

Child

Portrait of a Graduate

The child is in the
process of becoming:

A moral being who is responsible
and accountable for his/her actions;

A confident, competent learner;

Academically prepared; Independent;
Intrinsically motivated and autonomous;

Critical and creative thinker and problem-solver;

Socially responsible; Compassionate; Peacemaker;

Able to handle external authority;

Protector of the environment and its resources;

Respecter of all persons; and

A productive, caring community citizen.

Teacher

work collaboratively to foster development of the child

Parent

ACADEMICALLY PREPARED

Measuring Achievement in 2018

How do we measure the achievement of our elementary students at TMA? We use several measures, including standardized test scores. Our elementary parents receive weekly progress information (completed student work plans, corrected work, and student and teacher assessments of student productivity, quality, and behavior), formal student progress reports (shared in Parent/Teacher Conferences in October, February, and May), and individual student standardized testing reports.

The standardized testing report gives parents information about how their child's academic achievement compares with a national norm. The weekly assessments and formal progress reports provide information about how a child is progressing in the Montessori curriculum and meeting Montessori curriculum standards. Standardized testing provides a snapshot of achievement and usually validates what is observed in the classroom on a daily basis.

Why does TMA do standardized testing when we don't have to? In this country, standardized test taking is a "practical life" skill and one that becomes more important as students continue their educational journey to college and beyond. As a result, we administer a standardized test annually so students are prepared for the transition to more traditional educational systems.

Why doesn't TMA give our students the STAAR test? Our purpose in testing differs from public schools in that we are seeking information about how our students compare on a national basis, not conformance to the state's standards.

Our elementary students take the Stanford 10, a national norm-referenced achievement test. A norm-referenced test compares individual students and groups of students with a national norm reference group of same-age children, in public, private, and parochial schools, who also took the test. We do not teach to the test.

A student testing report is shared with parents during May Parent/Teacher Conferences and provides information about their child's achievement in a number of subject areas relative to a national norm. This data is also presented to parents in a multi-year table to facilitate a focus on year-to-year growth.

We also publish information about how our students performed, as grade level groups, relative to grade-level groups of students in the "norm" group. The tables on the following pages show that not all of our students are 99th percentile scorers: some perform beyond grade level, some are at grade level, and some are below grade level. As a school, we remain committed to our mission to provide quality Montessori education for students of diverse abilities. What the grade level data indicates is that, overall, TMA is doing a good job of preparing students academically when nationally compared with other private, public, and parochial schools.

There is always room to improve and we are already working on identifying areas, for individual students as well as grade levels, where we need to "do things differently." Rest assured, standardized testing does not drive the curriculum at TMA. In fact, the Stanford 10 does not align with TMA curriculum, particularly in Science and Social Science. It does, however, provide a check on national curriculum expectations and helps us know if we are preparing our students for success beyond TMA.

What does student success look like at TMA? Our Portrait of a Graduate, a student equipped for success in life, is depicted within the Parent-Teacher-Child Triangle. Academic preparation and "confident, competent learner" are part of what student success looks like at TMA. Your child does,

and will continue to, receive challenging academics in our classrooms. In addition, we are committed to providing opportunities for your child to develop the other attributes within the triangle. We firmly believe that the non-academic attributes are just as important in preparing students for the ultimate test of life. However, we are extremely proud of our students' accomplishments and believe they validate the strength of both our early childhood and elementary academic programs and Montessori classroom teachers! We celebrate the success of our students and our teachers!

Pam Dunbar

Head of School

The Montessori Academy 2018 Stanford Achievement Test (Median Grade Equivalent)

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Reading Total	1.9	3.2	5.9	6.8	8.6	10.7
Language Total	1.9	3.2	6.0	5.5	9.5	11.5
Mathematics Total	1.7	3.4	5.3	5.9	10.1	10.0
Social Science	N/A	N/A	3.7	5.4	8.7	10.8
Science	N/A	N/A	6.3	7.0	9.7	10.1
Thinking Skills	N/A	N/A	6.0	5.8	8.9	10.4
Complete Battery	1.9*	3.6*	5.9	5.7	9.1	10.4
Grade Equivalent Range	1.2-4.9	2.3-6.1	2.9-8.1	3.1-9.9	5.2-PHS	8.8-PHS

N/A = not applicable; this section was not included in the test for a particular level.

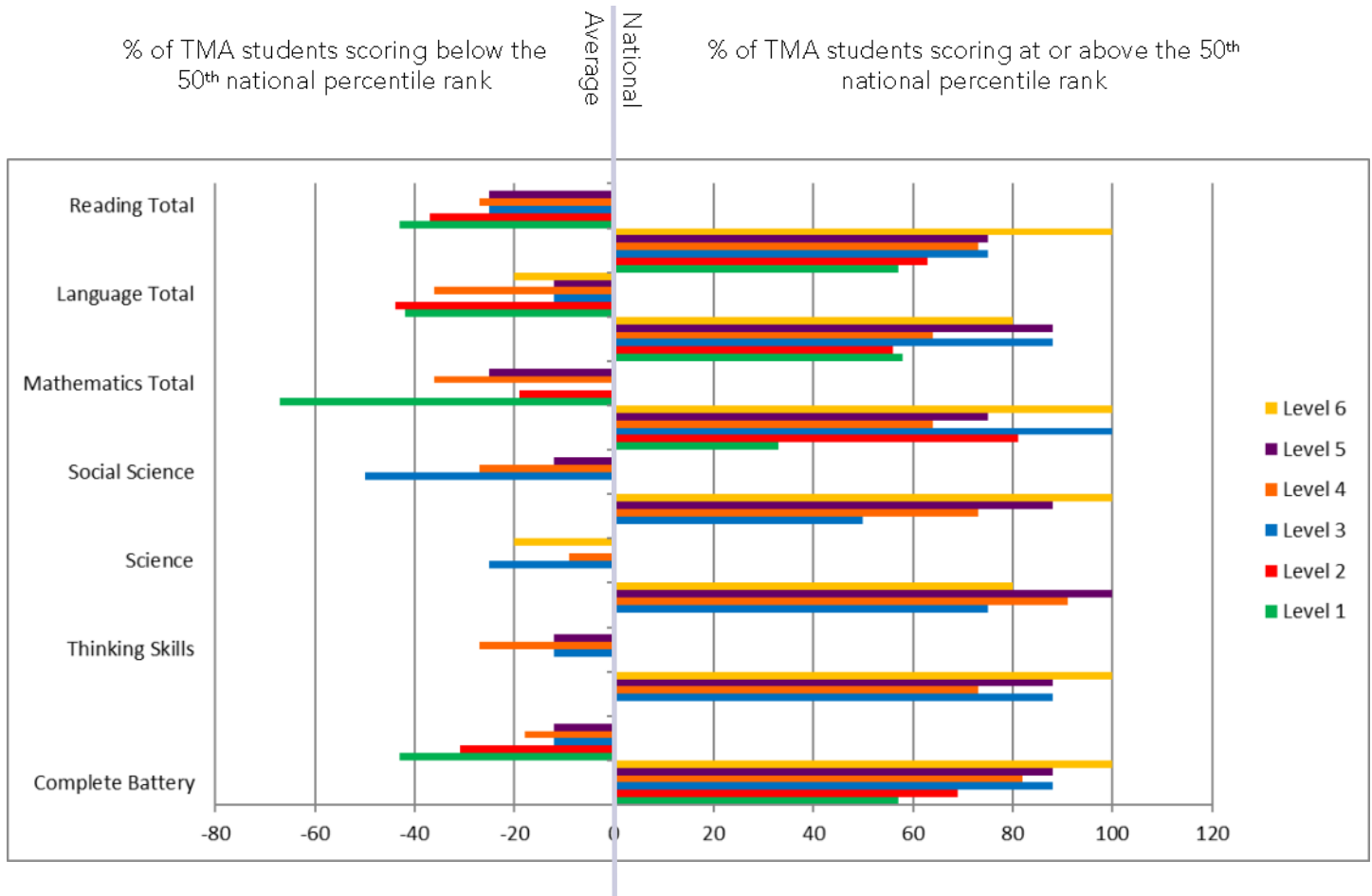
*This number represents the "Total" battery since social science, science, and thinking skills are not part of the test for grades 1 and 2.

Grade Equivalents: A grade equivalent is a score that represents the average performance of students tested in a given month of the school year. The grade equivalent scale ranges from K.0 (beginning Kindergarten) to 12.9 with scores above 12.9 designated as PHS (post high school). The numeral to the left of the decimal point refers to the grade for which the score is typical, and the numeral to the right of the decimal point represents one tenth of the school year, or one school month. *So, if a second grade student received a grade equivalent score of 5.1 it means a student's performance is typical of a fifth grade student tested in the first month of school. It does not mean readiness for fifth grade material; it means only that the student has a thorough mastery of the material covered on the second grade test.*

Median Grade Equivalents: An indicator of the performance of the typical student in the group in terms of grade equivalents. Since grade equivalents cannot be averaged, the GE (Grade Equivalent) that divides the group exactly in half is used. So, the median grade equivalent of 5.3 for third grade performance in math means that the median TMA third grade student has math skills consistent with the typical student in the third month of the fifth grade school year.

2018 Stanford Scores by Level

The following charts show the student distribution of scores on the Stanford 10 for 2018. The chart shows how TMA students compare to the National Averages. The right side shows students at or above the 50th percentile; the left side shows the students below 50th percentile. We serve a diverse student population. It follows our mission to have students who score above average, average, and below average as shown in the charts below. It can be seen that a vast majority of TMA students score at or above the 50th percentile in comparison to the national average.



THE MONTESSORI ACADEMY OF ARLINGTON

Preparing children for life, not just the next test.

