



# Benchmarks for AMS Learner Outcomes

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*Year Round ~ Vashon Island ~ Montessori Antibias Early Childhood School*

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## Purpose

Klahanie School in the process of American Montessori Society accreditation has formed over the past three years expanding, researching and consulting to provide stakeholders with clear, consistent and concise reporting of student progressions in systematic evaluation of the following areas to support the whole child learning process and successes.

### **The intentions of this reporting is to provide the following:**

- *Clear communication of learner outcomes to parents.*
- *Tools to communicate effectively between teachers and other educational professionals regarding student progress.*
- *Developing of benchmarks that authentically reflect Montessori Antibias pedagogy and Klahanie School's learner outcomes.*
- *To support the effective collection of data at the student, classroom, and school levels for the purpose of informing instruction and to ensure accountability and extended accommodation support if required.*
- *To ensure consistency between classrooms and smooth transitions to upcoming schools attending.*
- *to team collaborate consensus around goals for typical students and help facilitate discussions around implementation of student services for those who need extra support.*

*Data is collected to support Klahanie School teams to assess and track benchmark progress from a "whole child" approach, including areas beyond cognitive/academic tracking to include the ways in which a child interprets the world, self and communities (flora and fauna included). Data sources in a Montessori environment include:*

- *Student work (projects, research, work journals, portfolios)*
- *Observation*
- *Teacher records and reports*
- *Cumulative student files*
- *Informal assessments*
- *Rubrics*

## Learner Outcomes

In commitment to offer the highest quality Montessori Antibias experience for students and families, Klahanie School has adopted the following Learner Outcomes (as outlined by the American Montessori Society [Standard 4.2]). These Learner Outcomes serve as a framework with which to evaluate, co-collaborate and maintain our vision for and efforts toward the holistic development of the children we serve. Students are evaluated through this as a frame and way to assess when accommodation, referral assessment to support in classroom knowledge and outcome is paramount awareness, practice and implementation in our programs.

It is important for our stakeholders to know of these Learner Outcomes:

- To better understand the mission and core values of Klahanie School and the role it serves in our island community.
- To prepare families for Klahanie School's expectation of support by families in the development of these skills and values for students.
- To better understand the context within which teachers will be discussing a child's progress through our curriculum.

The learner outcomes are involved and detailed topics to illustrate the scope of depth each child has opportunity to observe, celebrated and advocacy based reporting for their learning style and where they leave us after three years, moving into elementary standard school forms. Each of the following topics offer multiple stages of growth and learning points. Klahanie School intention for each student enrolled in our intimate program, is a curriculum of respect and equity for each student in their learning states, and develop each skill to an age-appropriate level throughout a child's experience here. Graduates of Klahanie School authentically create, practice and maintain the tools necessary to continue a developmental journey long after graduation from our garden space to continue to grow and thrive emotionally, socially, physically and cognitively in support and celebration.

### *Autonomy and Independence*

Within a Montessori pedagogy context, this definition of *self governing* includes the ability to maintain practice of control over one's actions, feel confident making independent choices, and have a strong sense of self-identity.

### *Confidence and Competence*

The self-assurance that comes from recognizing and having intuition, instinct, calm recognition in one's own abilities is one of the most empowering tools we can offer children. Through a greater sense of empowered ownership of their own achievements, children become energized by their own capabilities and wonderful teachers to others.

### ***Academic Preparation***

Children of all demographic, economic living situations deserve equitably offered, highest levels of opportunities in education, beginning with Early Childhood years. Schools are to include, such as Klahanie School offering thorough, careful space for growing, an intentional-whole child approach curriculum of language, mathematics, biology, physical science, geography, and history—integrating the DEI, ABAR standards of identity and community care. Additionally, we focus on process-centered, “show what you know” goals such as the development of critical thinking skills, problem-solving, concentration habits, and creativity to innovation. (Please refer to Klahanie School Scope and Sequence for detailed information.)

### ***Intrinsic Motivation***

To find the work of life internally satisfying creates a drive that propels children toward productivity and success in all areas as they grow. By removing extrinsic motivations at Klahanie School (such as rewards and punishments), we leave space for this vital inner development of the child.

### ***Social Responsibility***

The idea that we each should strive to benefit society and care for ourselves, each other, and the Earth instills children with a sense of intrinsic stewardship. Our Cosmic Curriculum explores the interconnection of all living things, encouraging the development of environmentally aware global citizens as well as showing equitable, inclusion, kindness and daily practices of gratitude for earth, self, others.

### ***Spiritual Awareness***

Spiritual awareness is a process that can be called many varying languages, for the instinctive space of awareness, by which we explore our own identity in the world. At Klahanie School we utilize the wonders and inclusive pedagogies of Montessori Antibias ABAR curriculums where children develop a sense of mindfulness, purpose, and possibility. This includes development of a growth mindset and calm, comfort with self-reflection.

## Benchmark Guides

***Each of the following areas are arching areas children graduating from Klahanie School, following three years, will find they have abilities. Each child is different, development is individualized and sometimes not all areas will be graduated in mastery, and instead areas of continued practice or referrals of support. Each section is communicated through twice-year guardian conferences, class observations, reports and referral-therapy correspondences.***

### Equity & Interpersonal Skills

-Klahanie School students will be able to address conflicts by identifying the issues, using practiced (and teacher supported) Compassionate Listening, inquiry and repeat back feelings, amends, and establishing collaborative solutions forward.

-KS students demonstrate empathy for peers and animals hurting, by asking if they are okay or offering to help.

-KS students help children who ask for help.

-KS students take turns speaking in conversations and in all equitable situations (lines, circle) and will advocate for listening.

-KS students follow agreements of the classroom intended for equity, respect for ourselves, each other, plants, animals, and the physical environments.

### Social Justice

- KS students listen to, discuss, inquire, and learn age-appropriate stories about Equity-Respect-Peace Makers and people from a variety of backgrounds, cultures, identities, races, ethnicities, religions, family structures. Using DEI, ABAR pedagogy daily practice, children are introduced to inclusion examples and practices with understood intrinsic awareness of what is unjust, unequitable and how to Voice UP always as community advocates—and ways to use that Voice.

-KS students listen to, discuss, inquire, and learn age-appropriate stories about seeing color, being an inclusive brain with humans and all different bodies of the world. That we all hold unique and special color, body size, shape, and ways to be kind in our learnings and ways to be sensitive culturally DEI ABAR practice and founded,

### Global Citizenship

- KS students listen to and discuss stories about people from a variety of geographic, cultural, typography backgrounds.

### Environmental Stewardship

- KS students demonstrate interest in and respect for nature by showing kindnesses throughout their large motor experiences in the Klahanie Garden, as well as stewardship when out in the greater world.
- KS students work to care for their classrooms by cleaning up after themselves and volunteering to help with communal tasks.
- KS students help care for classroom plants, pets and gardens.
- KS students reduce waste by composting food scraps and reusing- recycling paper.

### Intrapersonal Skills

#### Autonomy & Independence

##### **Emotional Self-Regulation:**

- Identify when they are upset and express verbally to a peer or teacher.
- Demonstrate self-soothing strategies when upset.
- Use appropriate self monitoring of body and volume-voice for a variety of situations (group, outside play, snack-lunch, concentration time).
- Wait patiently and use polite manners.
- Maintains independent choices and allows space for others to use as well.
- Transition from one choice to the next independently.
- Can make work choices based on interests, with prompting when needed.
- Demonstrates creativity through extensions beyond the basic use of materials.

##### **Confidence & Competence:**

- Consistently complete a successful work cycle (choose a work, do the work, put the work away).

(Self-Advocacy)

- Can demonstrate the ability to seek help.

(Strong Self-Concept)

- Name some things they are good at and some things at which they would like to grow and learn—become better at with practice.

##### **Intrinsic Motivation:**

- Verbalize the importance of trying hard and the knowledge that it will make them stronger.

- Express growth mindset through use of the word “yet”. (“I don’t know how to do that *yet*.”)

(Embracing Challenge)

- Can choose challenging works and persist, problem solve, and show resilience.

(Flow/Concentration)

- Regularly demonstrate natural concentration in activities.

- Demonstrate curiosity and engagement with specific topics of interest.

**Spiritual Awareness:**

- Practice and use 4-Square Breathing and yoga to calm.

- Reflect verbally on their actions. (Interdependence)

- Help their community and receive help from their community. (Awe and Reverence)

- Demonstrate a love for nature through interest in playing outside and examination of natural objects.



## Cosmic Education

Dr. Maria Montessori urged us to give children a *vision of the universe* and support them to discover how all parts of the earth and ourselves (plants, animals included) are interconnected and interdependent. And with the incredible opportunity of science studies of [the integration] of biology, astronomy, chemistry, geography, and the past, we can all find a greater understanding of our place in it and how we seek to help. The lessons below help children become aware of their own roles, accountabilities and ever changing responsibilities as humans and as members of the earth to co-create the meaning of society, and help them explore their “cosmic task”—their unique, meaningful purpose in the world is important and so are all equitably to be learned.

### The Past

- Demonstrate understanding of the passage of time by using words such as “last year, yesterday, tomorrow”.
- Participate in birthday celebrations that demonstrate that each year of life is an orbit of Earth around the Sun and how the child has changed over time.

### Geography

- Create a booklet of their cosmic address.
- Name the continents and some special facts about each continent.
- Celebrate with customs and songs from a variety of cultures.
- Identify 5 basic landforms when shown a material.
- Name 8 planets in order from the Sun.
- Create a map of the continents and oceans of the world.
- Create a map of a continent and its countries.
- Identify the current season and its characteristics and that seasons change and are a cycle, and appropriate clothing for each season.
- Identify morning, day, afternoon, evening, and night and that this is a cycle.

### Biology

- Classify picture cards as living/non-living, plant/animal/mineral, and vertebrate/invertebrate.
- Sort picture cards into 5 classes of vertebrates.
- Create a diagram of external parts of animals from different classes, including correct nomenclature.
- Create a diagram of external parts of trees, flowers, and leaves.
- Actively engage in hands-on experiences in nature as a touchstone for new academic knowledge.
- Use a material to map the life cycle of a plant or animal.

### Physical Science

- Create observations, predictions, hypotheses, and draw conclusions through activities designed around a variety of scientific concepts (such as float/sink, magnetism, and balances).

### Engineering

- Design and construct a structure that embodies pattern, symmetry, and balance.
- Build with a variety of materials with different weights, shapes, and dimensions.

## Reading - Literacy

After their third year in Klahanie School Early Childhood classroom, **students can:**

### Concepts of Print:

- Demonstrates an understanding that print moves from left to right and top to bottom by tracking with their eyes or a finger.
- Verbally differentiate between a letter, word, and sentence when shown and explain that words are made of letters and sentences are made of words.
- List the vowels of the alphabet
- Uses picture and context clues to aid in understanding of texts
- Identify the title, author, and illustrator of a book and their purposes
- Differentiate between fiction and nonfiction

### Phonemic Awareness

- Verbally identify and produce rhyming words.
- Verbally manipulate words by changing, adding, or deleting the initial, medial, final sound or rime of a given word.
- Name and identify the sounds most commonly associated with the letters of the alphabet when shown both upper and lower case letters.
- Identify the number of sounds, order of sounds, and isolated sounds of words with three phonemes when shown a word or picture.
- Identify short vowel sounds associated with each vowel

### Decoding

- Blend CVC three-letter words when shown the word in print.
- Break down a three-phoneme word into sounds and represent with appropriate letters in writing when given a picture or verbal word.

- Read emergent reader texts with appropriate pace and demonstrating self-correction and comprehension strategies

- Verbally read 20 high-frequency sight words when shown the word in a list.

### Fluency

- Read emergent texts (F&P level D) in 2-3 word phrases, such as with pattern reading.

- Reflect awareness of sentences in reading by pausing at ending punctuation

### Comprehension

- Discuss stories read together or aloud including asking and answering questions about key details, retelling stories, identifying elements (such as characters, setting, problem, solution, events, nonfiction concepts), making predictions, and comparing stories.

- Identify supporting details of an idea in a nonfiction text, applying appropriate vocabulary and paraphrasing.

### Language Arts

After their third year in Klahanie School Early Childhood classroom, **students can:**

#### Letter Formation

- Legibly write in manuscript, including both capital and lowercase letters.

- Write from left to right and top to bottom.

#### Mechanics

- Capitalize the first letter of a sentence and names.

- End sentences with a period.

#### Word Study

- Spell three letter short-vowel words when shown a picture or given a word verbally.

#### Grammar

- Describe the role of a noun and verb, identify the part of speech of given familiar nouns and verbs, and generate their own examples.

#### Writing Structure

-Write original and paraphrased sentences that include a subject and predicate, with inventive spelling, demonstrating knowledge of letter sounds.

### **Writing for a Purpose**

-Paraphrase text resources and lessons to generate short non-fiction writing about a research topic.

-Journal using a combination of sentences, pictures, and words.

-Create posters to convey information on a given topic.

-Tell stories that go along with a drawn or given picture that include characters and events.

-With support, complete simple revisions to written work.

## Mathematics

After their third year in Klahanie School Early Childhood classroom, **students can:**

### Numeration

- Demonstrate the concept of “zero” with counters.
- Combine and count items to demonstrate understanding of + and =.
- Compare two sets of numbers, identifying “larger” and “smaller” quantities.
- Read and copy a number up to 9,999 represented with materials/numerals.
- Count verbally and write legibly numbers 1-20.
- Identify, order, and name numbers up to 100 with materials.
- Skip count by 10’s to 100, 2’s to 20, and 5’s to 50.

### Place Value

- Exchange materials for equivalent quantities within place values of units through thousands.
- Given number cards, students can provide the associated quantity (with materials) of the numeral of any number up to 9,999.

### Operations

- Students can accurately complete static addition with the golden bead materials.
- Students can explain or demonstrate that multiplication is adding sets of a number (with materials).
- Can explain or demonstrate that subtraction is “taking away” (with materials).
- Students find addition facts up to  $10 + 10$  with materials and recognize combinations of 10.

### Mathematical Mind

- Demonstrate willingness to estimate answers to math problems.
- Complete the pattern, count on, or identify “one more” or “one less” when given a set of numbers.

## **Applied Mathematics**

-Count everyday objects and answer “how many”.

## **Fractions, Decimals, and Percents**

-Explain and demonstrate with materials that a fraction is less than a whole. • name fractions up to one fourth when shown a material representation.

## **Money**

-Identify the name and value of a penny, nickel, dime, quarter, and one dollar bill.

## **Radicals and Exponents**

-Identify the relationship demonstrated by the squaring chains (ie 4 fours).

-Manipulate the square and cube chains of the bead cabinet to create a square or stack a cube.

## **Data and Graphing**

-Differentiate materials by length.

-Manipulate materials laid out in a grid using spatial understanding of rows and columns.

## **Algebra**

-Sensorially solve the binomial and trinomial cube puzzles.

## **Measurement**

-Demonstrate understanding that various qualities of an object or set of objects can be measured by use of an appropriate tool.

-Read numerals on the digital thermometer and associate them with weather-appropriate clothing.

-Identify which of two items is “longer” or “shorter” using visual discrimination.

-Identify which of two items is “heavier” or “lighter” using their hands or a balance.

## **Time**

-Differentiate between day and night or morning and afternoon.

-Associate changes in temperate forest (local) nature with the seasons.

- Verbally tell time to the hour when looking at an analog or digital clock face.
- Name the months of the year, days of the week, and four seasons in order.

## **Geometry**

### **Sensorial Importance**

The sensorial area is perhaps the most distinct part of the Montessori classroom. Sensorial education is based on Montessori's theory that refinement of the senses is integral to future education. All our learning begins from the tactile, sensory imprint of life experiences, environments and learning.

These essential foundational skills nurtured through the sensorial curriculum build a sense of organization that helps children make sense of their world, and are the precursors to more complex categorization, gradation, differentiation, and matching necessary in many studies. These observational skills must be developed before more advanced categorization of one's world (biology, geometry, grammar, etc.) can be effectively learned.

### **Dimension**

- Demonstrate differentiation, gradation, matching, and combination of dimension by manipulating a variety of objects (such as the pink tower, brown stair, and knobless cylinders).

### **Visual**

- Match and grade color hues.

### **Auditory**

- Differentiate, grade, and match sounds.
- Use bells or other instruments to create, match, and grade pitches.
- Make and observe silence.

### **Tactile**

- Differentiate and grade objects by texture, temperature, and weight.
- Identify familiar objects using only the sense of touch (stereognostics).

### **Olfactory and Gustatory**

- Match samples by scent or taste.



-Categorize samples by taste.

### **Geometric Shape**

-Exploration of shapes and combinations of shapes with geometry boxes (such as the triangle, hexagon, and rectangular boxes).

### **Geometric Form**

-Name geometric solids.

-Build the binomial cube.

## Fine Arts

After their third year in Klahanie School Early Childhood classroom, **students can:**

### Music

- Create higher and lower pitches in a limited range with instruments and voice when guided with example sounds.
- Echo, create, and play melodic patterns with voice and instruments.
- Re-create, and play 4-beat rhythmic patterns with body percussion or instruments.
- Maintain a steady beat in a group.
- Sing short memorized songs.
- Experience a variety of recorded world music.

### Visual

- Discuss (with appropriate vocabulary) a variety of visual arts.
- Express personal ideas, interests, and feelings through art.
- Demonstrate thoughtfulness and care when creating art.
- Manipulate a variety of tools such as brushes, scissors, and glue applicators to create art.
- Use a variety of mediums to create art.
- Identify shapes and form in art (2D, 3D)

### Arts

- Experiment with and discuss color relationships (primary and secondary colors).

### Performance Arts

- Experience play and practice of live theater.
- Perform a skit or song for a group.
- Use movement to enhance a song.

## Evaluations Resources Used for Review: Daily, Monthly, Quarterly and Annually with Klahanie School Teaching Teams

📄 KSMontessoriLessonPlan.pdf

📄 KSMontessoriRecordKeeping-1.pdf

📄 KSObservation Record Keeping Form.pdf

📄 RubricforEvaluatingKSTeacherLessonPlan-1.pdf

📄 RubricsforSocialandPersonalSkillsEarlyLearnerEdition-1.pdf