Our Vision for Education
Students demonstrate proficiency in the following three outcomes:

- **Cognitive Skills**: Essential and transferable lifelong skills
- **Content Knowledge**: Understanding and application of complex, challenging facts and concepts
- **Habits of Success**: Mindsets and behaviors that support academic achievement and well-being
Our New Approach to Grading
Prioritizing Cognitive Skills

- Cognitive Skills - 70%
- Content Knowledge - 30%
<table>
<thead>
<tr>
<th>Textual Analysis (Close Reading)</th>
<th>Products &amp; Presentations</th>
<th>Inquiry</th>
<th>Analysis &amp; Synthesis</th>
<th>Speaking &amp; Listening</th>
<th>Composing / Writing</th>
<th>Using Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme / Central Idea</td>
<td>Oral Presentation</td>
<td>Asking Questions</td>
<td>Identifying Patterns &amp; Relationships</td>
<td>Discussion / Contribution</td>
<td>Argumentative Claim</td>
<td></td>
</tr>
<tr>
<td>Point of View / Purpose</td>
<td>Multimedia in Written Production</td>
<td>Predicting / Hypothesizing</td>
<td>Comparing/Contrasting</td>
<td>Preparation</td>
<td>Informational / Explanatory Thesis</td>
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<tr>
<td>Development</td>
<td>Multimedia in Oral Presentation</td>
<td>Designing Processes &amp; Procedures</td>
<td>Modeling</td>
<td>Norms / Active Listening</td>
<td>Narrative</td>
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<tr>
<td>Structure</td>
<td>Conventions</td>
<td>Interpreting Data/Info</td>
<td>Making Connections &amp; Inferences</td>
<td></td>
<td>Counterclaims</td>
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<tr>
<td>Word Choice</td>
<td>Precision</td>
<td>Critiquing Reasoning of Others</td>
<td>Justifying / Constructing an Explanation</td>
<td></td>
<td>Selection of Evidence</td>
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<tr>
<td></td>
<td></td>
<td>Justifying / Constructing an Explanation</td>
<td></td>
<td></td>
<td>Explanation of Evidence</td>
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<td></td>
<td>Integration of Evidence</td>
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<td></td>
<td>Organization</td>
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<td></td>
<td></td>
<td></td>
<td>Introductions &amp; Conclusions</td>
<td></td>
</tr>
</tbody>
</table>

- **Using Sources**: Selecting Relevant Sources, Contextualizing Sources, Synthesizing Multiple Sources
• Learning content through Focus Areas
• Each focus area has a 10-question Test (Content Assessment)
• Immediate results and analysis for student growth
Grading in Math Classes

- Math Concept Units
- Each focus area has a 10-question Content Assessment
- Immediate results and analysis for student growth
Focus on Year-Long Progress

- Continuous improvement and growth mindset
- Students can retake assessments which gives them an opportunity to study more and ensure there are no gaps in the knowledge before moving on.
- Emphasis on cumulative grades
- Understanding an Incomplete
Supporting your Students
Benefits of the Summit Learning Platform

- A tool for students to access more resources and check their progress throughout the year
- Provides real-time visibility into what students are working on
- Instant access to student grades, performance and teacher feedback
GRADING FACTS

- Students will not receive a grade until the first project or math unit is completed.

- The progress tab is where you can find their current grade and status. Click on the class to get further details regarding cognitive skills etc.

- The year view will alert you to the progress - Red (not complete or not passing grade) Yellow (lower cognitive skills or needs revision) Green (passing grade and completed) Blue (not due yet).
Logging into the Summit Learning Platform as a parent/guardian provides a detailed status of student progress. You should have received an email 2 weeks ago on logging in (please check spam)

1. Go to https://www.summitlearning.org and click Log In in the right corner.
Log in to the Summit Learning Platform

2. On the next screen, click Parent Login in the upper right corner.
Log in to the Summit Learning Platform

3. On the next screen, click Parent Login in the upper right corner.

If you don't have a parent account, please reach out to your student's teacher or principal and provide them with your name and email address for them to create an account for you. They will provide you with a username and password, which you can later update.
1. Once you’ve logged into the Summit Learning Platform, click into your student’s dashboard.

**Parent Dashboard**

**Welcome to the Summit Learning Platform!**

This is your student’s dashboard for setting goals and tracking progress towards those goals. As a parent, the platform will help you support your student’s academic success and college readiness at home. If you would like to see anything - from your student’s current assigned work to a yearlong view of their progress, you can find that all here!

We encourage parents to check the platform weekly to understand:

1. The current projects your student is working on and whether your student is completing projects on time
2. Your student’s cognitive skill performance and whether he/she is on-track to meet his/her individual goals
3. Your student’s pace of passing content assessments and whether he/she is on-track to meet his/her individual goals

When you click below and enter your student’s dashboard, you will see everything your student sees - beginning with the current projects and content they are working on.

**Go to Little Cat’s dashboard!**  **Go to Little Ari’s dashboard!**  **Explore Parent Guide**
2. The **Progress Page** will be the first page to load. The **Courses** panel on the right side gives the current academics grades. Courses with grades displayed are on track. Courses displaying “Incomplete” need attention.
3. If you click on a specific course on the right side, you can see a **detailed grading breakdown** for all focus areas and projects/math units associated to that course.
English 7

How are grades calculated with Summit?

My grade summary

Breakdown | Grade | Earned | Status
--- | --- | --- | ---
Projects | 76% | 53% of 70% | On track
Power Focus Areas | 100% | 21% of 21% | On track
Additional Focus Areas | 0% | 0% of 9% | Not attempted

Total grade: 74% C
Access Grades in the Platform

4. To see your student’s pacing as it relates to all projects, focus areas, and math units, hover over the left hand panel and click **Year**.
5. The **Year** page displays your student's progress across all courses for the entire school year.

### Access Grades in the Platform

<table>
<thead>
<tr>
<th>Month</th>
<th>English 7</th>
<th>Integrated Science 7</th>
<th>Math 7</th>
<th>Medieval History</th>
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<tbody>
<tr>
<td>Aug</td>
<td>Completed and Scored Project</td>
<td>Completed &amp; Scored Project with Below Cog Skill Avg</td>
<td>Scale...</td>
<td>The Sil...</td>
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<tr>
<td>Sep</td>
<td>From Story...</td>
<td>Chemical R...</td>
<td>Introdu...</td>
<td>Feudal Hero...</td>
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<td>Oct</td>
<td>Outsiders on Trial</td>
<td>Natural Hazards</td>
<td>Proportion...</td>
<td>Islam &amp; Interconnec...</td>
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<td>Problem Solving Pla...</td>
<td>Ratio...</td>
<td>Mali &amp; Cultural Exch...</td>
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<td>The True Story...</td>
<td>Microworld</td>
<td>Proportional...</td>
<td>Mesoamerica and th...</td>
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<tr>
<td>Jan</td>
<td>Justices and Inj...</td>
<td>My Ecosystem</td>
<td>Measuring CI...</td>
<td>Conquest and R...</td>
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<tr>
<td>Feb</td>
<td>Rhythm and...</td>
<td>Natural Resources</td>
<td>Expressions,...</td>
<td>What We...</td>
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<tr>
<td>Mar</td>
<td>Structure...</td>
<td>Ecosystems: Biodiversity</td>
<td>Expressions,...</td>
<td>What We...</td>
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<tr>
<td>Apr</td>
<td>Structure...</td>
<td>Energy in Chemical Process</td>
<td>Angles, Triang...</td>
<td>What We...</td>
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<tr>
<td>May</td>
<td>Rhythm and...</td>
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<td>Probability &amp; Samp...</td>
<td>What We...</td>
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<tr>
<td></td>
<td>Rhythm and...</td>
<td></td>
<td></td>
<td>What We...</td>
</tr>
</tbody>
</table>

**Completed Project**

**Pacing Line**

**Check Project Feedback**

**Not Yet Mastered Focus Area**

**Unassigned Project**

**Completed and Scored Project**

**Off Track Focus Area**

**Off-track Project or Checkpoint or Final Project Needs Attention**

**Mastered Focus Area**

**Off-track Project or Checkpoint or Final Project Needs Attention**

**Mastery Focus Area**

**Unassigned Project**
Projects and Checkpoints

[Image of Summit learning management system interface]

- Power Focus Areas: Evidence for Ev.., Natural Selection, Food Web, Energy, Cells, Photosynthesis vs. .., Climate Change.
- Additional Focus Areas: Biodiversity, Carrying Capacity, Mitosis and Stem Cells, Reproduction.
- Challenge Focus Areas: Advanced Cells, Advanced Photosynthesis & Cellular Respiration, Advanced DNA to Protein.

**English 9**
- Projects: Defining Self, Fact or Fiction: A Textual Analysis, Are We Innocent?, Poetry and the Pen.
- Power Focus Areas: Theme 9, Plot Development, Punctuality, Argument, Research, MLA Style, Sentence Structure, Knowledge, Word Meaning.
- Additional Focus Areas: Embedding Quotations 9.

**Math 1**
- Power Focus Areas: Arithmetic & Algebra, Functions, Systems of Equations, Exponential Growth and Decay.
- Additional Focus Areas: Sequences as Functions.

**Modern World 1**
- Power Focus Areas: Forms of Government, Enlightenment Period, French Revolution, Mexican Revolution.
- Additional Focus Areas: Western Ideologies, Early Europe, Napoleon, Mexican Revolution, Inventors and Innovation, Responses to Globalization, Latin America.

**Checkpoints**
- Revolutions Essay: Status - Due on December 08.
- Related Focus Areas: Napoleon, French Revolution Effects, French Revolution Causes, Mexican Revolution.
Checking on Focus Areas

- **English 9**
  - Projects:
    - Theme 9
    - Plot Devices 9
    - Punctuation 9
    - Argument Writing
    - Research Process
    - MLA Style
  - Score: 9/10
  - Attempts: 1
  - Mastered On: August 14

- **Math 1**
  - Projects/Math Units:
    - Defining Self
  - Related Projects:
    - Domain & Range
    - Linear Equations in Two Variables
    - Exponential Functions
  - Score: 9/10
  - Attempts: 1
  - Mastered On: August 14

- **Modern World 1**
  - Projects:
    - Ideas that Changed the World
    - Revolutions Essay
  - Power Focus Areas:
    - Forms of Government
    - Enlightenment Philosophers
    - French Revolution Causes
    - French Revolution Effects
  - Score: 9/10
  - Attempts: 1
  - Mastered On: August 14
### Biology
- **Projects**
  - Evolutionary Story of a Living Thing
  - Ethics of E-Waste
  - Bioremediation
  - Evidence for Evolution
  - Natural Selection & Specialization
  - Food Webs & Energy Pyramids
  - Cells
  - Prokaryotes
  - Biodiversity
  - Carrying Capacity
  - Mitosis and Meiosis
  - Advanced Cells
  - Advanced Photosynthesis & Cellular Respiration

### English 9
- **Projects**
  - Defining Self
  - Fact or Fiction: A Textual Analysis Project
  - Are We Innocent?
  - Theme 9
  - Plot Devices 9
  - Punctuation 9
  - Argument Writing
  - Research Process
  - MLA Style 9
  - Sentence Structure

### Math 1
- **Projects/Math Units**
  - Defining Self
  - Related Projects
  - Sequences as Functions
  - Linear Equations in Two Variables 2
  - Exponential Functions 2
  - Functions
  - Domain & Range
  - Linear Equations in Two Variables
  - Exponential Functions

### Modern World 1
- **Projects**
  - Ideas that Changed the World
  - Revolutions Essay
  - Industrial Revolution
  - Forms of Government
  - Enlightenment Philosophers
  - French Revolution Causes
  - French Revolution Effects
  - Western Ideals and I Age
  - Early European Empires
  - Napoleon
  - Mexican Revolution
  - Inventors and Inventions
  - Responses 1
Checking the Progress Page

**Progress**

**Activity**

- **Add Note**

**Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Current</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
<td>B+</td>
<td>-</td>
</tr>
<tr>
<td>Biology</td>
<td>A-</td>
<td>-</td>
</tr>
<tr>
<td>Modern World 1</td>
<td>B</td>
<td>-</td>
</tr>
<tr>
<td>Math I</td>
<td>Incomplete</td>
<td>-</td>
</tr>
</tbody>
</table>

**Mentor**

Science Teacher

**Finished 4 of 22 goals due this week**

- **Mon 10/30** Mastered The Scramble for Africa and Imperialism in The Belgian Congo with a 10/10

**Finished 0 of 4 goals due last week**

- **Sun 10/29** Mastered DNA to Protein with a 8/10
- **Thu 10/26** Took diagnostic assessment for The Scramble for Africa and Imperialism in The Belgian Congo
- **Thu 10/26** Attempted The Scramble for Africa and Imperialism in The Belgian Congo with a 2/10
- **Wed 10/25** Attempted DNA to Protein with a 1/10
- **Wed 10/25** Took diagnostic assessment for DNA to Protein
Summary

- What projects is your student currently working on? Which are overdue or need revision?
- How is your student doing on Focus Areas? Are there any that are overdue or where they have taken multiple attempts?
- What is your student’s current grade? Where do they see room for improvement?
- If you have any further questions please feel free to email us jbuckendorff@usd353.com or ssmith@usd353.com