



IB Assessment Policy

Cullen Elementary School

Philosophy

At Cullen Elementary School, we are committed to developing internationally minded, lifelong learners who take ownership of their education. Students collaborate to make meaningful connections within our diverse school and IB world community. We recognize that utilizing data from formal and informal assessments is an ongoing essential part of teaching and learning, driving instruction and fostering student growth.

Through goal setting, reflection, and self-adjustment, students become active participants in their learning journey. Our assessments are purposeful, varied, and student-centered, designed to support the whole child and encourage critical thinking, inquiry, and problem-solving. We prepare our students for formal assessments through application and connection of real-world skills during lessons. At Cullen Elementary, assessments support each student's unique learning journey, encouraging growth and success.

Purpose of Assessment

The purpose of assessment for each stakeholder:

For the Student	For the Parent
• Take ownership of their learning through setting and reflecting on goals • Monitor and celebrating growth • Activating prior knowledge • Build self confidence • Learn to use data to understand progress and adjust strategies	• Monitor their child's progress and growth • Help students make real world connections to the content they are learning • Recognize and celebrate milestones • Collaborate with teachers to enhance their child's educational experience
For the Teacher	For the Administrator
• Co-construct learning goals with students • Provide guidance and feedback to advance learner performance • Use data to collaboratively reflect on	• Look for trends • Evaluate teaching strategies • Communicate with stakeholders • Support teacher development • Make data driven decisions



IB Assessment Policy

Cullen Elementary School

- student progress and needs - Adjust instructional plans based on data - Monitor the effectiveness of the curriculum and make adjustments as needed	- Support standard alignment - Allocate resources
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PYP assessment at Cullen Elementary is built around four key dimensions: monitoring, documenting, measuring, and reporting on learning, each with distinct components designed to track and support student growth.

Monitoring

Monitoring learning involves actively tracking student progress through tools such as goal and reflection sheets, where students set personal learning goals and reflect on their achievements. Teachers also use regular formal and informal observations to monitor how students engage with the content and adjust their learning approaches as needed.

Monitor success within the units of inquiry by:

Teachers are continuing to monitor students' progress toward meeting the learning goals set by the unit planners.

Students are monitoring their success and reflecting on related learner profiles and approaches to learning. Staff members are continuously reflecting and monitoring student progress by completing positive office referrals for students who exemplify learner profiles based on their units of inquiry.

Teachers monitor success without the units of inquiry by completing Hays CISD CBAs and unit checks. Pre-K students complete CIRCLE assessments and students in kindergarten through fifth grade complete NWEA Math Maps testing and Amplify mClass. These assessments take place at the beginning of the year, middle of the year, and end of the year. The data from these assessments drive future instruction, as well as help determine which students need additional intervention.



IB Assessment Policy

Cullen Elementary School

Students Self Assess	Students Peer Assess
Self-correcting student center/stations Progress Learning Galaxy Tracker Reflection Journals Pre and Post Assessment reflection Hand signals Rubrics	Student experts given opportunities to teach peers in small group setting RACE analysis (edits and revisions) Lead4ward Common Misconceptions Discussions Error Analysis Peer Edit and Feedback Verbal Feedback Peer Rubrics

Goal Setting and monitoring looks different for each grade level:

PreK/K	1st-2nd	3rd-5th
Students: • set goals and track their data for letter names, letter sounds • update their progress by graphing their data in their folders/binders • set goals and track their data for number recognition and counting • update their progress by graphing their data in their folders/binders	Students: • track their data and set goals for sight words, reading fluency • update their progress by graphing their data through chart trackers for Progress Learning • monitor reading and fact fluency knowledge by completing progress monitoring assessments • set goals for CBAs before the assessment takes place	Students: • Goal Setting and Reflection Portfolio for each Unit Check and CBA • Conferences/Check-ins to allow students to communicate their strengths/challenges • Students have folders where they track their progress for various content goals • reflection page where they track their own level of understanding at the beginning, middle and end of the unit



IB Assessment Policy

Cullen Elementary School

Documenting

Documenting learning captures a record of student progress over time. This includes using unit planners for each of our Programs of Inquiry. The unit of inquiry includes learning experiences that will take place in classrooms during each unit of study. Teachers set learning goals and success criteria. This also includes Success Ed, our digital intervention platform, to track academic milestones in reading and math. Through this platform, teachers are also able to document parent and teacher communication, which includes parent teacher conferences, emails and phone calls. Teachers also document student work, reflections, and anecdotal notes to provide a holistic view of each student's learning journey. Students document their learning on a daily basis through digital platforms such as Progress Learning, Amplify, assessments in Eduphoria, and assignments in Schoology. Teachers are also able to display their student's knowledge through visual displays on Facebook, ClassDojo, GT Newsletter,

Students of Cullen use non-digital platforms to make their learning visible to the community with Campus Showcases and The Power of Cullen. Through these open campus visual displays, visitors are able to see portfolios, learning journals, classroom displays, student-created posters and models. There are also written self-reflections, and collaborative projects that showcase the conceptual understanding with the development of Approaches to Learning.

Measuring

Measuring student progress is done through a variety of assessment methods. This includes common formative assessments, which are used to gauge student understanding at regular intervals, as well as a mix of formal and informal assessments that provide immediate insights. These assessments include district Curriculum Based Assessments (CBAs), unit checks, and benchmarks for reading, math, and science. A CBA is an assessment that is designed to measure how well students are mastering state grade level standards. The assessments are administered throughout the year based on the district pacing guide, and provide data for instruction. With this data, teachers can identify who needs additional support or enrichment.

This also includes our state standardized assessment, STAAR which tests reading and math for 3rd-5th grade and science for 5th grade. Other measures include mClass, which is our reading screener that is given at the beginning, middle, and end of year. MAP (Measure of Academic Progress) is an adaptive math screener that is based on national norms. The assessment is also given at the beginning, middle, and end of year. Additionally, students are encouraged to engage in self-assessment, helping them reflect on their own learning and identify areas for growth.



IB Assessment Policy

Cullen Elementary School

At the beginning of each unit, students in each grade level will complete a pre-assessment to gauge their level of understanding of a new topic. These assessments include thinking maps, KWL Charts, provocations, and other assessing prior knowledge experiences. These learning experiences help the teacher adjust their teaching. The teacher is able to know which students will need additional support and enrichment experiences.

During each unit, teachers make anecdotal notes by making student observations and listening to student conversations. Teachers also include checks for understanding using exit tickets completed daily. Teachers use this to monitor and adjust future lessons within a unit.

At the end of each unit, students will complete a post-assessment to demonstrate their understanding of the concepts and skills explored. These assessments include rubrics, checklists, reflections, unit checks and CBAs.

Reporting

Reporting is the process of communicating student progress to all stakeholders. This includes sharing data through Professional Learning Communities (PLCs), where teachers, administration, IB coordinator, SPED teachers, and interventionist all collaborate and analyze student outcomes bi-weekly for grades pre-2nd and weekly for 3rd-5th grade. During our PLC meetings we discuss CBA, unit check, benchmark, or screener data. We also discuss intervention and progress monitoring. By discussing this data teachers are able to decide on what students need spiral review, extensions, or guided practice in a small group setting. Data trackers are used to monitor individual and group progress. Major milestones such as exhibitions and conferences allow for deeper discussions on student development, while newsletters keep parents and the broader community informed about ongoing learning achievements and events.

Progress Reposts are filled out on the platform Eduphoria for K-1 classes. They are completed in the second 9 weeks of every quarter till the end of the year. Students are rated holistically on a letter scale based on academic performance in the content areas of Language Arts, Mathematics, Science, Social Studies, and Social Performance. Students are rated with the following scale of E-Exceeds Expectations, S-Satisfactory, N-Needs Improvement, U-Unsatisfactory. Student letters are sent home or emailed out to parents to notify them of the students progress.

Students in all grade levels receive report cards at the completion of a grading period. Grading periods are nine weeks. Students in pre-k through first grade report cards are called Skills Books. These are a checklist of skills based upon the grade level state standards. Students are assessed by teachers on their mastery of these skills. Based on their mastery, students are given a number of 1 through 4. A



IB Assessment Policy

Cullen Elementary School

score of one means the student has not mastered the skill, two is approaching grade level, three means the student is on grade level in that skill, and a four means that the student is performing above grade level on that particular skill.

In grades 2 through 5, students receive numeric grades on their report cards. Grades are given in Language Arts, Math, Science and Social Studies. Students will have 9 daily grades in each subject, valued at 75% of their final average. Three major grades are taken each nine weeks in each subject area, which account for 25% of their average. Grades are posted weekly. Parents are able to check their child's average through the district parent portal at any time throughout the nine weeks. Midway through each nine weeks grading period, a progress report is emailed to parents as a digital PDF. This progress report contains information on how students are doing so far in the grading period. Following the completion of each nine weeks, parents are emailed a copy of that nine week's report card. Awards are given at the completion of each semester to students who have received all A averages or have AB averages in all subjects.

Students who receive special education services receive a progress report concurrently with the report card. This reports on the progress students are making on IEP goals.

Parents of students who receive Gifted and Talented Education Services receive a report at the end of each semester. Teachers list which educational strategies were beneficial to the student. The report also includes the students achievements, growth and enrichment recommendations.

Academic and behavior progress of students who are receiving intervention is tracked in SuccessEd and shared with parents every nine weeks.

Each of these dimensions ensures that assessment is a continuous, transparent, and collaborative process that drives learning forward at every stage.

Communication

At Cullen Elementary, teachers will provide continuous feedback to students and parents through Class Dojo, newsletters, flyers, phone calls, and parent meetings.

Parent/Teacher Conferences are held annually in October, with additional meetings available upon request. During these conferences, we celebrate students' strengths ("glows"), discuss areas for growth ("grows"), review work samples and portfolios, and collaborate with parents



IB Assessment Policy

Cullen Elementary School

to support progress toward learning goals. It is our mission to incorporate student-led conferences.

Report cards which include ratings and grades in reading, math, writing, science, and social studies will be sent home every 9 weeks and progress reports go home midway through the nine weeks.

We send home Beginning of the Year (BOY), Middle of the Year (MOY), and End of Year (EOY) reports for our mClass assessment and MAP assessment.

Special Programs

At Cullen Elementary we are committed to meeting the unique needs of all our students. To ensure every child has the opportunity to thrive, we provide specialized support services tailored to their individual learning needs. These services are integrated into the school day, allowing students to receive the assistance they require without disrupting their overall learning experience.

Our Specialized Support Services Include:

- **Special Education:** Providing individualized educational plans (IEPs) and tailored services for students with diverse learning needs, ensuring they have access to a quality education. Students qualify for special education services based on testing completed by a Licensed Specialist in School Psychology to identify learning disabilities. Based upon testing results students may receive the following services:
 - **Dyslexia Support:** Designed to assist students with reading difficulties by providing targeted interventions to improve literacy skills.
 - **Speech Therapy:** Help students develop their communication skills through speech and language support.
 - **Resource** Provides students who are 3 grade levels behind in reading or math targeted support to build missing skills in a small group setting
 - **Inclusion** Special education staff provides support in the general education classroom to ensure accommodations are used and effective
- **English as a Second Language (ESL):** Offering support for students whose first language is not English, helping them develop language skills for academic success. Students qualify for this service based upon the home language survey that is completed by parents when they enroll into Hays CISD.
- **Gifted and Talented (GT):** Providing enrichment and acceleration opportunities for students who demonstrate exceptional ability or potential in academic areas. Students are nominated



IB Assessment Policy

Cullen Elementary School

by teachers and parents for testing. Testing takes place in the fall after the nomination window closes. A committee composed of the school counselor, GT campus liaison, and a teacher representative meet to analyze the results of the testing, teacher observations, and parent reports to determine if a student meets the criteria set by the district to qualify for services.

- **Intervention Services:** Offering extra help for students who need additional support in areas such as math, reading, or writing to meet grade-level expectations. Students undergo the MTSS (Multi-Tiered System of Supports) process, where students receive multi-level intervention based on the needs of the specific targeted practices for individualized students .
 - **Tier 1:** Universal support provided to all students through high-quality, core instruction
 - **Tier 2:** Targeted, small-group interventions for students who need additional support, along with Tier 1 instruction.
 - **Tier 3:** Intensive, Individualized support for a smaller group of students who have not responded to their Tier 2 intervention.

Policy Review

This is a live document that will be updated as needed. We will meet at the beginning, middle, and end of the year to review, update, or make changes.

Policy Communication

This policy is shared annually with all school constituents via Staff and Parent Newsletters as well as campus meetings and professional development. This policy will also be available to staff and parents online.

References:

International Baccalaureate Organization (May 2014). PYP: From principles into practice. Accessed January 31, 2025 from www.ibo.org