

# General Information

## **Logging into the Summit Personalized Learning Platform**

Go to [www.summitlearning.org](http://www.summitlearning.org).

Click Parents on the top of the screen.

Enter your username or email and password. If you do not know your username or if your email does not work, contact your student's teacher.

Agree to the terms of service.

Click the button at the bottom of the page to view your student's Summit Personalized Learning Platform.

You will see the Summit Personalized Learning Platform as your student sees it.

## **Retrieving lost usernames and passwords**

If you have an email address associated with your account, you can recover your username and reset your password via email.

On [www.summitlearning.org](http://www.summitlearning.org), click Parents.

Click the 'Forgot password?' link.

Enter your email.

Follow the instructions in the email that you receive.

## **Switching between student accounts**

If you have more than one student, you can switch between children.

Click your student's name in the lower left corner.

Toggle to your other student's name

## **Link to RTHS Personalized Learning Videos**

<http://tinyurl.com/RTHSPL>



# Student View in the PLP

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**Current Tab:** Allows students to explore the projects and supporting focus areas that they are currently working on in all of their classes, as well as their upcoming action items.

**This Year Tab:** Students see an overview of all their courses, projects, and focus areas in a year, and choose which focus areas to work on next.

**Learning Continuum Tab:** Allows students to view a single subject over time. Students may see multiple years' courses in a single subject.

**Grades Tab:** This shows a student's grades in their courses based on their current pace. The grades are NOT final until the school year ends and may change after completing a project or passing a Content Assessment.

**Goals Tab:** Students set their own long-term performance goals, and view them alongside their daily and weekly action items.

**Reflections Tab:** Students reflect on their results, think about how to improve their approach, and capture what interests them.

**College Tab:** Students will use the College Tab to set their personal goals.



# This Year Tab

**Blue Line:** The vertical blue line is the pacing line, and it indicates where a student should be today in order to be on pace to complete the course by the end of the school year.

**Spacing:** All unassigned projects take up an equal width and are intended to fill the width of the school year. Once a project is assigned, it will be placed and sized appropriately depending on the start and end dates of the project.

## Color Key:

Dark Blue: Student submitted their performance tasks and received a final score from the teacher

Light Blue: Student submitted the final performance task to the teacher but haven't received a final score yet

Red: The project is overdue or incomplete

Light Red: The project is overdue, the student has resubmitted their work, but the student has not received a final score yet

White with Red outline: Project has steps that have been marked off-track

White with Blue outline: Currently assign Project that is on-track

**Focus Areas:** Every time a student completes a focus area by passing a Content Assessment, it moves to the left on the This Year tab. Focus areas take up an equal amount of width within a course and will always remain the same width.

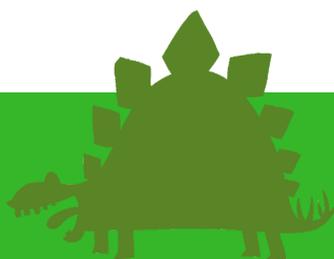
## Color Key:

Green: Focus area is complete

Orange: Focus area is not complete, but student has achieved at least a 5 out of 10 on the content assessment

Red: Focus area is not complete and behind the pacing line or content assessment for this focus area has been attempted and the student has not achieved at least a 5 out of 10.

White with Red outline: Focus area content assessment was attempted, score was below 5



# Grades Tab

The Grades tab shows a student's grades in their courses based on their current pace. The grades are NOT final until the school year ends and may change after completing a project or passing a Content Assessment.

## **For each course, the student can see:**

The goal they set for themselves

Their current grade

Their overall % in the course

How many power and additional focus areas they are on pace to complete

Their cognitive skills average

Students can click on the cognitive skills row, which will expand to show the score and weight of each cognitive skill.

**Grading Overview:** Grades show both the competencies students have as well as the growth they have made. We believe that our students will be growing and improving in their abilities throughout the year, and we want their grades to reflect and celebrate that. Thus:

**All courses except math courses:** 70% of a course's grade for all subjects except math are graded based on a student's cognitive skills in projects. Students must complete every project to pass a class. If a student does not complete a project or the cognitive skill average for a course is below 70%, then the student will have an Incomplete grade. He/she can change the Incomplete into a letter grade by completing any overdue projects and improving in his/her cognitive skill scores.

30% of a student's grade reflects the mastery of content in a course. This is split between Power Focus Areas (worth 21%) and Additional Focus Areas (worth 9%). Students show mastery by passing content assessments. Students must pass all content assessments in the Power Focus Areas to pass a class

**Math courses:** 30% of a course's grade are graded based on a student's cognitive skills in projects. Students must complete every project to pass a class. If a student does not complete a project or the cognitive skill average for a course is below 70%, then the student will have an Incomplete grade.

He/she can change the Incomplete into a letter grade by completing any overdue projects and improving in his/her cognitive skill scores. 40% of a course's grade are graded based on a student's mastery of math concepts. 30% of a student's grade reflects the mastery of content in a course. This is split between Power Focus Areas (worth 21%) and Additional Focus Areas (worth 9%). Students show mastery by passing content assessments. Students must pass all content assessments in the Power Focus Areas to pass a clas

# Focus Areas

Focus Areas are the concepts and content knowledge that students need to master to have a base level understanding of the content. Every time your student completes a Focus Area by passing a Content Assessment, it moves to the left in the This Year page.

Projects have Power and sometimes Additional and Challenge Focus Areas. Power Focus Areas are needed to complete projects and become college-ready, and students must pass ALL Power Focus Areas to pass a course. Additional and Challenge Focus Areas are also important, but they are not essential to successfully completing a project and are optional; however, Additional Focus Areas still count towards a student's final grade.

## Focus Areas Color Key:

Green = Focus area is complete

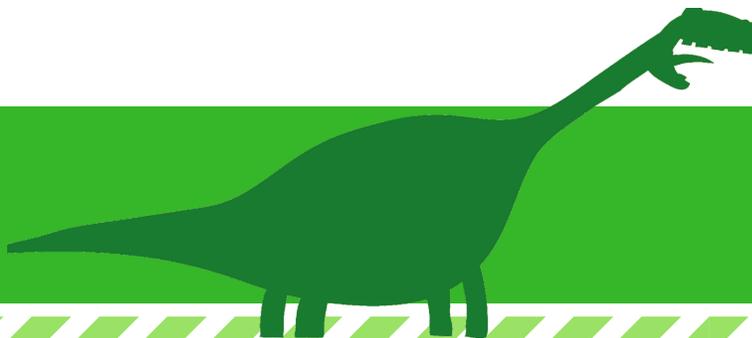
Red = Focus area is not complete and behind the pacing line OR focus area has been attempted but not passed

If you click on a Focus Area from the Current or This Year pages, you will go to the Focus Area

**Playlist:** A playlist is a compilation of carefully curated and diverse learning resources that students use to master content. Summit teachers have curated the best of their own curriculum, as well as academic, research, and news publications to help our students learn a topic. We provide materials in different formats -- text, video, audio -- to meet the needs of our student's diverse learning styles.

The playlist is organized by objective, and each objective has a Check for Understanding. The Check for Understanding has a series of questions and answers to those questions. This allows the student to try to answer the questions and check whether they understand the topic and have met the objective.

**Diagnostic Assessment:** To help students determine what they should focus on and how much knowledge they already have on the Focus Areas, students can take the Diagnostic Assessment. Students can take these assessment as many times as they wish, and the questions will always be the same.



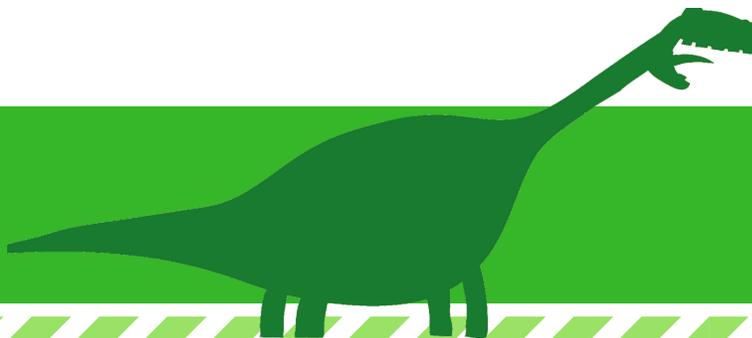
# Focus Areas Continued

**Content Assessments:** Once a student feels they have mastered the content in this focus area they will click the "Request Content Assessment" button. The button updates that an assessment has been requested, and the student will need to wait for teacher approval.

Once a teacher has approved the content assessment request, the student can click the "Start Assessment" button on the Focus Area. The student will need to answer all ten questions before they can click to finish the assessment. After one hour if the student has not finished the assessment, it is automatically ended, the student will not get credit for it, and they will need to request to take that assessment again.

**Diagnostic & Content Assessment Scores:** After a student finishes a diagnostic test or a content assessment, they will be given their overall score and feedback for each objective. If a student passes the content assessment, the title of the focus area turns green and whenever a student encounters this focus area in the PLP (on the "This Year" page, on a project page, etc) the Focus Area will be colored green.

**Previous Content Assessments:** You can also click to see all previous content assessments your student took and how he/she performed on them by clicking the "See All Assessments" link. This will bring up a dialog where you can see all previous Diagnostic and Content Assessment results.



# Projects

Projects mimic the work of people in the workplace or field of the discipline so that students can develop the higher levels of thinking that students will need to make throughout their lives. This means that on some days students will collaborate in groups or participate in whole-class discussions. On other days, students will work independently to write essays, develop lab reports, and create presentations.

## Projects Color Key:

Dark Blue = Student submitted their performance tasks and received a final score from the teacher

Light Blue = Student submitted the final performance task to the teacher but haven't received a final score yet

Red = The project is overdue or incomplete

**Project Description:** You can click into the project description by clicking on the name of the project in the upper left corner. This page provides a more in-depth description of the project. Each Detailed Project page gives you information on:

**Essential Question:** These are the key questions that students are answering or exploring within the project.

**Enduring Understanding:** These are key insights and takeaways from the project that we want students to internalize and take with them throughout their time at Summit and beyond. They generally apply to multiple topics and situations.

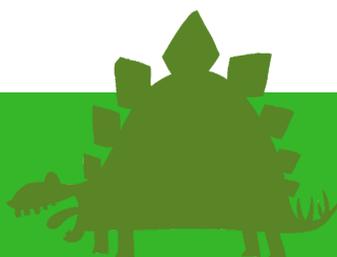
**Descriptions:** This provides background on the project and a general overview of what the student will be doing throughout the project.

**Final Products:** These are the products that a student must turn in for the project.

**Cognitive Skills:** These are the cognitive skills being measured, your student's performance on these skills, and your student's goals for these skills for this project.

**Focus Areas:** This is the content (both Power Focus and Additional Focus Areas) associated with the projects that students will work on during PLT, after school or at home.

**Checkpoints:** These are the learning experiences that students will complete as they work towards their final products.



# Projects & Cognitive Skills Grading

**Projects & Cognitive Skills Grading:** For each project, students are measured on a variety of cognitive skills. Cognitive skills are deeper learning skills, such as critical thinking, communication, problem-solving and collaboration. At the end of a project, students are graded based on a rubric on how they performed on each of the cognitive skills measured.

**Cognitive Skill Grading Breakdown:** Our students will be improving in their abilities throughout the year, and we want their grades to reflect and celebrate how much they know and can do at the end of the year.

A student's grade on cognitive skills in projects is determined by how/she performed on cognitive skills across all projects. Cognitive skills scores make up 70% of a course's grade.

The overall grade is based on the weighted average of all cognitive skills being measured in a course. For example, if a specific cognitive skill is assessed 4 times in different projects, then it will count in a student's grade 4 times.

If a student's cognitive skill average for a course is below 70%, then the student will have an Incomplete grade.

Students must complete every project to pass a class.

A student can change an Incomplete into a letter grade by completing any overdue projects and improving his/her cognitive skill scores.

**Cognitive Skills Rubric:** Summit's cognitive skills rubric helps our students learn the powerful and enduring skills our students need for success in college, career and life. Because these are life-long skills, they cut across subjects, courses, and grade levels. You can track your student's progression on these skills throughout their entire tenure at Summit. The cognitive skills rubric was developed in partnership with Stanford University and aligned with state standards.

Students will have score between 1 - 8 on their cognitive skills where 8 is pre-professional. The score is translated to a percentage grade based on their grade level. See the table below to see what cognitive skill score matches to a 70%, 85%, and 100% grade at different grade levels.



# Goals Tab

The Goals tab displays goals in a format that helps students connect their small, concrete actions to their large, more ambiguous goals.

For example, a student can easily connect their goal of “Get an A- in Biology”, with the yearly goal to “Complete all power, additional, and challenge focus areas”, with their action item to complete the focus area Natural Selection & Speciation.

## Tips

During weekly check-ins, you might encourage students to set short-term goals that directly relate to their goals for the year.

If a student’s yearly goals include spending a certain number of hours per week reading, the student could benefit from creating an action item each week to hold themselves accountable.

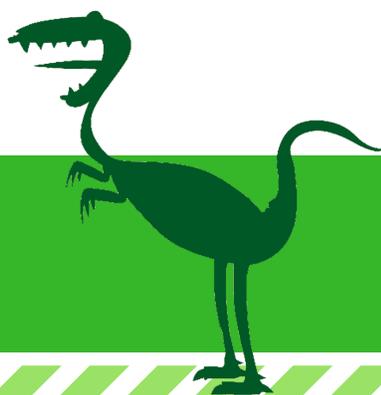
## Setting up the Goals Tab

If a student’s Goals tab seems empty, they likely haven’t set goals from the College tab. The College tab can easily be accessed by clicking on the card that shows their college goal.

## Tips

It’s perfectly fine for a student to set fewer goals in the College tab so that their Goals tab is more manageable. If you find that a student isn’t planning in relation to many of their yearly goals, you might suggest that they go back to the College tab and pick only the goals that are most important to them, and that they feel they can truly commit to over the next few months.

You can click on the My College Goal card to quickly jump to the College tab and adjust your goals.



# College Tab

On the College Tab, students will set a long-term goal for the type of college they would like to attend. Then, students will set goals for each aspect of their college application:

Courses

Grades

Test Scores

Essay

Letters of Recommendation

Setting a College Goal

Students will choose a type of college to set as their goal. To choose a type of college, students can click "Explore" on the vertical menu on the left.

Colleges types are defined by the selectivity of the college's admissions. We have chosen to group colleges by these selectivity types to help students make a plan to attend their best-fit college, even as early as middle school. If a student knows that they will need a 3.8 GPA to get into their best-fit college, they will be able to set their yearly and daily plans to achieve that goal.

Students can explore different college types by clicking on the categories across the top titled "Minimally Selective", "Somewhat Selective", "Selective", "More Selective", "Highly Selective" and "Extremely Selective."

For each college type, students can see the GPA range, SAT/ACT scores, and characteristics of incoming college freshmen.

**Setting Yearly Goals:** Once students have set a college goal, they can set yearly goals. Yearly goals are organized by the sections of a college application. Many of the options on these pages actually change based on the type of college the student selects! Use the vertical menu on the left of the screen to navigate through these pages.



# College Tab

**Grades:** On the top of the Grades page, students can see the GPA range of incoming freshmen for the type of college they selected. They can use this information to inform their grade goals for the year.

For each course a student is assigned to, they can set a grade goal. The grade goal is the grade the student would like to earn by the end of the year.

Once a student has set their grade goals, they can make a plan by answering "What will you do to earn these grades?". Students can choose from a variety of pre-loaded action items that would help a student achieve their grade goals.

Action items change depending on the type of college a student selected as their goal. For example, if a student selected a "highly selective" college as their goal, the pre-loaded action item might say "Complete all power, additional and challenge focus areas." For a student who selected "somewhat selective", an action item might say "Complete all power focus areas by the end of the year."

**Test Scores:** On the top of the Test Scores page, students can see the ACT and SAT range of incoming freshmen for the type of college they selected. They can use this information to inform their goals for standardized tests.

On the right of the page, students can set Action Items in order to prepare for standardized tests.

