Content Assessment

The ten-question assessment that a student requests when ready to show their learning of the content objectives of a specific focus area. Content assessments are computer scored immediately upon completion; the passing score is 8/10 for non-AP courses and 7/10 for AP courses. A student must get approval from a teacher before attempting the assessment for the second time and beyond. If the student does not pass, the student may take the content assessment again.

Checkpoint

A Checkpoint…

1. **Is a formative assessment.**
2. **Clearly contributes to the completion of the final product(s).**
3. **Supports cognitive skill development or conceptual understanding.**
4. **Is an important opportunity for the student to receive feedback.**

In addition to providing other forms of formative feedback, teachers may mark Checkpoints in the platform as:

- **Red = Checkpoint needs extensive revision, student should not move forward without significant revision**
- **Yellow = student must incorporate teacher feedback in order to be on-track**
- **Green = student is on-track, no revision needed**

Within a math concept unit, Checkpoints operate more like exit tickets; they occur after some instruction has occurred and are used to gauge students' understanding of the unit's enduring understandings. Concept Units (defined on pg. 3) are designed to have 1 Checkpoint per week of instruction.

Cognitive Skills

A collection of 36 higher-order thinking skills that are geared toward readiness for college, career and life. Cognitive Skills apply across multiple subject matters. They are categorized within the following domains: Textual Analysis, Using Sources, Inquiry, Analysis and Synthesis, Composing/Writing, Speaking/Listening, and Products and Presentations, and they are aligned with the state standards, and Advanced Placement Curriculum Frameworks. Cognitive Skills are taught during Project time and assessed through a project's final products.

In math, there are not "Cognitive Skills scored on a 1-10 scale; rather, there is a "math concept average" which is a 1-5 scale.

Cognitive Skills Rubric

The single rubric used to assess projects across all subjects and grade levels. Every project assesses a set of the cognitive skills. The rubric details nine different levels of each cognitive skill, spanning from "no evidence" (level 0) to "college level" (8) .

Mentoring

A component of a Summit Learning environment that is an opportunity for teachers to connect with their students work on academic as well as non-academic goals. Teachers conduct bi-weekly 1:1 mentoring sessions with their mentees. All students have a mentor who serves as their coach and advocate, supporting them as they develop strong habits and meet academic outcomes.

Terms Specific to Math

(Some terms are different for math. Math does not have "Projects" that are done in class; instead they have "Concept Units")

Portfolio Problems

Puzzling, complex, often application-based questions that take the concepts students have learned to a deeper level. Students choose one or more portfolio problems from a menu during Portfolio Time, which can be used flexibly, "off-the-shelf", at multiple times throughout a unit.

Exercise Sets

A collection of procedure-based problems related to a concept lesson. These exercise sets are intended to reinforce and solidify students' thinking from the lesson and spiral that with prior lessons/units.

Concept Unit

The collection of activities, exercise sets, and portfolio problems that leads to students learning one or multiple concepts. A unit does not have a minimum or maximum length of time, but most take between 2 and 5 weeks. At the end of a concept unit, there is an End of Unit Assessment which is 70% of the grade (the other 30% comes from focus areas like the other classes.

Project

A project….

1. Is a prolonged inquiry into an open-ended question(s) relevant to the discipline.
2. Aims to develop a set of cognitive skills through experiences authentic to the discipline.
3. Is aligned with key content from one or more focus areas.
4. Includes final product(s), checkpoints, activities, and resources.
5. Results in a final product(s) which demonstrates a student's ability to apply their cognitive skills and deepen their understanding.
6. Makes up 70% of a student's grade.

Focus Areas

A chunk of content within a course that is broken down into 2-5 content objectives. Students should learn this content through the use of materials on the playlists. To demonstrate their learning of the objectives, students must pass a content assessment. There are three types of Focus Areas. They are defined below:

Power Focus Area

A Focus Area that has been identified as essential content knowledge, based on course standards. It is central to college and career readiness and the course's projects/concept units. Students must pass every Power Focus Area's content assessment by the end of the school year in order to pass the course. Note that a student does NOT receive partial credit for Power Focus Areas. Power Focus Areas make up 21% of the student's grade.

Additional Focus Area

A focus area that has been identified as helpful content knowledge but is not central to the course standards, college and career readiness, and/or the course projects or concept units. Students are encouraged, but not required, to compete this focus area's content assessment. These add up to 9% of a student's grade in a course, and therefore, can make a difference of nearly a full letter grade. Note that unlike Power Focus Areas, students can receive "partial credit" for completing "Additionals". Therefore, if a student only completes half of the "Additionals", they would still receive half of the possible points added to their grade.

Challenge Focus Areas

An opportunity for a student to learn more content related to the course beyond what is located in Power and Additional Focus Areas. A student might complete a challenge focus area in order to prepare for the AP test associated with that course, experience more academic rigor, and/or further develop their individual academic interests.