

Assessment Strategies

The extent of a child's learning needs to be comprehensive.

We need a curriculum in which creativity, innovativeness and development of the whole being, mark the growth of learners in addition to learning in the cognitive domain.

Evaluation deals with the collection of evidences regarding changes which occur in the learner's behaviour during the teaching learning process. Based on these evidences, interpretation and judgment, the progress of the learner is arrived at and decisions taken.

Assessment involves professional judgments based upon an image formed by the collection of information about student performance. Assessment is important to measure learning outcomes

The Montessori Approach to Assessment

In a Montessori method of education, assessment of learning is based on the observation of the whole child as they work and engage in activities each day.

Montessori education is specifically non-competitive, and eschews rewards and punishment in favour of encouraging the development in children of intrinsic motivation for learning.

Activities are open-ended, encouraging exploration and creative thinking, and as such do not lend themselves to grading.



Children work in three year age cohorts, in specially prepared environments which contain materials specifically designed to foster the achievement of appropriate developmental milestones, and the sequential mastery of skills and concepts across the range of disciplines.

The materials provide feedback to the child and teacher as to where the child is at any time on these developmental milestones and in mastery of skills and concepts.

Primary children take ownership of their own progress through their daily work journal, weekly individual conferences with their teacher, by requesting specific lessons as the need arise, and by maintaining portfolios of work completed. These materials, and detailed daily observations of each child by the teacher, form the basis of reporting to parents.

Such reporting is individualised, highly detailed, and focused on the strengths of the child as well as areas where further development is needed. Grading and comparative reporting, which ranks a student's achievement against the performance of other members of the class, is not compatible with Montessori philosophy and practice.

Montessori method believes that not only is comparative reporting often misleading for parents, and a cause of unwarranted anxiety, but also discouraging for students who score "poorly". It is detrimental to both their self-esteem and their willingness to persist, as well as



potentially negative for those who do “well’ by encouraging the valuing of high scores over the inherent satisfaction of learning.

In Montessori multi-aged classrooms, all students are aware of each others’ abilities and are comfortable with working at their own pace. The achievements of others are not seen as threatening, but rather as something to which to aspire. Children are able to see that it is normal for individuals to achieve mastery in certain areas at different times and in different ways.

As a result, they are encouraged rather than discouraged, and ready to continue to tackle, rather than to avoid, learning challenges.

Moreover, comparative reporting is not achievable in practical terms in Montessori schools, given the three year age cohorts with which we work, and our often small class and school sizes. Comparing children for a particular year within that three year age range will, in most cases, be statistically insignificant as the numbers in each “year” are small (often less than 10) and children within each year are not all learning the same concepts at the same time.

The Facilitator evaluates each student’s work in the following ways:

- Montessori Observing the learner’s contributions during a group or individual lesson
- Montessori Observing whether the learner goes on to utilise the concept presented



- Montessori Observing the learner using Montessori materials to ascertain if she has understood a presentation
- Montessori The facilitator and learner discuss the child's work. Records are kept of all concepts presented to each student, all material practiced, and all concepts understood by the learner. The staff use the information gathered through this process of evaluation in several ways:
 - To provide information on the learner's progress
 - To enable appropriate planning for each learner's needs
 - To assess the learner's interests, skills and strengths as a guide for other facilitators, when the time comes for the learner to move on to another class or school.

Montessori education is designed to identify and meet the needs of children at every stage of development from the earliest years to the adolescent. This cohesive approach supports the child in acquiring the skills and knowledge needed to thrive in today's world.

Keeping track of children's progress and growth over time are critical tasks for Montessori teachers and deeply intertwined with the work of guiding children through the breadth of the Montessori curriculum.

In the elementary class there are additional tools, such as daily recording of activities by the child and regular one-on-one conferences with the child that contribute to the teacher's effort to assess every child's progress.



Airaa maintains the below five essential school records, and is systematically kept, updated and used.

This not only strengthen information management within the education system, but also enable the school, authorities to effectively monitor many aspects .

1. Student record card
2. Class attendance sheet
3. Evaluation records
4. Student performance summary
5. Consolidated Assessment record

