Assessments and Grading Policy

California Montessori Project (CMP) utilizes a variety of assessments to provide information to parents/guardians, students, teachers and administrators regarding each student’s academic progress and in what areas the student requires support to improve their learning. This information is also utilized by the school to make informed decisions on changes or additions to the curriculum.

All students take in-class assessments to provide the teacher with information for their lesson planning and what is needed to support each student. These results are shared with parents/guardians at Parent/Teacher Conferences.

As a public charter school, CMP students participate in required state and federal assessments. These results are provided to parents/guardians when received by the school. Student results also provide information to the school for evaluation and curriculum planning. These assessments also indicate the charter school’s effectiveness in carrying out its educational goals.

Whenever required assessments are administered, the principal of the school or their designee will give parents/guardians notice of the test, when it will be given, as well as the purpose of the tests. All required assessments are given according to the law and on the directed dates.

Special Education students participate in state and federal examinations according to their Individualized Education Program.

State and federal laws require the monitoring of a school’s participation rate in state or federal testing. If a parent has any questions in regards to their child’s participation in testing, please speak with the principal. Students identified as English language learners are assessed each year to determine their level. This information is accessed by the teachers to ensure the additional supports required are provided to these students. Parents/guardians are informed in advance of their child being tested, and parents/guardians will receive the results from the school.

Academic and Social Development Grading

Student progress provides information on student learning and where the student needs improvement. Parents/guardians will receive report cards three times per year, two of which are at Parent/Teacher Conferences, indicating their child’s academic and social developmental progress. Whenever possible, parents/guardians will be notified of concerns for the student by the teacher prior to report cards being distributed.

At parent/teacher conferences, parents/guardians, and students in the higher grade levels, will discuss the objectives of the class and set goals for the remainder of the school year.

Teachers are responsible for assigning grades to their students. If a student or parent/guardian believes a grade on the most recent report card is inappropriate, the student or parent/guardian may appeal to the teacher. If the issue cannot be resolved with the teacher, the student or parent/guardian may request a meeting with the campus principal. Any meeting with the principal must include the teacher who assigned the grade in dispute, and documentation of student work will be reviewed in order for a decision to be made.