum Correlation, Spring 2012**,** By Stacey Edwards, accessed at www.illinoismontessorischools.org

to ensure the correlation of the Montessori curriculum with the Common Core and the Arizona State Standards. This standards-curriculum correlation will also show the additional experiences Montessori classrooms are providing for students that exceed the Common Core and State requirements.

Methods of instruction

P.V. Montessori will use the following methods of instruction, which are aligned to the philosophy, mission and special emphasis of the school. The methods of instruction have been selected to meet the needs of the diverse student population the school targets to serve. They include:

Direct Teaching – individual, small groups. Large groups occur only in the beginning of a new class, or in the beginning of the school year, and are phased out as the children gain independence. Whole class group time is usually reserved for morning meetings with announcements, times for music experiences or reading aloud by the teacher. **Areas of Study Linked**: All subjects are interwoven; history, art, music, math, astronomy, biology, geology, physics, and chemistry are not isolated from each other and a child studies them in any order he chooses, moving through all in a unique way for each child. At any one time in a day all subjects—math, language, science, history, geography, art, music, etc.—are being studied, at all levels. **Research projects:** Research is the course of study in all curriculum areas. Students are encouraged to do research outside of the classroom- in the community where they will have the opportunity to speak with experts and see for themselves what they need to know. Children are empowered to select a topic they are interested in and create a way to teach this information to their friends. Power Point is a favorite for many of the students. **Fieldtrips:** Children have many opportunities to go out into the field to learn first hand how things work. **Self-Directed Learning:** Students at P.V. Montessori will assume significant responsibility for their own learning, and grow as caring, competent citizens through personal time management and organizational skills, individual planning, and self-evaluation. **Students lead their projects** and presentations. **Work Centers:** The environment is arranged according to subject area, and children are always free to move around the room, and to continue to work on a piece of material with no time limit. **Students have freedom of movement** to move at their own pace through a prescribed, integrated curriculum, put work away when finished and then move on to the next task. **Observation** is basic and significant to the Montessori Method. Dr. Montessori referred to her approach as a "scientific pedagogy" (Montessori, 1962, p.21)[8] with its foundation based on observation and experimentation. Teachers act more like facilitators and have the role of being an affirmer of each individual student in the classroom. **Independent Study:** Children are given work plans and assignments to be completed by the end of each day or week. They learn to organize their time to allow for these lessons. **Interaction with the Subject:** Students have the freedom to interact with the subject under study**,** research, share the answers/teach the lesson learned through creative license: debate, discussion, visual display, expository writing, etc

Individual Learning Plans: Through the use of Individual Learning Plans and weekly Learning Activity Packets, even the youngest and most at-risk students at P.V. Montessori will have the flexibility, freedom, and ability to acquire the cognitive and social tools that will let them meet agreed-upon academic and behavioral goals. They will be encouraged to make these choices under the guidance of their teacher or other adult. Because the Montessori Method stresses mutual respect between the teacher and the student, the student will take an active role in his or her own learning. **Integrated/Collaborative Classrooms:** Rather than being so competitive, students are cooperating more with each other and students might have the role of mentor, tutor, or discussion leader. Educators are realizing the value of collaborative classrooms in regards to independent learning for students and opportunities for observation by teachers (Eisner, 1994; Hart, 1994; Stiggins, 1994; Wiggins, 1992)[9]. Collaborative classrooms are thoughtfully prepared and are designed to help the process of assessment. Teachers and students work together to establish their instructional goals in each subject area (Hart, 1994). Collaborative classrooms free the teacher to be a perceptive observer of student performance, social interactions and achievement (Wiggins, 1992). One of the basic premises of the Montessori Method is that teachers provide opportunities for students to work independently and in small groups without constant teacher direction. Calm, Quiet, Orderly Environment: Another characteristic of the Montessori classroom—a calm, quiet, orderly environment—requires that students at P.V. Montessori take responsibility to maintain a healthy, caring classroom environment. In this environment, students and teachers are

[8] Montessori, M. (1962). Discovery of the child. Adyar, Madras, India: Vasanta Press, The Philosophical Society. Original work published in 1948.

[9] Eisner, E. W. (1994). The educational imagination (3rd ed.). New York: Macmillan College Publishing Company.
Hart, D. (1994). Authentic assessment. Menlo Park, CA: Addison-Wesley Publishing Company.
Stiggins, R. J. (1994). Student-centered classroom assessment. New York: Macmillan College Publishing Company.
Wiggins, G. (1992). Creating tests worth taking. Educational Leadership, 49(8), 26-33.

respectful of each other, allowing learning to occur in a multiage, community setting in which students are allowed to move about, choose activities at will, and work with a variety of tactile, sensorial materials. Multi-age Grouping, based on Periods of Development: Multiage Classrooms with an age span of three years. P.V. Montessori will base its classroom instruction on the multiage grouping concept. Multiage groups promote an atmosphere of cooperation, teamwork, and peer teaching, while meeting the needs of each child regardless of age. Older students naturally assist younger students as peer teachers. This builds confidence and reinforces the lessons in the older child. The youngest student becomes academically and socially motivated by the older role model. Class Size: The most successful Montessori classes are 24-30 children to one teacher, with one to two non-teaching assistants - this number reached gradually over 1-3 years. The class size thus developed provides the most variety of personalities, learning styles, and work being done at one time. This class size is ideal because the children learn from each other and stay with the same teacher for three years. Uninterrupted Class Time: There is at least one 3-hour period of uninterrupted work time each day, not broken up by required group lessons or lessons by specialists. Adults and children respect concentration and do not interrupt someone who is busy at a task. Groups form spontaneously but not on a predictable schedule. Specialists are available at times but no child is asked to interrupt a self-initiated project to attend these lessons. **The Human Tendencies:** The practical application of the Montessori Method is based on human tendencies— to explore, move, share with a group, to be independent and make decisions, create order, develop self-control, abstract ideas from experience, use the creative imagination, work hard, repeat, concentrate, and perfect one's efforts. **The Process of Learning:** The Montessori Method clearly recognizes three steps of learning: #1 – A concept is introduced by means of a lecture, lesson, something read in a book, etc. # 2 – Students process the information, developing an understanding of the concept through work, experimentation, creation and #3 – Students demonstrate their knowledge and understanding by demonstrating the ability to pass a test with confidence, to teach another student, or to express with ease.

Special Education: P.V. Montessori will provide special education services to all qualifying students. As a public school, P.V. Montessori will follow all procedures set forth by the Individuals with Disabilities Act (IDEA). P.V. Montessori will ensure that the design, implementation, and monitoring of Individual Education Plans (IEPs) meet the needs of the student. P.V. Montessori will strive to offer services in the least restrictive environment, whether it is the classroom, a resource room or a self-contained environment. If P.V. Montessori does not have the necessary resources or placement for the student, it will be the school's responsibility to arrange for those resources or appropriate placement as prescribed in the students' IEPs. **The Montessori Method and Special Education[10]:** The Montessori Method has its earliest roots in special education and compensatory early childhood education. Perhaps one of the most significant and worthwhile uses of the Montessori Method is the system for teaching learning disabled students. The program is designed to help at- risk children who have deficiencies in motor or sensory skills, language acquisition, perceptual development and/or cooperative behavior using the same principles taught in the K-12 programs: self-discovery, sensory learning, independent growth, and individual learning. Following are eleven specific aspects of the Montessori approach which have direct linkage to special education and the needs of young children with disabilities.

ELL Policy: P.V. Montessori shall follow Arizona Department of Education policy for the identification and assessment of students identified as English Language Learners (ELL). If the response to any of the three questions on the Home Language Survey is a language other than English, the school must timely assess the student's English language proficiency with Arizona's English proficiency assessment AZELLA. Any student identified as not proficient on the English proficiency assessment is entitled to ELL services.

Assessment

The Montessori Method involves the use of concrete, hands-on materials in the classroom, so alignment with the Common Core Standards and assessments may clearly be observed by the teacher as well as the child. This sets the child for success with the subject, concept and standard. The range of assessments includes various materials to prove that the child has mastered the standard. The Montessori classroom prepared environment facilitates assessment and mastery achievement - children understand the different materials and understand the results that they achieve. The use of concrete materials in the classroom helps the child to self-assess themselves, as well as allows the teacher to assess at each moment if a child is mastering the particular standards.

[10] Guess, D., Benson, H.A., & Siegel-Causey, E. (1985). Concepts and issues related to choice making and autonomy among persons with severe disabilities. *Journal of the Association for Persons with Severe Handicaps, 10,* (2), 79-86. accessed on http://circleofinclusion.org/english/demo/lawrenceraintree/overview/mont.html

Formative Assessments	Description
Student Portfolios	Portfolios are powerful assessment tools to show what students know and understand. All of students daily or weekly work will be added to form their portfolio. These folders of selected works will show the development of students' learning over time. These student portfolios will include a range in variety and quality of works chosen to show the depth, breath, and growth of students' thinking (Zessoules & Gardner, 1991), learning and demonstration of their understanding. Many professionals today are becoming more aware that portfolios, as a continuous evaluation tool, present an effective choice for the improvement of instruction (Johns & VanLeirsburg, 1993). Portfolios are essentially different from other forms of assessment in that they make it possible to document the unfolding process of teaching and learning over time (Wolf, 1991). They are a dynamic ongoing assessment that aids in stimulating thinking and promoting student independence. The use of portfolio-based assessment allows students to reflect, evaluate, and set future learning goals by thoughtfully selecting samples from different areas to be included (Tierney, 1992). Implementation of such authentic assessments allows parents, teacher, administrators, students, and other stakeholders to be provided with directly observable products and understandable evidence concerning student performance (Widgeons, 1990).
Written evaluations	Teachers evaluate student's level of academic mastery and behavior (personal development) once each semester. Evaluation is the process of interpreting what is assessed and making judgments about the assessment information. Assessment data becomes meaningful when we decide that it reflects something that we value. Evaluation relates to the outcomes that are established by the school and the school community. Are the students learning what we want them to learn? Student evaluations should reflect a true picture of what a student has accomplished, and what they are still working on. Evaluation results are what teachers report to parents at parent teacher conferences.
Self-assessment	Students reflect on both long and short-term planning of organizational and study skills as well as behavior goals.
Informal Oral Exams	Students share current work with the teacher verbally. Teachers continuously solicit feedback and understanding from the children on every aspect of their work, progress, perspective, and analysis.
Peer Teaching	By guiding and advising each other and sharing what they have learned, students in a Montessori classroom reinforce their knowledge and demonstrate mastery through teaching.
Projects and Reports	Teachers expect group and individual presentations of projects and reports in the Montessori classroom. Teachers evaluate the students' level of understanding of the topic through these formal presentations.
Teacher Observation	A core tenet of the Montessori philosophy includes ongoing daily comprehensive observation. These observations go beyond work choices and performance. The teacher records notes on the student's level of independence, coordination, organization, and concentration, as well as all areas of development, and understanding of work, as well as success in managing student and community responsibilities.
Anecdotal Records:	Anecdotal records of teachers are another component of assessment and are a result of informal and formal observations. In addition to being direct observers of students, teachers have to be attentive listeners and capable questioners. Anecdotal records are an assessment practice used by teachers to record observations of students' development in terms of language, social, attitudes, strengths, weaknesses, needs, progress, learning styles, skills, strategies used and other significant bits of information (Routman, 1994). Recorded information can be used for conferences with parents and students.
One-to-One Interviews	Teacher conducted interviews of students have many advantages for student assessment. Teachers can build lesson plans on the basis of student's background knowledge as well as specific knowledge of the domain and individualize lessons as necessary. Interviews help promote the integration of curriculum areas according to the students intelligence strengths. Teachers can assess motivation and initiative of students (Davidson & Scripp, 1989). One-to-one interactions between students and teachers allow a higher comfort level for students to take risks and stretch themselves cognitively and socially.
Student Journals	Student journal writing is an excellent assessment tool for language arts development. Journals provide a non-threatening place to explore learning, feelings, happenings, and language through writing. Emergent writers can be followed through their random string of letters to completed stories (Routman, 1994). Through the use of journals, student progress can be documented, strengths and weaknesses attended to by the teachers, and confidence built for the student.
Rubrics	A rubric uses descriptors explaining what is and is not present in the work. With these descriptors, the learner knows exactly how to improve his/her score on an assignment or project.
Teacher made tests	Open-ended questions determined by the teacher after a lesson has been completed to encourage a variety of thoughtful responses.
Texts and workbooks	Published books with subjects, themes and follow up tests based on grade-level skills and achievement goals for student use as part of the classroom curriculum.
Written skills tests	Published diagnostic tests that students complete for teacher use in student assessment.

Adapted from: Roemer, K.L. (1999). Assessment practices used by Montessori teachers of Kindergarten through sixth grade students in the United States. *A Dissertation Presented for the Doctor of Education Degree*, The University of Memphis, accessed on www.amshq.org/~/media/2B2683635E544ECE9C02EFD4B8E90225.ash

Summative Assessments, aligned with the Montessori methods of instruction, will be an essential part of meeting academic performance objectives. They will be administered at the completion of a unit of study in order to assess the academic progress of students. Summative assessments will also be critical in evaluating whether or not students have demonstrated proficiency in the identified Common Core and Arizona State Standards. Summative assessment scores will also be the scores that will reflect academic growth. Mastery level is set at 85% in order for students to demonstrate mastery of the tested performance objective.

Teachers will be responsible for ensuring each student receives lessons in all areas of the curriculum and that they meet the Common Core and Arizona State Standards expectations for standards mastery. They will continually observe students, collect data, and monitor student success and difficulties. They are able to evaluate quickly and provide appropriate responses and/or interventions by adjusting their teaching and/or the learning environment to better meet the child's needs and/or style of learning. P.V. Montessori will use the Montessori Records Express (MRX) student tracking software, which tracks all works/lessons that have been planned, presented, practiced, improved or mastered by each student. Teachers are responsible for the input of all lessons presented, progress notes, student progress/mastery of learning objectives and Common Core and Arizona Standards into the MRX student tracking software in order to provide various reports to be used in the evaluation and assessment of their cognitive, social and emotional growth.

A range of summative assessments, consistent with the Montessori Method of instruction and aligned to the performance objectives of the Common Core standards and Arizona State Standards in the respective areas tested will include:

- End of unit paper-pencil tests with selected responses (multiple choice and fill in responses);
- End of unit paper-pencil tests with constructed responses (short essays);
- Written performance assessments (an essay, written report and/or opinion);
- Authentic assessment, which will include performance tests, such as conversations in a foreign language;
- Observations, open-ended questions where students tackle a problem but there's no single right answer;
- Exhibitions in which students choose their own ways to demonstrate what they have learned;
- Interviews, giving students a chance to reflect on their achievement; and portfolios, collections of student work.

State Mandated Testing P.V. Montessori will participate in the state mandated testing for the grades served. The results from this testing will be used to give a snapshot of how the students are performing compared to a variety of benchmarks – both criterion-referenced and norm-referenced. The results of the state-mandated tests will be used by classroom teachers to guide instruction and improve student learning. This information will also enable us to measure student, class and school growth by these benchmarks in a variety of ways, enabling the school to celebrate success and to address areas of improvement as a team.

Arizona Growth Model[11] P.V. Montessori will participate in the Arizona Growth Model, developed by the Arizona Charter School Association, as a means to measure student progress from one year to the next in the context of a student's "academic peers."

[11] Arizona Charter Schools Association http://www.azcharters.org/growthpercentile