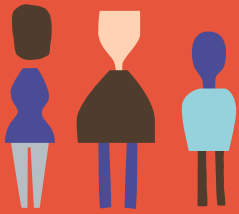




THE rOLE OF fAmILIEs iN SUMMIT LeARNing


SUMMIT LeARNING™



THE ROLE OF FAMILIES IN SUMMIT LEARNING



USING THIS GUIDE

Summit Learning is a personalized approach to teaching and learning designed to equip every student to lead a fulfilled life — one filled with purpose, financial independence, community, strong relationships, and health. Summit Learning was developed based on the latest research and learning science from researchers and educators at Stanford, Yale, Harvard, and other research institutions.

We believe that families are key partners in helping students achieve their educational goals. We invite you learn more about Summit Learning so you can support your child's educational experience.

Review this guide to understand the Pillars and Student Outcomes of Summit Learning as well as concrete ways you can support your child as they become self-directed learners. We also encourage you to follow the steps within this guide to log in to the Summit Learning Platform to see your child's progress.

LEARN MORE ABOUT SUMMIT LEARNING

- Read [blog posts for Summit Learning Families](#) from the Summit Learning Blog
- [Log in to the Summit Learning Platform](#) to see your child's current coursework, goals, and grades (see page 9 for more info about how to use the Platform as a parent or family member)
- Learn more about the [Summit Learning experience](#)
- Learn more about the [Summit Learning Platform](#)

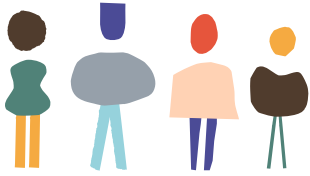


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What is SUMmit Learning?

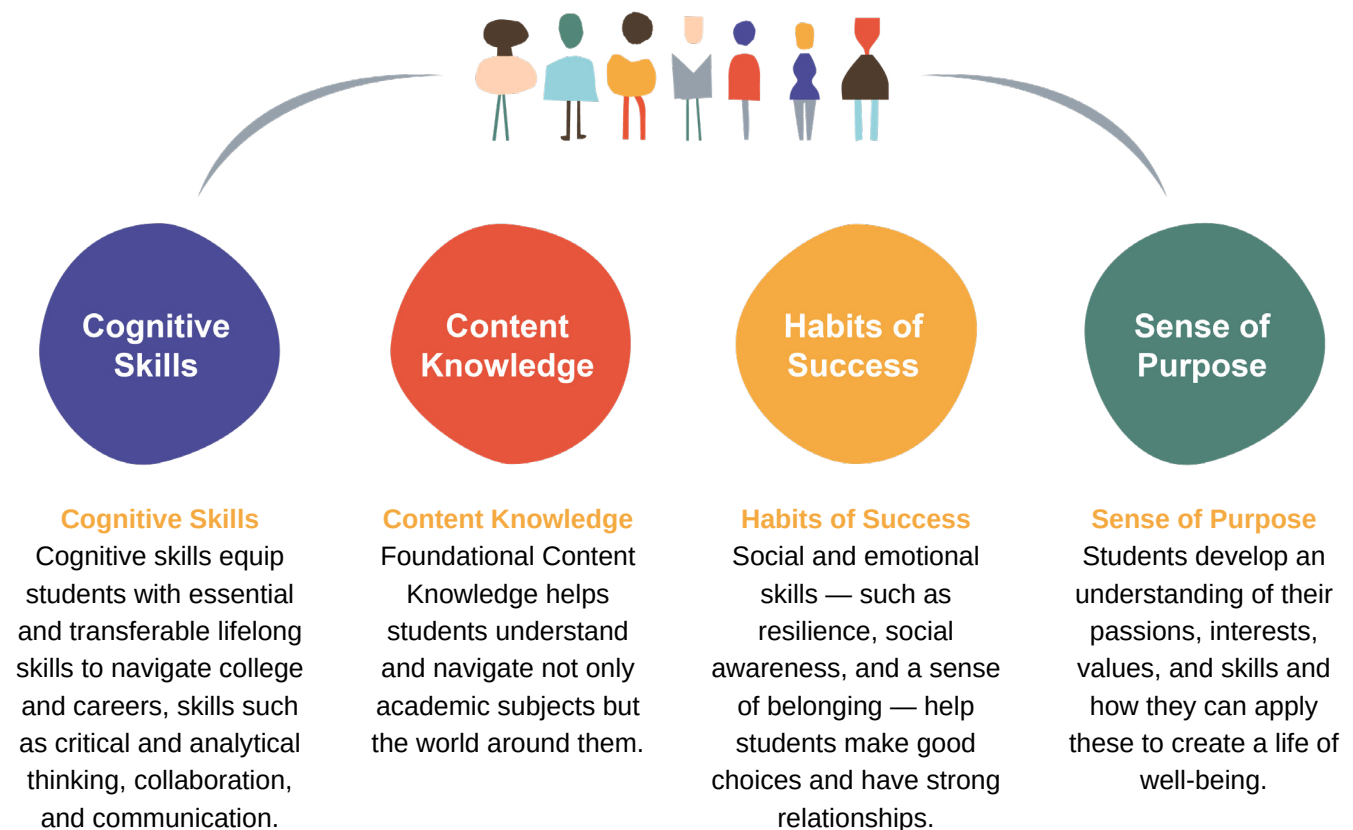
Summit Learning is a personalized approach to teaching and learning designed to equip every student to lead a fulfilled life — one filled with purpose, financial independence, community, strong relationships, and health.

In order to achieve this vision of a fulfilled life for every student, Summit Learning combines the established science of how students learn best with the latest cutting-edge research to create a school experience that meets every student's needs. To read more about the research and learning science behind Summit Learning, read [The Science of Summit](#) white paper.

SUMmit Learning Student Outcomes

In a Summit Learning environment, students become self-directed learners, acquiring the skills, knowledge, and habits they need to succeed not only in the classroom but also in college, career, and life.

The Summit Learning approach to teaching and learning is based on developing **four key student outcomes**:



SUMMIT LEARNING STUDENT PILLARS

Summit Learning students achieve these key outcomes for college and career success through the **three pillars of the Summit Learning experience**:



Real-World Projects that develop Cognitive Skills. Students spend the majority of their time working with teachers and classmates on these hands-on Projects. These rigorous Projects enable students to apply their Content Knowledge to real-world situations. Students work on Projects during **Project Time**.



1:1 Mentorship, where every student meets weekly with an adult mentor to receive individualized coaching and guidance based on their specific goals and needs. Mentors know students deeply as individuals and are advocates for them in and out of the classroom. Students meet with mentors during **Mentor Time**.



Individualized Pathways that empower students to set goals and deeply understand content by learning it in a way that is best for them. Students make their way through a range of resources, including text, videos, presentations, articles, primary sources, or worksheets, choosing how they want to learn content in line with their personal needs and preferences. Students go through Individualized Pathways during **Personalized Learning Time**.



“It didn’t take long to see a real change in [my child]... She was actually looking forward to going to school. She felt her confidence level skyrocketed. And I think it just really met her where she was in terms of how she needed to interact and get the most out of class.”

ANGEE MILLER
PARENT, CAMP ERNST MIDDLE SCHOOL
FLORENCE, KENTUCKY

PROJECT TIME

WHAT IS PROJECT TIME?

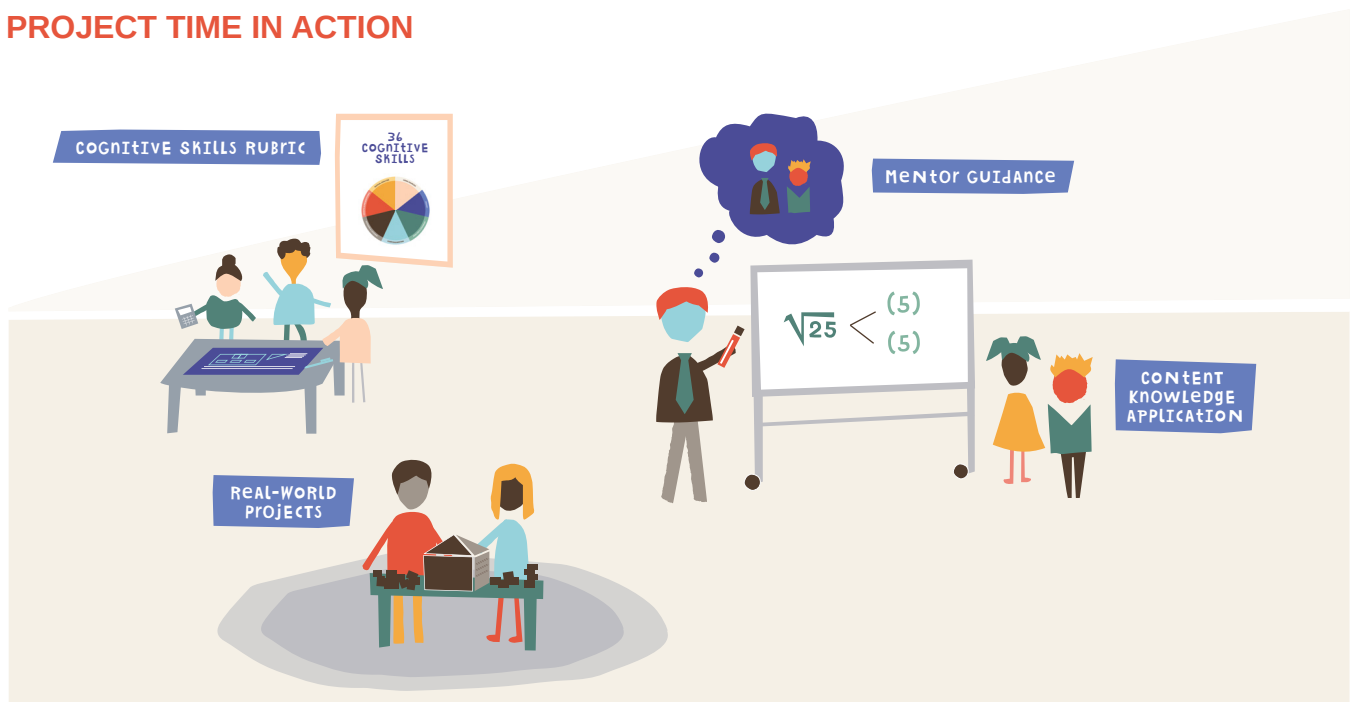
Students spend the majority of class time working with their teacher and classmates on hands-on Real-World Projects that develop Cognitive Skills.

PARENT PERSPECTIVE ON PROJECT TIME

“At school, Izzy has met with teachers, revised writing and made improvements... She managed the project, planned and created the components, and worked to create a culmination piece that would engage peers as well as showcase her newly acquired knowledge. She had to manage her time and meet deadlines that were clearly defined... Izzy was the leader. I was the learner.”

— Jennifer Washburn, Parent at South Marshall Middle School in Benton, Kentucky

PROJECT TIME IN ACTION



Depending on the Project, students work on different activities to develop some of the 36 Cognitive Skills necessary for college and career readiness, as outlined in the [Cognitive Skills Rubric](#). A student’s demonstration of Cognitive Skills in Projects represents 70 percent of their final grade.

Projects allow students to explore and investigate the world around them. In a lab project for Biology, 10th grade students use DNA barcoding to analyze if the seafood in their local stores is accurately labeled, demonstrating Cognitive Skills such as hypothesizing, designing processes and procedures, and explaining evidence. Throughout the project, students apply Content Knowledge about the DNA of living organisms. In 9th grade English, students explore how to use their voice to effect change in their community, developing a persuasive speech to inspire people to take action on an issue that matters to them. ([Read about other Summit Learning Projects.](#))

Throughout each Project, students complete [Checkpoints](#), stepping-stone activities that lead to a final product, and are guided by feedback that teachers provide at each Checkpoint. With mentor guidance, Projects also give students the opportunity to explore passions and develop a Sense of Purpose.

Mentor Time

WHAT IS MENTOR TIME?

Every student meets weekly with an adult mentor for at least 10 minutes to receive individualized coaching and guidance based on their specific goals and needs. Mentors are advocates for students in and out of the classroom, and know students deeply as individuals by reflecting with them on their strengths, growth areas, goals, and aspirations.

PARENT PERSPECTIVE ON MENTOR TIME

“My daughter looks forward to this weekly [mentor] meeting... They talk about her individual needs and concerns. My daughter has a real voice in her learning experience instead of just being one out of 25-plus students in a class... With Summit and the mentoring portion of this program, no matter where the student falls in the spectrum, they each get that focused attention to help them succeed.”

— Courtney Milius, Parent at Highland Park Elementary in Gilbert, Arizona

MENTOR TIME IN ACTION



During a weekly mentor check-in, students reflect on the progress they made on the previous week's goals and the Habits of Success that impacted their progress, as well as the goals they want to accomplish the following week. The check-ins help ensure that a student's daily actions and current progress are aligned with their individual long-term goals and aspirations. Mentors guide students to develop a Sense of Purpose for college and career. Mentor check-ins often occur during Personalized Learning Time.

PERSONALIZED LEARNING TIME

WHAT IS PERSONALIZED LEARNING TIME?

Personalized Learning Time is set aside in the school day for students to learn Content Knowledge the way they learn best, with the opportunity to spend more time and gain the knowledge they need before moving forward. Supported by teachers, students work at their own pace to make their way through through a range of resources, including text, videos, presentations, articles, primary sources, or worksheets. They demonstrate mastery of a specific topic by taking short quizzes, called **Content Assessments**.

PARENT PERSPECTIVE ON PERSONALIZED LEARNING TIME

“Another great thing that I love about Summit [Learning] is that there’s a variety in the learning tactics for kids... Not everybody learns the same way. My two [kids] don’t learn the same way. But it just gives everybody an opportunity to mix it up and be more engaged.”

— Angee Miller, Parent at Camp Ernst Middle School in Florence, Kentucky

PERSONALIZED LEARNING TIME IN ACTION



Content Knowledge refers to the ideas, vocabulary, and concepts essential to an academic subject. Part of what makes Summit Learning unique is that students have choice in how and when they learn that content.

Students learn content through the **Summit Learning Platform**, with ongoing targeted support from their teacher. Via the Platform, students independently progress through **Focus Areas**, units of content that include Learning Objectives, the Content Playlists, and the Content Assessment.

To learn Content Knowledge, students go through **Content Playlists** of learning resources to choose how they would like to learn and the pace at which they progress. For example, students who like to take notes may want to read text-heavy documents, those who are visual learners may choose to watch a presentation and draw

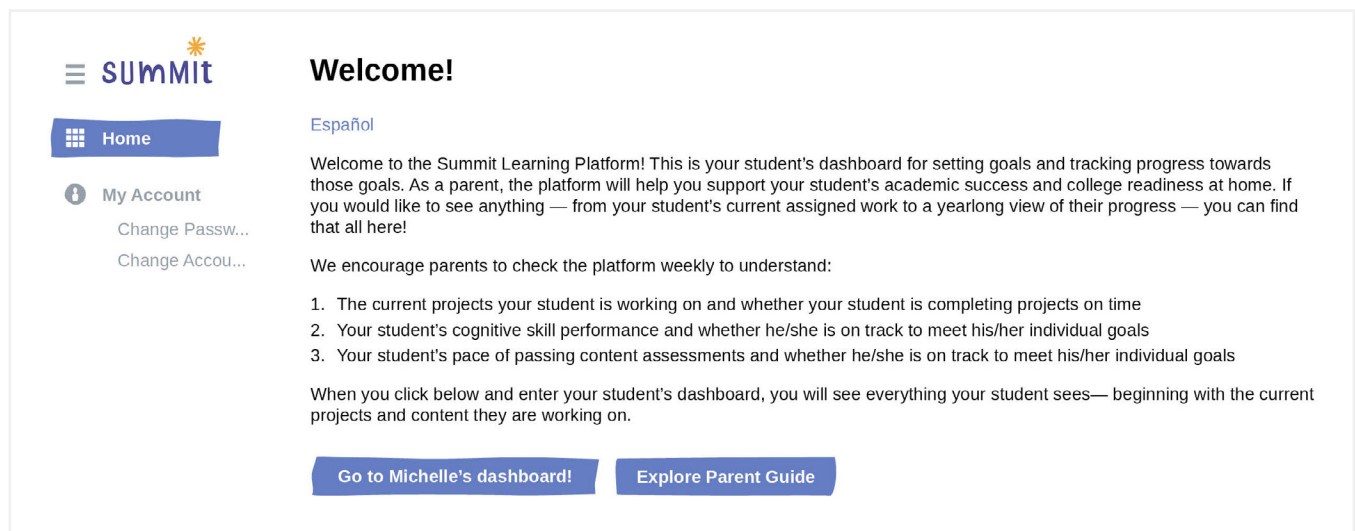
diagrams, and those who learn best by explaining to others may decide to work with a partner. When students feel they have learned and understand the content, they take a short quiz, or Content Assessment. A minimum score of 8/10 is required to demonstrate content mastery. Students check in with a teacher and request to take the quiz when they are ready, rather than at the same time as the entire class. They have the opportunity to retake assessments until they achieve mastery of the content. A student's mastery of Content Knowledge represents 30 percent of their final grade.

Personalized Learning Time allows flexibility for students and teachers to know and work on the specific areas where students need to focus their learning. Before starting each topic and Focus Area, students take a **Diagnostic Assessment** to help them and their teachers understand what they already know about the topic. Teachers may pull small groups of students to support those struggling with similar Learning Objectives. Students who move more quickly through the content are able to seek out additional learning challenges.

THE SUMMIT LEARNING PLATFORM

Developed by teachers in Summit Public Schools, the Summit Learning Platform is an online tool that powers teaching and learning. It allows students to set weekly learning goals, work with their teachers to reflect on their progress towards long-term goals, and choose the learning resources that best fit their learning styles.

Teachers in Summit Learning have more time for small group and individual instruction so that each student gets the support they need. With the Platform, teachers can see how their students are performing on a daily basis and where they need more support or challenge. Teachers use that information to personalize instruction and provide the right support, whether coaching a small group, mentoring a student on their weekly goals, or teaching a hands-on project.



The screenshot shows a user interface for the Summit Learning Platform. On the left is a navigation menu with the Summit logo at the top, followed by 'Home', 'My Account' (with a sub-menu for 'Change Passw...' and 'Change Accou...'), and 'Español'. The main content area is titled 'Welcome!' and contains a welcome message, a list of three key points about the platform, and two buttons: 'Go to Michelle's dashboard!' and 'Explore Parent Guide'.

The family portal within the Summit Learning Platform.

Families with students in Summit Learning have access to their child's educational experience through the Summit Learning Platform, allowing you to understand what your child is learning, how they are progressing, and what goals they are working toward. Instead of waiting for a report card every quarter or semester, you can now view your child's progress at any time to make sure they are on pace with their goals and support your child's academic success and college readiness at home. When you enter your child's dashboard on the Platform, you will see everything your child sees. This information is also available to their teachers.

SUPPORTING YOUR CHILD IN SUMMIT LEARNING

WHAT IS MY ROLE AS A PARENT OR FAMILY MEMBER?

You were your child's first teacher, and you continue to guide them at home and outside of school. However, it can be difficult to get insight into what your child is working on at school. With Summit Learning, you can see exactly what your child is working on, what past progress they have made, and what's coming up in each course. We ask you to be a partner in helping your child track their progress and proactively develop the Summit Learning student outcomes: Cognitive Skills, Content Knowledge, Habits of Success, and a Sense of Purpose.

Ask your child about what they are learning, their progress, and what's coming up in their courses. Ask to see work or help practice for quizzes and presentations. To follow your child's progress, we also encourage you to reach out to your child's mentor, who may be a teacher or administrator. Your child's mentor is the primary contact for discussing your child's goals and aspirations, their personality and behavior, and how life outside of school is having an impact on life inside the classroom.

We also encourage you to log in to the Summit Learning Platform on a weekly basis to check your child's progress. See the section on "Following Your Child's Progress in the Summit Learning Platform" for step-by-step directions on how to log in.

HOW CAN I SUPPORT MY CHILD AS THEY WORK ON PROJECTS?

You don't need to be an expert on the Content Knowledge covered in your child's Projects in order to support them. The best way you can support your child is to help them reflect on their learning by explaining their Project work to you. Each Project has a specific deadline for its final product and multiple deadlines for all intermediate activities, or Checkpoints.



"There are safeguards in place to ensure that my child achieves his goals. Of course, he is the front line. Then there's me. With just a few clicks of a mouse, I now have a way to see everything my child is learning at school and can check in with him about his work. Next are the instructors, of course. Finally, the mentors, who'll have face time with each of their mentees each week, can keep up to date on progress and provide encouragement and help as well."

SUSIE KARYA
PARENT, HIGHLAND PARK LOCAL DISTRICT
MORROW COUNTY, OHIO

For example, you can ask your child the following questions while they are working on a project:

- What is the final goal of the Project/what are you creating and why?
- What is the Project Checkpoint asking you to do?
- What feedback did your teacher give you on the Checkpoint, and what is your plan for incorporating that feedback?
- What did you learn from the Project?
- Which Cognitive Skills did you build/improve through the Project?

FOLLOW ALONG IN THE SUMMIT LEARNING PLATFORM

- [Year view](#) (page 16)
- [Projects](#) (page 17)



“I like the fact that you can go in [to the Summit Learning Platform], and you can see pretty much the whole entire year. You can look ahead at what he’s going to be learning, and it helped me because when we go to the library, I can pick books that are going to apply [to my child’s learning]. He doesn’t realize it, but I’m one step ahead at introducing him to whatever he might be learning.”

JESSICA ROMAN
PARENT, OCKERMAN MIDDLE SCHOOL
FLORENCE, KENTUCKY

HOW CAN I SUPPORT MY CHILD AS THEY WORK ON CONTENT KNOWLEDGE?

To help your child as they are mastering content, ask what strategies they are using to study and prepare for Content Assessments. For example, ask your child to show you where they are taking notes about the Learning Objectives for each Focus Area.

If your child takes a Content Assessment and passes, celebrate success by reflecting on what made them successful, such as taking good notes. If your child does not pass, spend time reflecting on what they can do differently to learn the content before attempting the Content Assessment again. Does your child need to review specific Content Playlist resources? You can also view the various resources available to your child for each Learning Objective in order to familiarize yourself with the topic at hand.

FOLLOW ALONG IN THE SUMMIT LEARNING PLATFORM

- [Year view](#) (page 16)
- [Focus Areas](#) (page 18)

HOW CAN I SUPPORT MY CHILD DEVELOP HABITS OF SUCCESS?

Learning scientists define Habits of Success as the social and emotional skills — resilience, social awareness, a sense of belonging — that support a student's academic and non-academic pursuits. With Summit Learning, social-emotional learning is integrated into all aspects of school culture. Through all three Pillars of Summit Learning, teachers guide students as they develop Habits of Success such as self-awareness, tenacity, and curiosity.

To help your child develop strong Habits of Success, recognize efforts like getting to school on time or helping out a peer or friend. Support a growth mindset by praising their specific effort (“Great job at working hard and asking for help!”) instead of ability (“You’re so smart!”).

Ask your child about the short-and long-term goals they have set at school. View goal-setting as critical for not only their journey to graduation but their journey into adulthood.

FOLLOW ALONG IN THE SUMMIT LEARNING PLATFORM

- [Progress view](#) (page 19)

HOW CAN I HELP MY CHILD DEVELOP A SENSE OF PURPOSE?

Developing a Sense of Purpose gives students the ability to see the bigger picture behind their schoolwork, which helps them persist toward their goals. When students feel supported and respected by their peers, teachers, and families, they are more likely to build a strong sense of identity and feel safe exploring their interests. It is critical for students to understand their interests, values, and skills in order to develop a Sense of Purpose and to pave a path after high school to achieve a life of well-being.

As your child progresses through coursework, encourage them to explore and reflect on their passions. Discuss long-term goals for college and career, and ask how they are currently working towards those goals.

FOLLOW ALONG IN THE SUMMIT LEARNING PLATFORM

- [College view](#) (page 21)

HOW CAN I SUPPORT MY CHILD IF THEY ARE OFF TRACK?

If you see that your child is falling behind in Projects or Focus Areas, discuss what's been difficult and brainstorm some ways to address those challenges. Support your child in creating a plan to get back on track and hold them accountable, and reach out to your child's mentor and/or teacher in that course about this plan. It is much harder to finish past-due projects while staying current with new projects, so help your child stay on track and access all of the support that they need to be successful. Encourage your child to attend teacher office hours.

To improve their Cognitive Skills, encourage your child to reach out to their teacher for the course where they need support and set up a check-in meeting. In some cases, a Cognitive Skill might be assessed again later in the class, which gives your child another opportunity to grow in that skill. Sometimes, that opportunity is not available. Students should ask their teacher for feedback on improving skills and opportunities to demonstrate those skills.



“Summit Learning played a huge part... in teaching our students how to be independent and how to have confidence and how to learn.”

TAMMY PENNEY
TEACHER, ROCKLIN
ACADEMY
ROCKLIN, CALIFORNIA

FOLLOW ALONG IN THE SUMMIT LEARNING PLATFORM

- [Year view](#) (page 16)
- [Progress view](#) (page 19)

HOW CAN I SUPPORT MY CHILD IF THEY ARE ON TRACK OR AHEAD?

If your child is on track, encourage them to complete Additional Focus Areas. While these Focus Areas are not required to pass the course, they are 9 percent of a student's overall grade; students are encouraged to take on the challenge of completing them.

If your child has completed the Additional Focus Areas, encourage them to seek out challenges through deeper learning opportunities, for example, by taking Challenge Focus Areas (available for some courses), working on an independent study, tutoring peers, joining a club, or trying out a new extracurricular activity.

FOLLOW ALONG IN THE SUMMIT LEARNING PLATFORM

- [Year view](#) (page 16)
- [Progress view](#) (page 19)

HOW ARE STUDENTS GRADED IN SUMMIT LEARNING?

Summit Learning's grading policy prioritizes the development of Cognitive Skills needed for success in college and career. Because these are life-long skills, they cut across subjects, courses, and grade levels. A student's score on the [Cognitive Skills Rubric](#) represents 70 percent of a student's grade. Summit's focus on Cognitive Skills is supported by learning science and developed through Real-World Projects. Students, teachers, and families can track a student's progression on these skills throughout their entire tenure in Summit Learning.

In order to put Cognitive Skills to work, students must develop a broad Content Knowledge base. A foundational component of Summit Learning is that students demonstrate competency on standards-aligned Content Knowledge across all core subject areas. Mastery of Content Knowledge represents 30 percent of a student's grade.

Grades demonstrate both the competencies students have and the growth they have made. The grading policy in Summit Learning is designed to reflect a growth mindset and celebrate how students improve in their abilities throughout the year.

See [this article](#) to learn more about the Summit Learning grading policy.

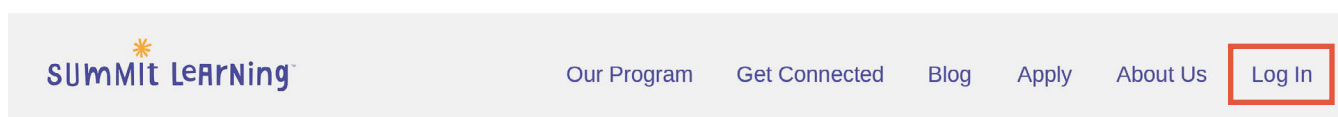


In addition to Cognitive Skills and Content Knowledge, Summit Learning students also develop Habits of Success and a Sense of Purpose. Though these outcomes are not yet graded, we are researching and developing structures for students to demonstrate measurable progress in these areas.

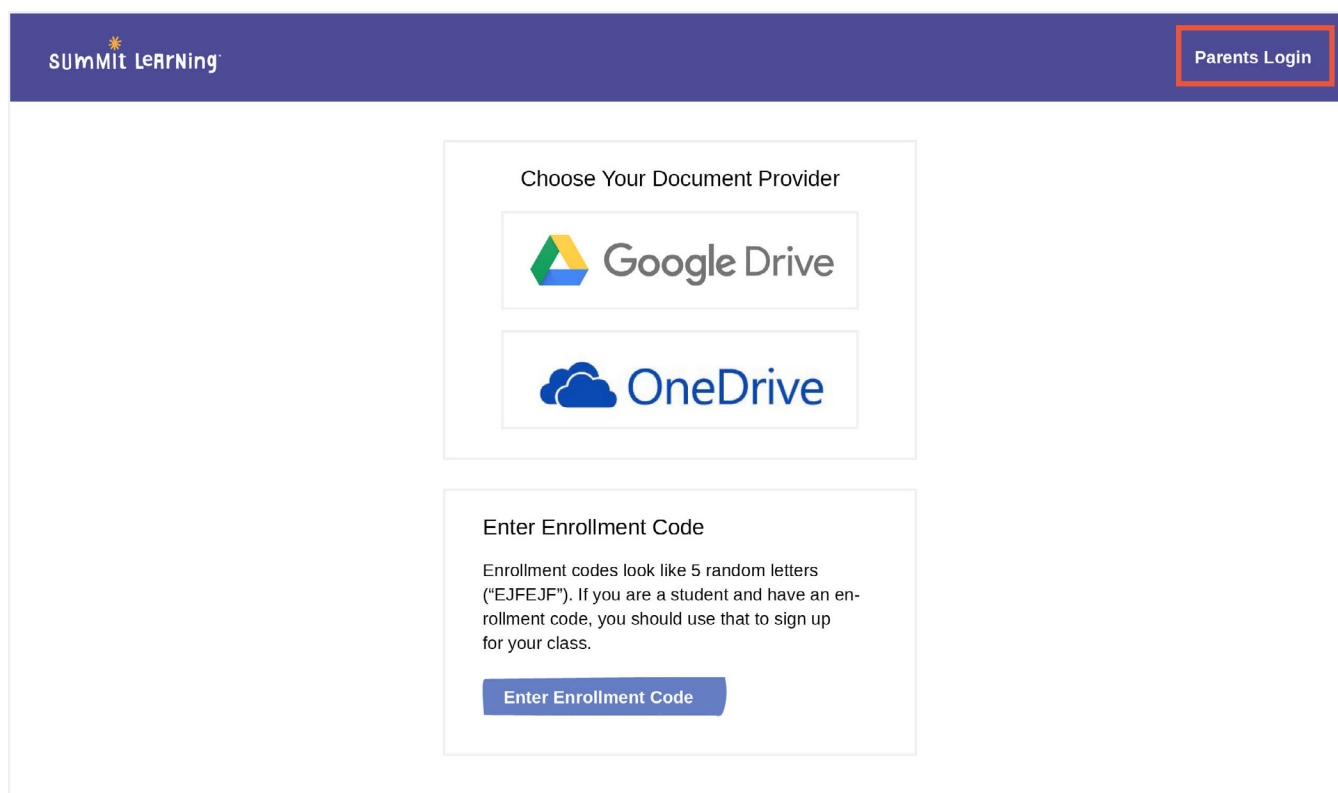
FOLLOWING YOUR CHILD'S PROGRESS IN THE SUMMIT LEARNING PLATFORM

LOG IN TO THE PLATFORM

Your school will provide login details for you. Using those details, go to the Summit Learning website, summitlearning.org, and click "Log In" in the top right corner. Click "Parents Login" in the right corner of the next page.



To find the Summit Learning Platform, go to summitlearning.org and click "Log In."



On the next page, click "Parents Login" at the top right corner to enter the login details provided by your school.

Once in the Platform, click into your child's dashboard, and look for the left-hand menu:

- **Week:** The Week view lists all of a student's courses and allows them to set weekly goals for each of these courses.
- **Year:** The Year view lists all of a student's courses and allows them to see at a glance if they are on track to complete Projects and quizzes.
- **Progress:** The Progress view allows students to see their grades and a breakdown of activity toward the goals they set that week and in previous weeks.
- **College:** The College view allows students to set long-term goals and take specific steps to prepare for college applications.

THE WEEK VIEW

This view shows all your child's courses, listed in the left-hand column. Your child can set specific daily goals to help meet the larger weekly or monthly goals for each course and can check off each step or goal as it is completed. You can click on any goal or step to go to the associated Project or Focus Area.

The screenshot shows the SUMMIT platform interface for the 'Week' view. The header displays 'SUMMIT' with a logo, the title 'Week (Nov 7 – Nov 11)', and navigation buttons for '< Today > ...'. A left-hand menu includes 'Week' (selected), 'Year', 'Progress', and 'College'. The main content is a calendar grid with columns for 'MON 11/7', 'TUE 11/8', 'WED 11/9', 'THU 11/10', and 'FRI 11/11'. Courses listed on the left include Biology, English 9, Math II, Modern World 1, and Spanish 1. Each course has associated goals with checkmarks and arrows, such as 'Work independent', 'Review class acti', 'Take notes on res', 'Complete checks', 'Take diagnostic a', 'Study notes', 'Complete 4. Reflect', 'Master French Rev', 'Study with a peer', 'Complete checks', and 'Master Spanish Ba'. A 'Complete Finalize L...' button is visible for Biology on Friday.

The Week view allows students to set goals for the week in all their courses.

QUESTIONS TO ASK YOUR CHILD:

- What are you working on for [course] this week?
- Can you define some steps to help you work towards the goal you're setting for this week?

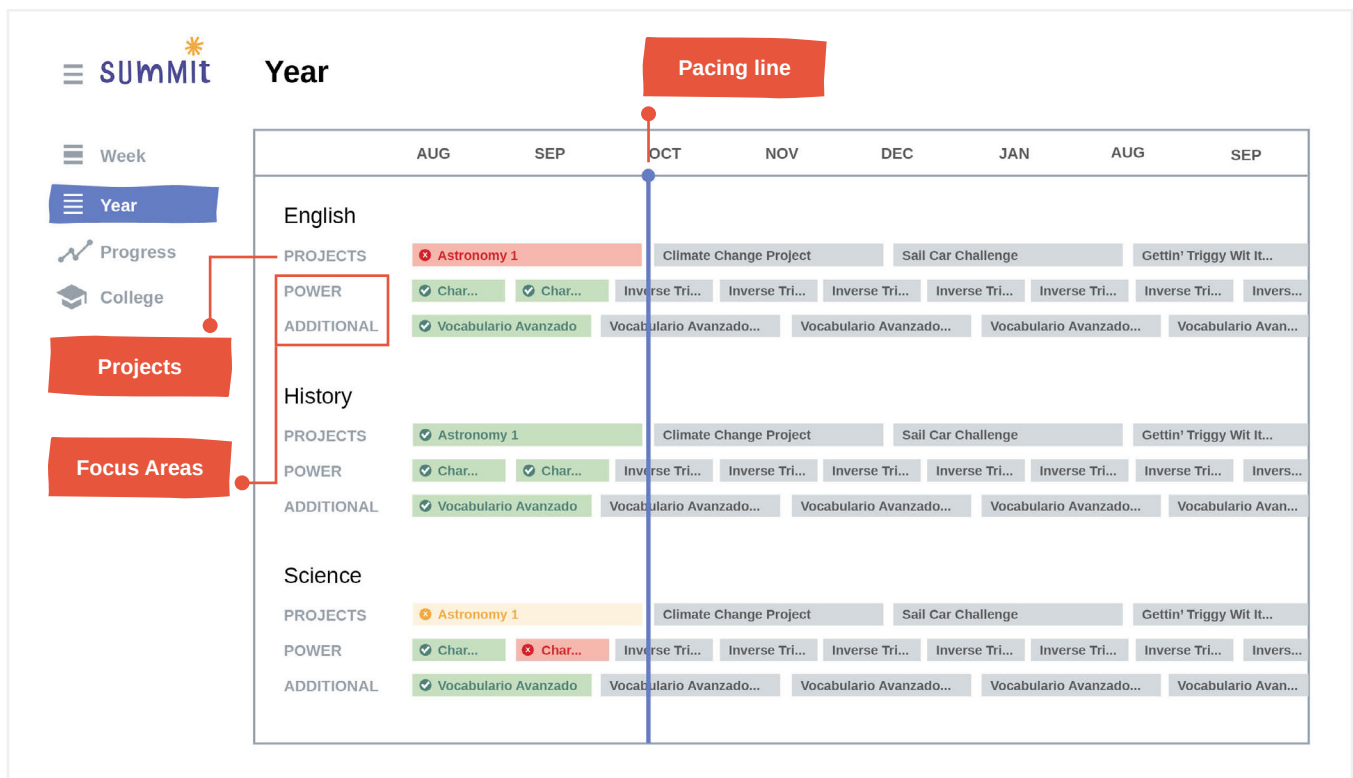
THE YEAR VIEW

In this view, you and your child can see at a glance whether they are on track for all Projects and Focus Areas in their courses.

All your child's courses are listed, with the Projects and Focus Areas associated with that course. The blue "Pacing" line indicates where students should be in order to stay on the recommended track for completing all Focus Areas and Projects by the end of the year. The line moves to the right throughout the year.

Projects and Focus Areas that are not yet submitted or completed will not be filled in. Projects and Focus Areas left of the line should be submitted or complete.

- Projects and Focus Areas will turn **green** when submitted and Skills are scored at or above grade-level expectation (Projects) or mastered (Focus Areas).
- They will turn **red** if incomplete and overdue (Projects) or attempted and unmastered (Focus Areas).
- Projects will turn **orange** if there is feedback from the teacher that a student needs to address. Students can hover over the the Project in this view to see more details about their Project status.



The Year view helps students see at a glance if they're on track for Projects and Focus Areas. This student is on track in History and off track in one Project in English and one Power Focus Area in Science.

QUESTIONS TO ASK YOUR CHILD:

- Which Projects are you currently working on? Which one do you find the most challenging, and why?
- What is your plan to complete and submit your Project(s) on time?
- Which Focus Areas do you need to complete this week to stay on track with the blue line?
- (If a student is on track and ready for a challenge:) Are there any classes where you think you could challenge yourself to work ahead of the blue line?

PROJECTS

Within the Year view, you can click on any Project or Focus Area to learn more about what each covers.

The Project page contains details about the Project: what students are learning about and which Cognitive Skills they are developing in the Project. The Project page also shows information about the Final Product, Checkpoints, and student progress through these milestones.

- Project Info: A description of the Project and what students will be exploring in it
- Cognitive Skills: The list of Cognitive Skills that students will be developing and practicing throughout the Project
- Final Product: What students will be submitting at the end of their Project to be graded
- Checkpoints: Intermediate activities that build toward the Final Product, which students submit to receive feedback from their teacher
- Checkpoints turn different colors once a student has received feedback on their work from a teacher. Green indicates they should move on, yellow indicates they should check feedback to make improvements, and red indicates they need to make more significant revisions to their Checkpoint before moving on to the next one.

Final Products

- FINAL PRODUCT DUE JAN 26TH
Athens vs. Sparta Debate
Participate in a class debate in order to determine Athens vs. Sparta: Which city state was superior?
- FINAL PRODUCT
Athens vs. Sparta Persuasive Essay
Write a persuasive essay in response to the question: Athens vs. Sparta: Which city state was superior?

Checkpoints

CHECKPOINTS

- KEEP GOING 1 SKILL
Geography
Write a paragraph in response to the historical question.
View All
- CHECK FEEDBACK 2 SKILLS
Daily Life
Write a paragraph in response to the historical question.
View All

Project Info

ESSENTIAL QUESTION
- What does it mean for a Greek city-state to be "superior" to another? Which Ancient Greek city-state was superior — Athens or Sparta?

ENDURING UNDERSTANDING
- Deciding if one city-state is superior to another is a complicated question, and there will likely be different answers depending on the perspective of the... [See All](#)

DESCRIPTION
- This project provides an opportunity to study the fascinating civilization of Ancient Greece with a focus on the two most famous city-states: Athens and Sparta... [See All](#)

Cognitive Skills

- Argumentative Claim
- Preparation
- Organization (Transitions, Cohesion, Structure)
- Selection of Evidence
- Introduction and Conclusion
- Norms/Active Listening
- Oral Presentation
- Style and Language (Tone, Academic Language, Syntax)

[View Rubric](#)

Focus Areas

- Ancient Greece: Athenian Democracy
- Ancient Greece: City States and Wars
- Ancient Greece: Geography and Daily...
- Ancient Greece: Literature and Myth...

This Project is for an Ancient Civilizations course, culminating in a debate and essay as the Final Products. Students are assessed on Cognitive Skills such as Selection of Evidence, Active Listening, and Oral Presentation.

FOCUS AREAS

From the Year view, click on any Focus Area to see more details. The Focus Area shows a description of the topic at hand, a list of Learning Objectives, a Content Playlist of resources to support learning for each Objective, and the option to request a Content Assessment to demonstrate mastery of this content.

Summit Learning

Ancient Egypt: Egyptian Culture

You've mastered this focus area with a 8/10. Your hard work is paying off!

Diagnostic [Start]

INTRODUCTORY MATERIALS
Introductory Materials

OBJECTIVE 1
3/5 Discuss the main features of Egyptian art and architecture.

OBJECTIVE 2
6/6 Describe the evolution of language in Egypt and its written forms.

Content Playlist

- Reading: Ancient Egyptian Writing ✓
- Reading: The Rosetta Stone ✓
Website with information about The Rosetta Stone
- Reading: Cuneiform ✓
- Reading: Egyptian Scribes ✓
Read this article to find out how we figured out how to read hieroglyphs.
- Interactive Activity: Ancient Egypt ✓
All about scribes; how and when they wrote.
- Check For Understanding: Evolution of Language ✓

Content Assessment 8/10 [See All Takes] [Request]

Focus Area Info

Focus Area Info

DESCRIPTION
By the time you finish this playlist, you should be able to:

1. Describe the main features and significance of Egyptian art and architecture.
2. Detail the evolution of language and its written forms.

KEY TERMS

1. Papyrus
2. Great Pyramids
3. Hieroglyphics
4. Theocracy
5. Obelisk
6. Anubis
7. Stonemasonry
8. Cuneiform
9. Primary source
10. Scribe

SCORE NEEDED TO PASS
8 out of 10 correct.

PROJECTS
Ancient Egyptian Museum Exhibit

Students Able to Help

- Kevin
- Miarel
- Calvin
- Michelle [How can I offer help?](#)

A Focus Area view in the Summit Learning Platform for an Ancient Civilizations course. Once students attempt a content assessment, they can see how many questions they got right or wrong for each objective, using this information to study for their next attempt.

THE PROGRESS VIEW

In this view, you can see your child's progress toward weekly goals, as well as activity on Content Assessments. Students can sort by course or type of activity.

Progress < This Year >

Week
Year
Progress
College

Activity All Activity All Courses

Add Note

Finished 4 of 5 goals due this week

- THU 11/10 Math Teacher scored Exponential and Other Functions MATH II
- THU 11/10 Math Teacher scored Structure of Expressions MATH II
- THU 11/10 Math Teacher scored Quadratic Functions MATH II
- WED 11/9 **Mastered** Knowledge of Words 3 with a 9/10
- WED 11/9 Took diagnostic assessment for Knowledge of Words 3

Finished 0 of 0 goals due last week

- WED 11/2 **Mastered** DNA to Protein with a 8/10 BIOLOGY
- WED 11/2 Took diagnostic assessment for DNA to Protein BIOLOGY
- WED 11/2 **Mastered** Punnett Squares with a 8/10 BIOLOGY

Courses Current | Goal

AP English Literature	A A
Math II	Incomplete A Behind in 2 focus areas
Spanish 1	B- A
Modern World 1	B A
Biology	A+ A

Progress on goals for this week

Grades for all courses

The Progress view for a student.

QUESTIONS TO ASK YOUR CHILD:

- Which Content Assessments have you attempted this week?
- Are you on track to complete all your goals for the week? Why or why not?
- What do you want to discuss with your mentor this week?

GRADES

Current grades for each course appear on the right of the Progress view. Keep in mind that these grades are not final until the end of the course. Grades will update as students submit work and master Content Assessments.

We encourage you to click into each course and see what Skills and Content Knowledge are contributing to the grade. When you do, you'll see a "Grades" pop-up window.

2016-2017 | Biology | X

Grades

Grades summary for this course

Biology

You have **0 projects** overdue
 For your **power** focus areas, you are on pace to complete: **100%**
 For your **power** focus areas, you have completed: **9/9** (Expected: **3/9**)
 For your **additional** focus areas, you are on pace to complete: **100%**
 For your **additional** focus areas, you have completed: **1/5** (Expected: **1/5**)

85% B
 My Goal: A-

Overall average for Cognitive Skills assessed in this course

For your **cognitive skills**, you have an average of 4.13 79%

^

Cognitive Skill	Weight											C+	A+					
Selecting Relevant Sources	• 1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8			
Multimedia in Oral Presentation	• 1	1.5	2	2.5	3	3.5	4	4.5	5	5	5.5	6	6.5	7	7.5	8		
Discussion / Contribution	• 1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8			
Norms / Active Listening	• 1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8			
Explanation of Evidence	• 1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8			
Oral Presentation	• 1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8			
Preparation	• 1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8			
Asking Questions	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8			
Critiquing the Reasoning of Others	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8			
Designing Processes and Procedures	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8			
Hypothesizing	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8			
Identifying Patterns and Relationships	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8			
Interpreting Data/Info	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8			
Introduction and Conclusion	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8			
Making Connections & Inferences	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8			

Cognitive Skills assessed so far in this course

5.5 Cognitive Skill scores required for 100% grade in the course

Grades view for a student's Biology course.

This window shows if a student has any overdue Projects in a course, how many Focus Areas the student has completed to date, and whether they are on pace to complete Focus Areas for the course.

Below, the student sees a breakdown of the Cognitive Skills assessed in this course, allowing students to see which skills they should focus on improving in future projects. For example, the 9th-grader in this Biology course needs to earn a 5.5 for each Cognitive Skill to receive a score of 100 percent in the course. Students in higher grade levels will need to score higher on the rubric to earn an A. The Weight column shows how many times the Cognitive Skill has been assessed so far in this course. Skills are repeated in a course to allow for growth, and repeated Skills are weighted more heavily in the student's final grade accordingly.

The COLLEGE VIEW

Students set long-term goals, including actionable steps for applying and getting into college. This view encourages them to reflect on their future aspirations and connect long-term goals to day-to-day work.

The screenshot shows the 'My College Goals' page on the Summit platform. The interface includes a sidebar with navigation options like 'Week', 'Year', 'Progress', and 'College'. The main content area is titled 'My College Goals' and features a GPA guide for college types (Minimally Selective to Extremely Selective), with 'Highly Selective' selected. Below this, there are sections for 'Colleges look at your grades' (with a GPA range of 3.5 to 4), 'What goals will you set for your grades?' (listing courses like AP English Literature, Biology, Math I, and Modern World 1 with goal grades), and 'What will you do to earn these grades?' (with a checklist of tasks like 'Complete every project on time'). Red callout boxes provide context: 'GPA guide for the type of college this student plans to attend', 'The type of college this student plans to attend', 'Student's current grades and goal grades for the current courses', and 'Student's plan to achieve their goal grades this year'.

The College tab guides students as they think about the colleges they want to attend. Students can research colleges and different levels of admissions standards as well as set goals around their passions, grades, and standardized test scores.

QUESTIONS TO ASK YOUR CHILD:

- How can we work together to set goals for college and beyond?
- What are some passions you want to explore this year?
- What goals do you want to set around grades for this year?



“I have been so pleasantly surprised at how Summit has absolutely changed my daughter’s confidence, love for school and learning, increased her independence... I know it will help her immensely when she reaches junior high and high school. She is also learning life skills that will help her in the world outside of the classroom.”

COURTNEY MILIUS
PARENT AT HIGHLAND PARK ELEMENTARY
GILBERT, ARIZONA

KEY CONCEPTS

Checkpoint	A formative assessment part of a Project that helps students create their final product. Teachers provide feedback on Checkpoints to guide students to the final product and help improve their Cognitive Skills.
Cognitive Skills	Essential and transferable skills — such as collaboration, communication, and critical thinking — needed for college and career success. In Summit Learning, Cognitive Skills represent 70 percent of a student's grade.
Cognitive Skills Rubric	A rubric used across all Summit Learning schools that allows teachers to measure and grade students' cognitive skills across courses and grade levels in key skills like analyzing data, writing, oral communication, etc. Because the Rubric applies to all courses across grade levels, students have a clear sense of the skills they are expected to demonstrate and improve in.
Content Assessment	A multiple choice test for each Focus Area in the Summit Learning Platform. Teachers, students, and families can always see which content has been mastered and where additional support is needed. Students take a diagnostic assessment at the start of each Focus Area and may retake Content Assessments until they achieve mastery.
Content Knowledge	The ideas, vocabulary, and concepts for an academic subject. In Summit Learning, mastering Content Knowledge is 30 percent of a student's grade.
Content Playlists	Learning resources (text, videos, presentations, articles, primary sources, worksheets, etc.) for each Focus Area on the Summit Learning Platform that enable students to have choice in how they acquire Content Knowledge.
Diagnostic Assessment	Similar to a Content Assessment, taken while a student is studying a Focus Area. A multiple choice quiz in each Focus Area that students take to understand what they do or do not yet understand about the topic at hand. Diagnostic Assessments do not count towards a student's grade.
Focus Areas	A unit of content that includes Learning Objectives, a Diagnostic Assessment, a Content Playlist, and a Content Assessment in the Summit Learning Platform.
Habits of Success	The social and emotional skills that enable students to be successful in both academic and non-academic environments. These include skills such as self-directed learning, building resilience, and developing strong relationships.
Individualized Pathways	The student-directed acquisition of Content Knowledge. Students master a broad set of vocabulary, ideas, events, concepts, properties, and details related to a given academic discipline, and have the ability to demonstrate competency on content across all core subject areas.
Mentorship	The guidance that a student's mentor provides. A mentor is a teacher or school leader who acts as a student's advocate both inside and outside of the classroom. Each student is assigned a mentor to meet with weekly.
Mentor Time	The dedicated time each week when students work with their mentor one-on-one meetings to align their daily actions with long-term goals.

Personalized Learning Time	The time of the school day that students spend working on acquiring Content Knowledge, often through Focus Areas in the Summit Learning Platform. During this time, teachers are providing additional support to small groups or individuals or checking in with mentees' progress.
Project Time	The time of the school day when students are working on hands-on, collaborative Projects in the classroom to develop the Cognitive Skills needed for college and career success.
Real-World Projects	An investigation into an authentic real-world question or problem. Projects culminate in a performance-based assessment such as an essay, lab report, or presentation. In Projects, students work in teams to apply Content Knowledge and develop the Cognitive Skills needed for college and career success.
Sense of Purpose	A student's understanding of their interests, values and skills, and a credible path after high school for translating those interests, values, and skills into a life of well-being.
Summit Learning	Summit Learning is a personalized approach to teaching and learning inspired by the vision to equip every student to lead a fulfilled life.
Summit Learning Platform	A free online tool that supports a personalized approach to teaching and learning for students, teachers, and families. It contains resources for Content Knowledge, facilitates teacher feedback and grading of student work, and helps students set and record short- and long-term goals.

LEARN MORE

- Read **blog posts for Summit Learning Families** from the Summit Learning Blog.
- Log in to the **Summit Learning Platform** to see your child's current coursework, goals, and grades.
- Watch **Grading 101**, an explanatory video about the Summit Learning grading policy and Platform created by Prairie Heights Middle School, a school in the Summit Learning Program

Summit Learning was developed based on the latest research and learning science from researchers and educators at Stanford, Yale, Harvard, and other research institutions. Learn more about this research through the following suggested reading recommendations.

SUGGESTIONS FOR FURTHER READING

- **The Science of Summit**
- **The End of Average: How We Succeed in a World That Values Sameness** by Todd Rose (2016)
- **Mindset: The New Psychology of Success** by Carol Dweck (2007)
- **Grit: The Power of Passion and Perseverance** by Angela Duckworth (2016)

The logo features a white asterisk symbol positioned above the word "SUMMIT". The word "SUMMIT" is in a bold, uppercase, sans-serif font. The word "LeARNING" is in a lowercase, sans-serif font, with the "L" being significantly larger than the other letters. A small trademark symbol (TM) is located at the top right of the word "LeARNING".

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