



**2011-2012 ITBS Summary**  
**April 2012**

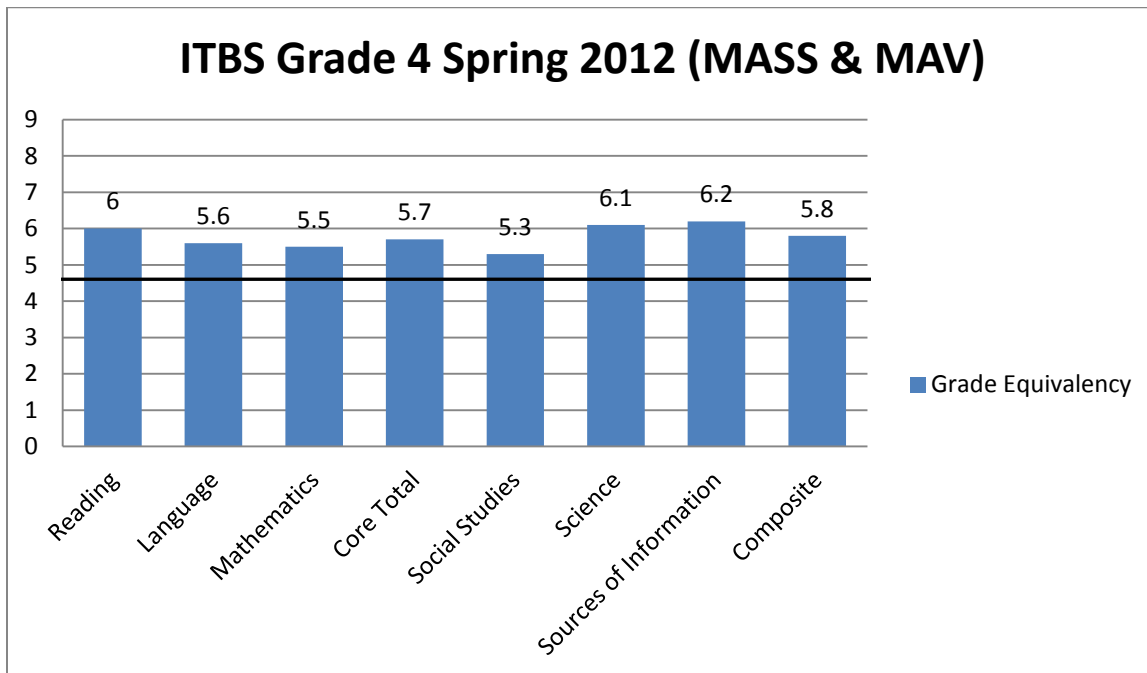
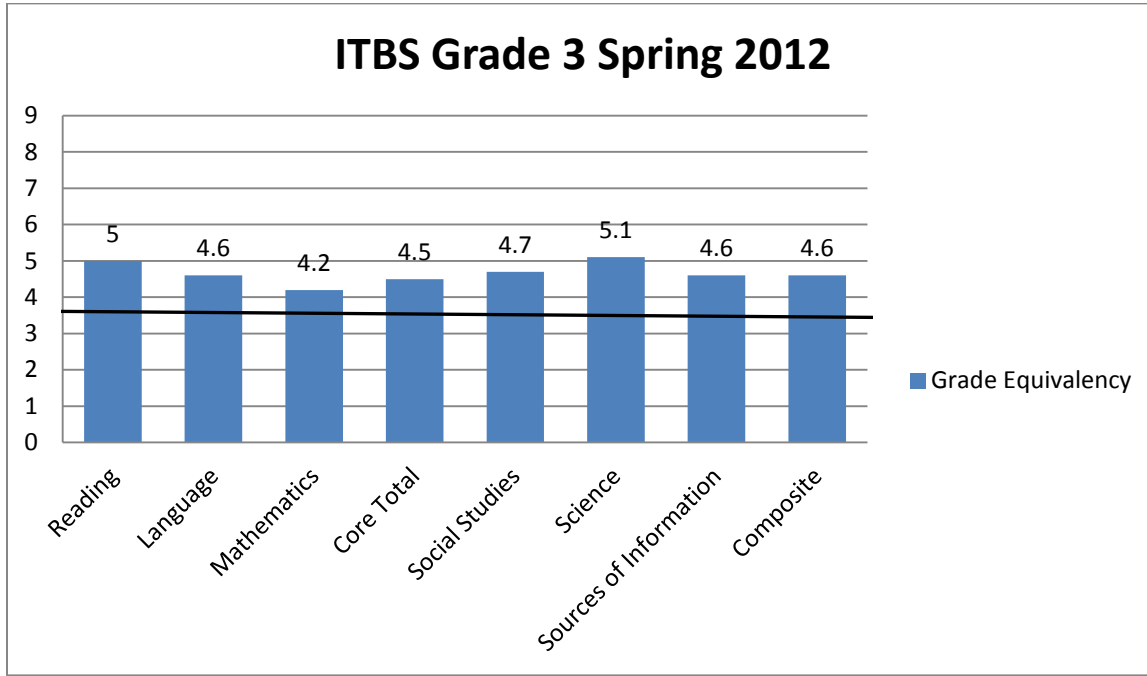
The following is a summary of the ITBS scores by classroom for students in the equivalent of grades 3-8. As you may be aware, current research supports the time tested Montessori Method. It supports the skills listed as 21<sup>st</sup> Century Skills. It supports the research and theories of Abraham Maslow and self actualization as well the current thoughts in motivation, mindfulness, and wellbeing. Montessori supports the characteristics of executive functioning and problem solving. Our students take this test each year without rigorous test prep. Our curriculum is not altered to speak to the specific areas tested but each year we do look at those areas which challenged students. Scores are looked at longitudinally not only per class but also per individual growth. We achieve our scores without the use of extrinsic rewards. We focus on lessons with concrete hands-on materials which aid in developing concentration and meaningful work. Montessori prepares students to possess the skills to creatively solve problems we cannot yet foresee.

In today's job market the industry is looking for employees with the strong executive functioning and problem solving skills who are self-motivated, creative, flexible and have an internal drive to succeed. Diamond and Lee (2011)<sup>1</sup> concluded in their study which evaluated four types of educational programs, including Montessori, that Montessori possessed 17 out of the 18 characteristics which strengthen executive function. Characteristics such as active hands-on learning, socio-emotional content connect cognitive, social, and emotional development with no extrinsic rewards or scaffolds for success just to name a few. In the 2005 study of Rathunde & Csikszentmihalyi the researchers concluded that Montessori middle school students were more positively engaged with greater affect, energy, intrinsic motivation, flow and undivided interest.

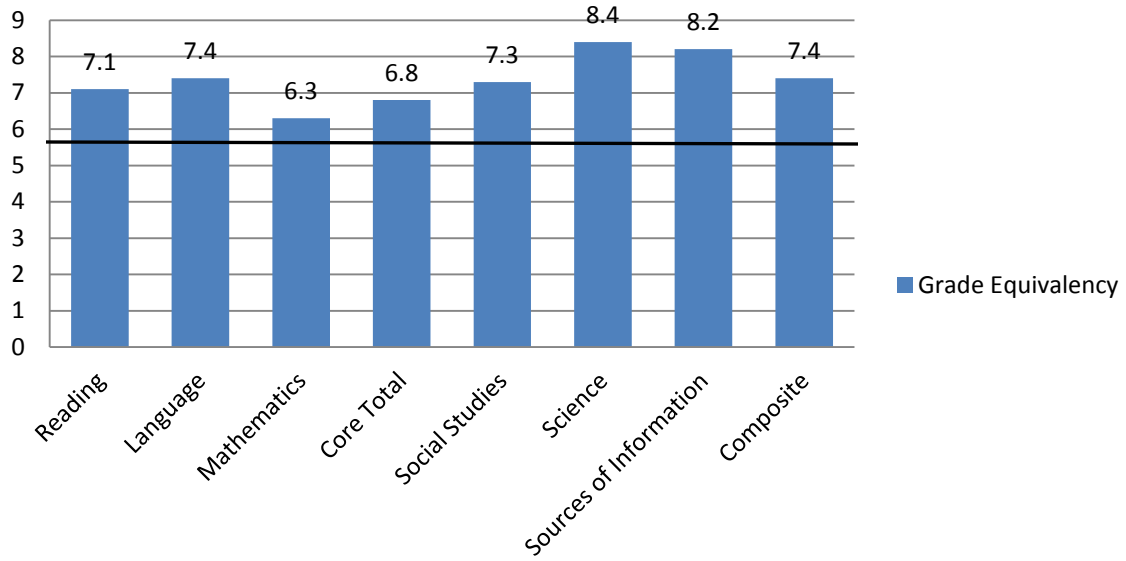
Grade	Grade Equivalency	National School Norms Percentage	# Students Tested	Comments
3	4.6	85 %	20	First year taking the test. These scores are used as baseline for growth.
4	5.8	80 %	8	
5	7.4	88 %	9	
6	7.7	70 %	5	
7	12.7	99 %	8	Typically the most growth is seen between grades 6 & 7. See explanation below.
8	13+	99 %	5	

1. In this study the researchers did not see evidence of the 18th characteristic which is "labeling and identifying feelings". However at Montessori Academy we address this in several ways including but not limited to community meetings, character education, and active conflict resolution practice.

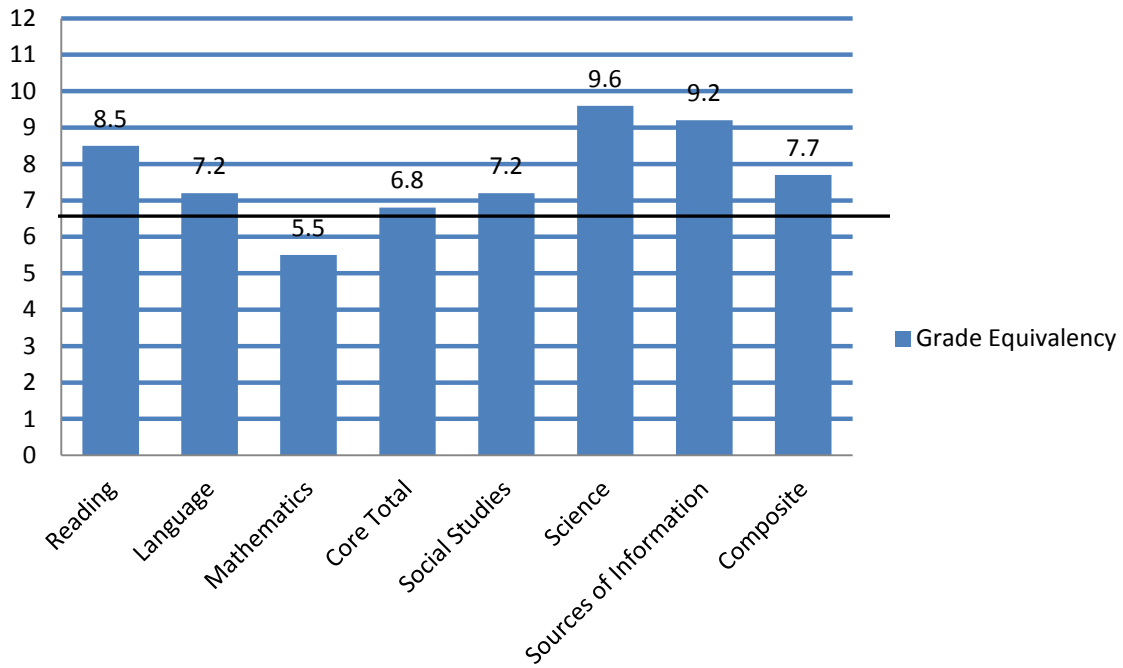
On the charts below you will see 2 numerical figures. The blue is for the current year's Grade Equivalency. The grade equivalency is for the entire section of each subject. The core total is the average of Reading, Language, and Mathematics scores and the composite is the overall average of all subject areas tested.

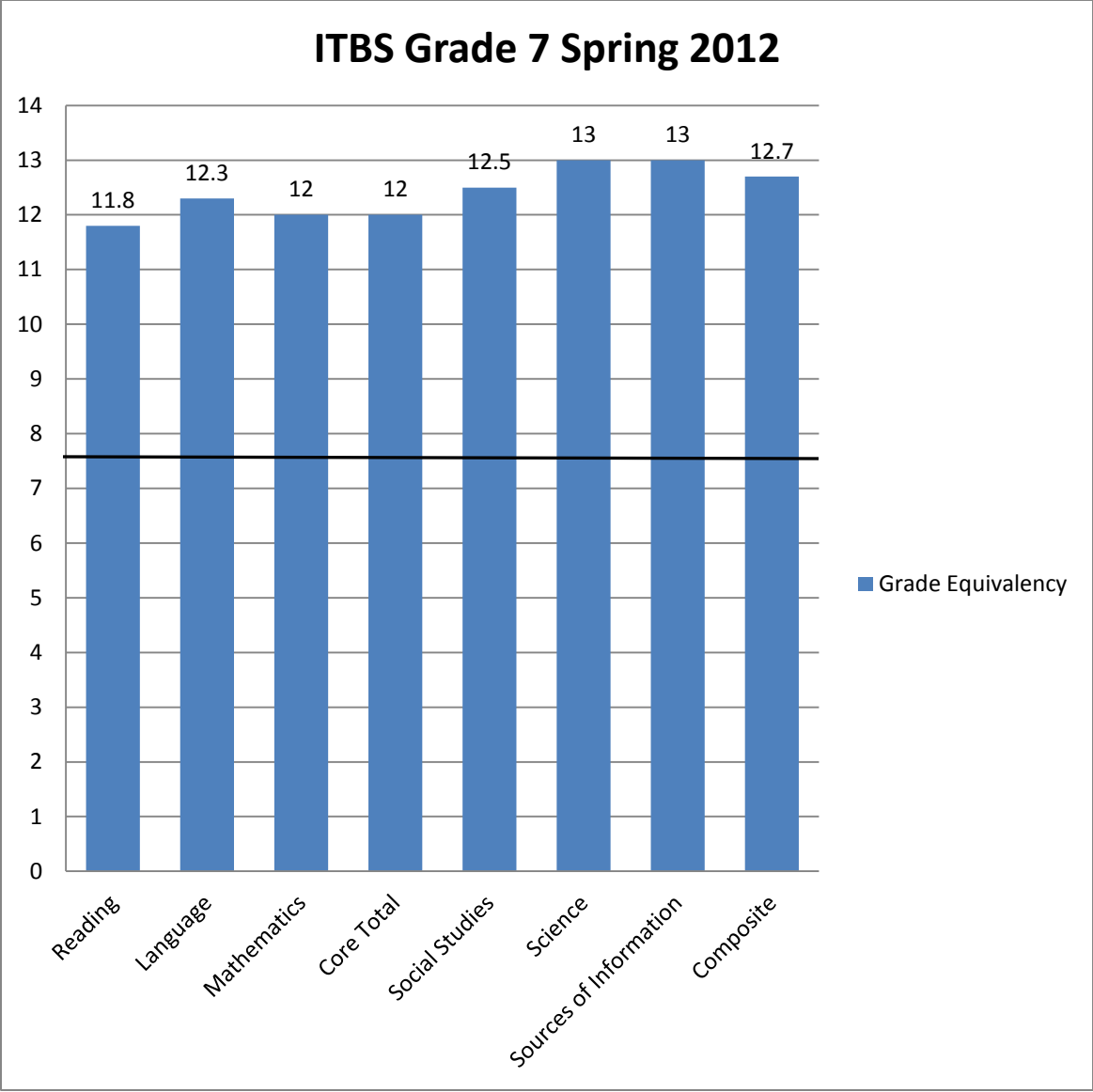


### ITBS Grade 5 Spring 2012

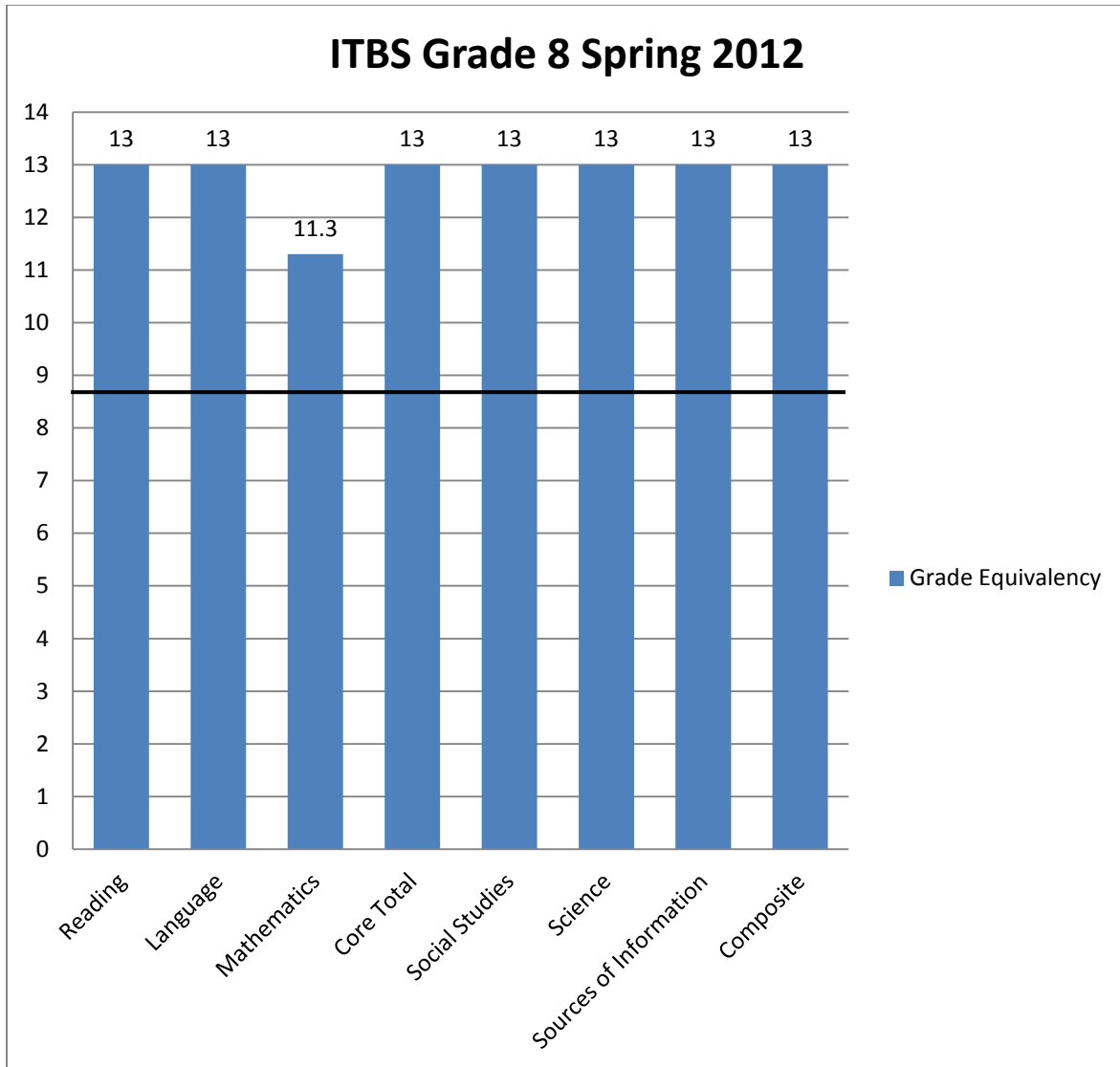


### ITBS Grade 6 Spring 2012





Each year we see the greatest gain between 6<sup>th</sup> and 7<sup>th</sup> grade. The reason for this is that students have developed the ability to truly abstract. They have taken all those years of working with the concrete materials and synthesized it in their cognition.



*“Our aim therefore is not merely to make the child understand...but to so touch his imagination as to enthuse him to his inner most core. We do not want complacent pupils but eager ones...”* Maria Montessori

Links to Montessori Research:

Dr. Steven Hughes [www.GoodatDoingThings.com](http://www.GoodatDoingThings.com)

Strategies for Promoting Problem Solving: A qualitative Study [Problem Solving Strategies.pdf](#)

Research outcome for Montessori [AMI Research Study.pdf](#)

Wall St. Journal [The Montessori Mafia](#)