



# Your Guide Through the Summit Platform

Farmington High School

Version 1.0

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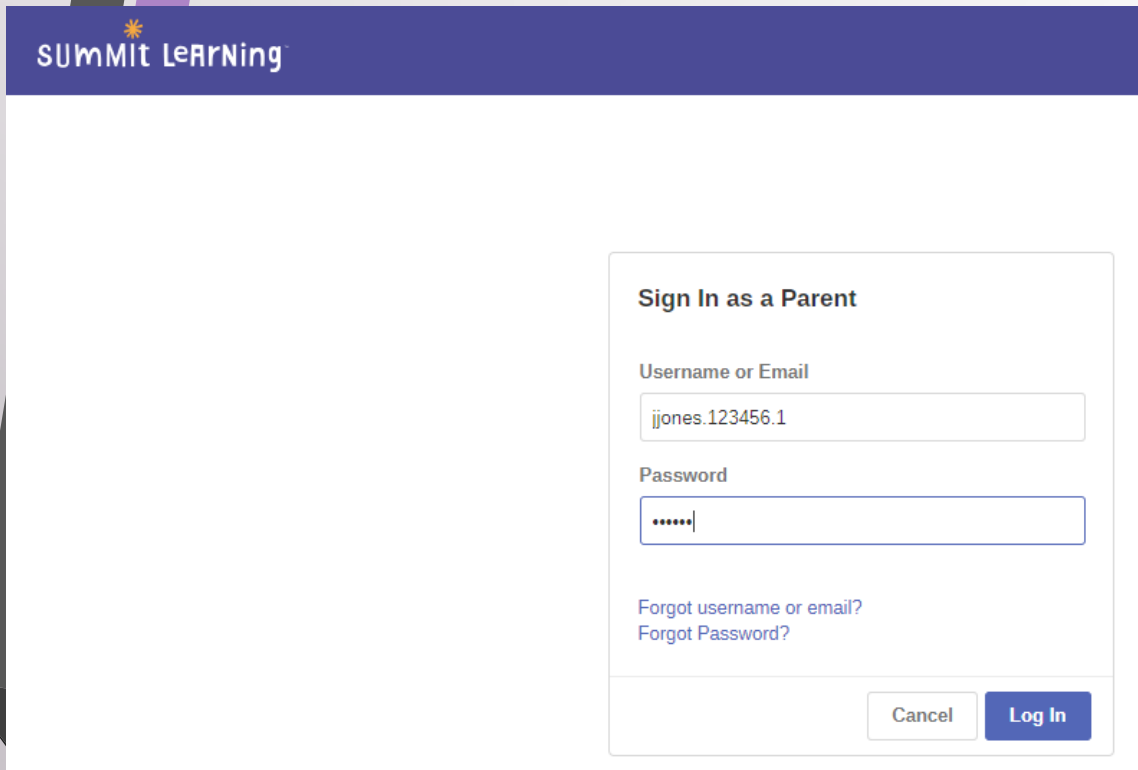
# For Parents

While students have a faculty mentor to help them stay on track, parents and guardians play a vital role in supporting their student to get the most out of their education and to move them into college and/or a meaningful career.

This presentation outlines the process to help students manage their schoolwork:

1. [Accessing Summit](#)
2. [Developing a Plan for Time Management](#)
3. [Creating a Study Plan for Projects and Focus Areas](#)
4. [Assessing Student Progress](#)

# Accessing Summit as a Parent



The screenshot shows the Summit Learning parent login interface. At the top left, the Summit Learning logo is displayed. The main content area is titled "Sign In as a Parent". Below this title, there are two input fields: "Username or Email" containing the text "jjones.123456.1" and "Password" containing six dots. Below the password field, there are two links: "Forgot username or email?" and "Forgot Password?". At the bottom right of the form, there are two buttons: "Cancel" and "Log In".

- [https://www.youtube.com/embed/\\_yoz4lGFcQE](https://www.youtube.com/embed/_yoz4lGFcQE) (Tutorial for logging in as a parent).
- Contact Mrs. Rossmango, Farmington Administrator, who will create a username and password for you @ [mrossmango@dsdmail.net](mailto:mrossmango@dsdmail.net).
- Email her your student's name, your name, email address, and cell phone number.
- Visit the Summit Parent's Login Site and enter your information:

<https://www.summitlearning.org/parents/login>

# Accessing Summit as a Parent (cont.)

**Parent Dashboard** Español

**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 Student's Name dashboard!](#) [Explore Parent Guide](#)

- Next, select the tab on the Parent Dashboard that takes you to your student's Dashboard.

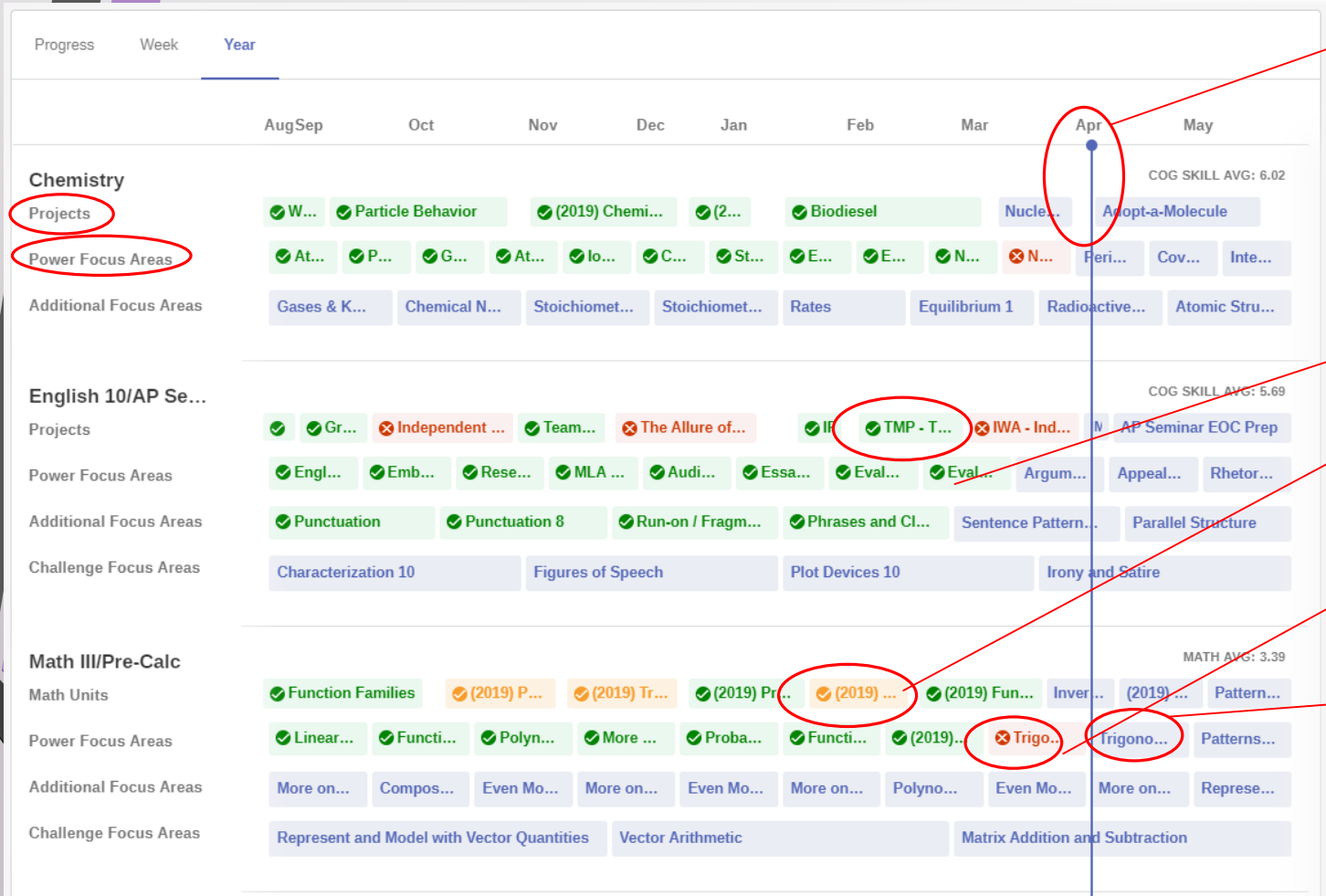
# Planning

Year View

The screenshot displays the Summit platform interface. On the left, a blue sidebar menu contains several options: a star icon at the top, followed by 'Week', 'Year', 'Progress', 'College', and 'Resources'. The 'Year' option is highlighted with a red box, and a red line points from this box to a red-bordered box labeled 'Year View' above it. The main content area is titled 'Week' and shows a calendar view for Monday 4/8 and Tuesday 4/9. Below the calendar, there are four subject entries: 'Chemistry >', 'English 10 >', 'Math II Honors >', and 'World History >'.

- Whether you are a student or parent accessing your Summit platform, the steps are the same.
- To get an overview of a student's progress, select the "Year View" screen on the left menu.

# Planning (cont.)

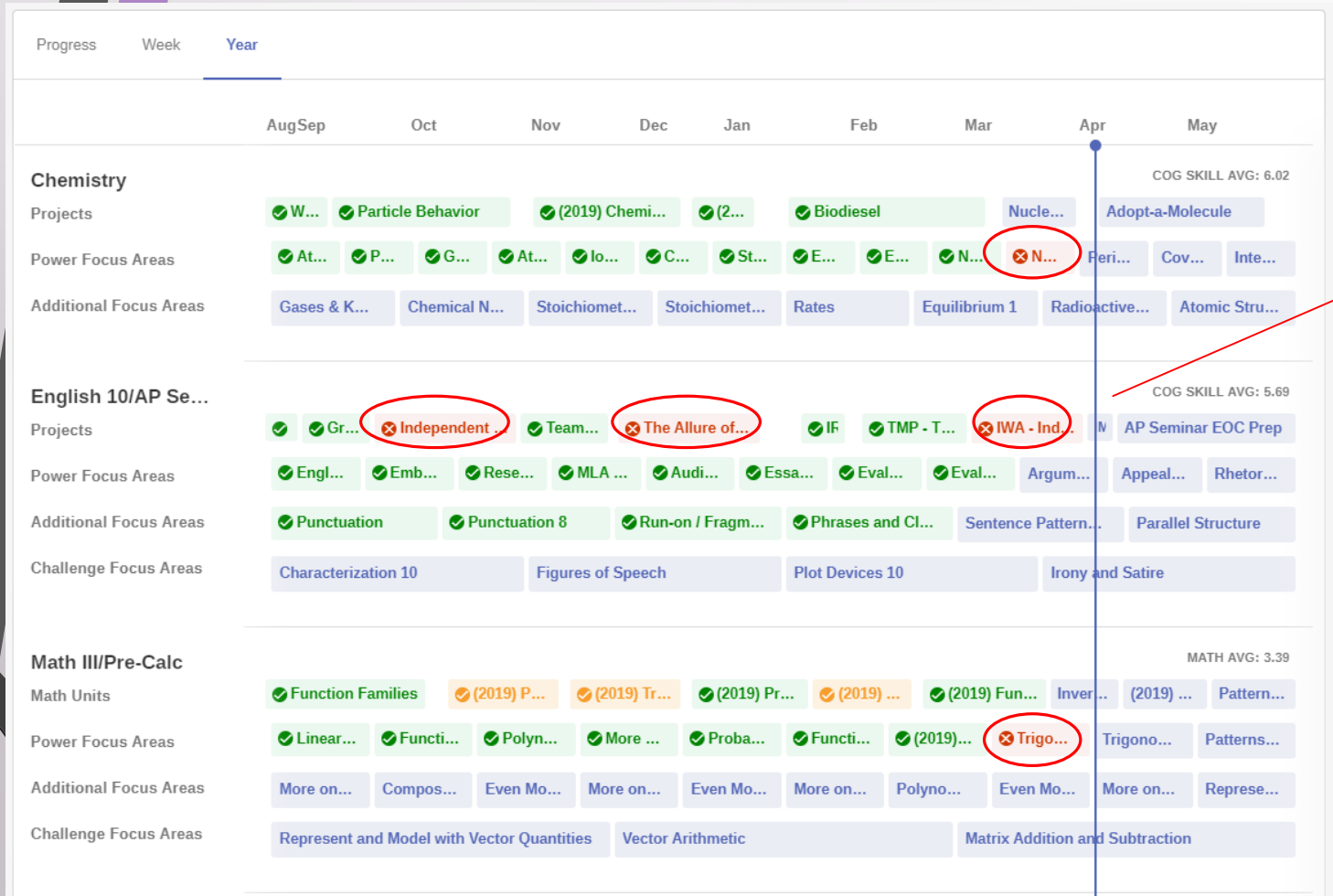


- Year View shows all the projects and focus areas (content assessments) that are assigned for the year.
- The blue line is the “Pacing Line” and indicates where we are in the school year.
- Students should complete Projects and Power Focus Areas before the pacing line passes the assignment.
- Green indicates Proficiency.
- Yellow indicates some work is still needed to be considered Proficient.
- Red indicates work that is past due, or not proficient and needs attention.
- Blue indicates current or future work.

# Planning (cont.)

- Create a plan to help manage schoolwork:

1. Plan time to complete current work first.
2. Identify late work in red and plan extra time to complete it.
3. Communicate the plan with the teacher and mentor.
4. Parents may want to check in nightly to see what help their student needs and encourage them.



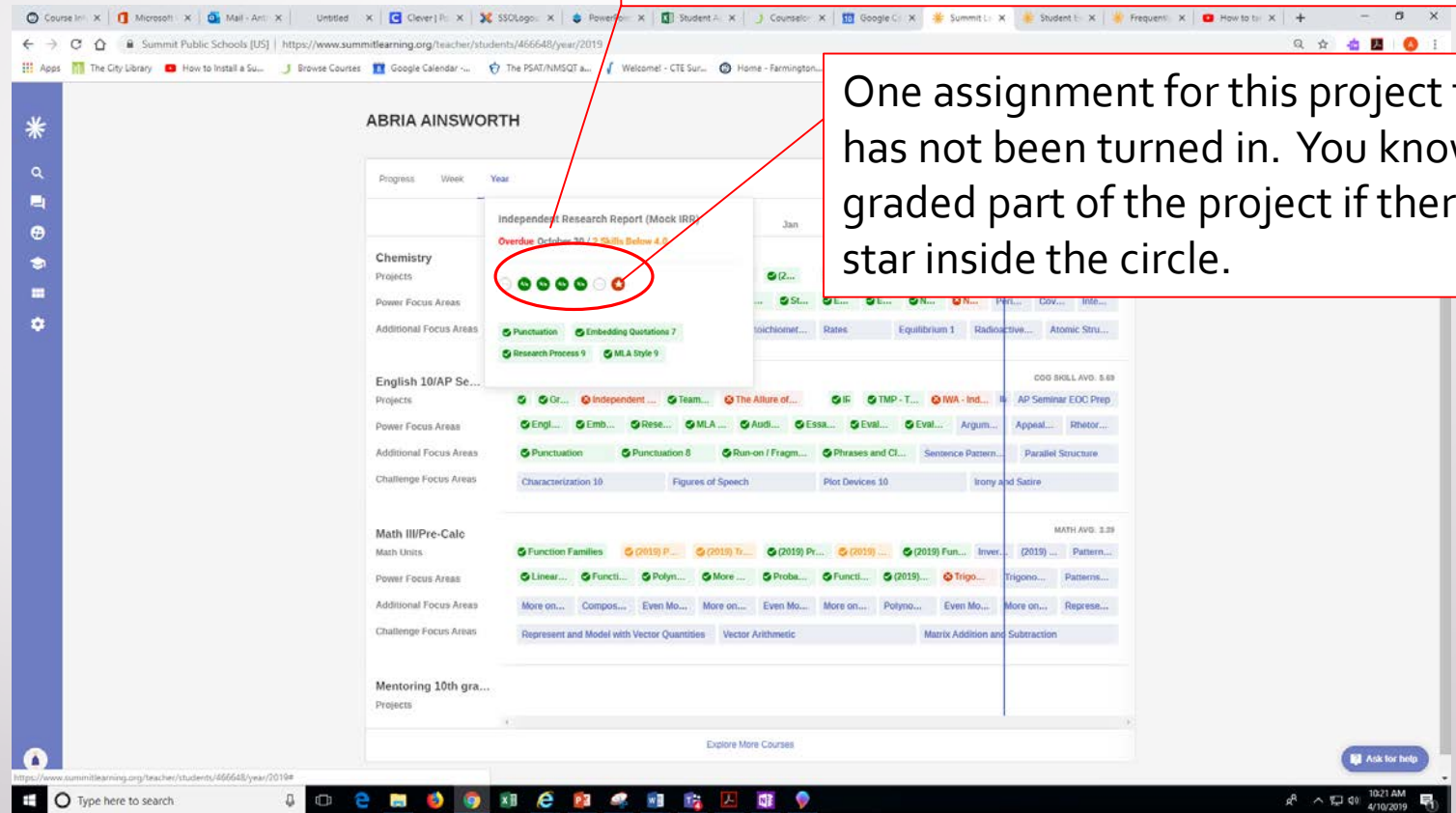
# Projects

- Review the study plan to efficiently complete Project work:

1. Identify project to work on.
2. Rollover the project to look at work (Check Points) to be completed.
3. Set a goal(s) to finish the assignment(s) and turn it in.

The student has finished four check points: Green indicates to continue on, Yellow-some errors, Red-significant errors. Check points are not calculated into the grade; however, they are the resources to help with the final product that makes up 70% of the overall grade.

One assignment for this project that has not been turned in. You know it is a graded part of the project if there is a star inside the circle.





# Projects (cont.)

- To get more information on the Project assignment:
  1. Click on the project.
  2. Click on the assignment

The screenshot shows a web browser window displaying the 'Project Overview' page for a project titled 'Individual Research Report (IRR)'. The page is divided into several sections:

- Project Overview:** A list of tasks with progress indicators: 1. EOC Practice, 2. RAVEN Source Analysis, 3. Source Synthesis Matrix, 4. Citations and Works Cited, 5. Introduction Paragraph + Thesis, 6. Peer Review, and 7. Individual Research Report (IRR). A red box labeled 'Assignment' points to the 'Individual Research Report (IRR)' item.
- What is this project about?:** Includes an Essential Question, Big Idea EQs, and Enduring Understanding.
- Description:** Provides context for the project.
- Cognitive Skills:** Lists skills such as Selecting Relevant Sources, Contextualizing Sources, and Informational / Explanatory Thesis.
- Focus Areas - Power:** Lists areas like Embedding Quotations, Research Process, and MLA Style.
- Focus Areas - Additional:** Lists areas like Punctuation.
- Focus Areas - Other:** Lists areas like Enduring Understanding.

A red box labeled 'Checkpoints' points to the 'Project Overview' section. A red box labeled 'Assignment' points to the 'Individual Research Report (IRR)' item. The browser's address bar shows the URL: <https://www.summitlearning.org/my/projects/700932/overview>. The system tray at the bottom shows the date and time: 10:54 AM 4/10/2019.

# Projects (cont.)

- To get more information on the Project assignment to turn in:
  1. Click on the project.
  2. Click on the assignment
  3. Click on the assignment detail to get an overview and learn about the requirements.

Your project was due on 10/30/18.

Overview Plans

Project Overview >

1 EOC Practice >

2 RAVEN Source Analysis >

3 Source Synthesis Matrix >

4 Citations and Works Cited >

5 Introduction Paragraph + Thesis >

6 Peer Review >

★ Individual Research Report (IRR) >

Assignment detail

Final Product Plans Day 1 Day 7 Day 11

★ Individual Research Report (IRR) (Draft) 📄

★ Individual Research Report (IRR) 📄  
Compose a well-written and well-researched 1200-word report that:

- identifies the area of investigation (your lens and the perspective within that lens) and its

📖 Read more

What is the focus of this final product? [View Rubric](#)

Contextualizing Sources

Explanation of Evidence

Organization (Transitions, Cohesion, Structure)

Conventions

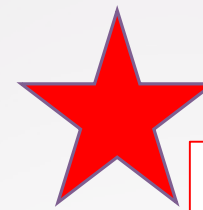
# Focus Areas

- Power Focus Areas make up 21% of the student's overall grade. Students must earn at least 8/10 to be proficient.
- Additional Focus Areas make up 9% of the student's overall grade. Students must earn 8/10.
  1. Identify Focus Area to work on.
  2. Rollover the area to look at the details of that particular Focus Area
  3. Make a plan to study for the content assessment, study the material and resources from the "playlist", and then take it.

The student needs to complete the "Nuclear Change 2" quiz. The student has not attempted to take this quiz. It was due March 28. It is connected to the "Nuclear Technology" project.

The screenshot displays the SummIt Learning interface for student ABRIA AINSWORTH. The main content area is organized by subject: Chemistry, English 10/AP Se..., Math III/Pre-Calc, and Mentoring 10th gra... Each subject has a 'Projects' section, 'Power Focus Areas', 'Additional Focus Areas', and 'Challenge Focus Areas'. A calendar at the top indicates a 'Line Passed On' date of March 28, which is circled in red. A tooltip for 'Nuclear Change 2' is open, showing 'Score' and 'Attempts' as empty fields, and 'Related Projects' as 'Nuclear Technology'. The interface includes a navigation sidebar on the left and a taskbar at the bottom.

# Focus Areas (cont.)



Take a screenshot of the description and key terms to create a study guide.

- Spend study time effectively by taking good notes:
  1. Click on the focus area.
  2. Take the Diagnostic to see what you already know.
  3. Take notes on each objective.

Click on each objective to see the "playlist" and what your student has studied so far.

## Nuclear Change 2

**Diagnostic** 2/7 Review Retake

**Objective 1** 1/1 **Identify stability and instability of isotopes and predict types of radioactive decay.**

**Objective 2** 0/4 **Describe characteristics of alpha, beta, and gamma decay.**

**Objective 3** 1/2 **Define half-life and solve half-life calculation problems, including their use in radiometric dating.**

[Content Assessment](#) See All Takes Request

### Focus Area Info

**Description**  
By the time you finish this playlist, you should be able to...  
1) Identify **stability and instability of isotopes** and predict types of radioactive decay  
2) Describe characteristics of **alpha, beta, and gamma decay**  
3) Define **half-life** and solve **half-life** calculation problems

**Key Terms**  
Define and give an example of the following terms: stable isotope, unstable isotope, Geiger counter, half-life, alpha decay, beta decay, gamma decay

**Score Needed To Pass**  
8 out of 10 correct.

**Calculator**  
Four-function calculator allowed.

**Projects**  
Nuclear Technology

**Students Able to Help** [View All](#)

- CAMERON H.
- SAMANTHA N.
- ZACHARY W.

# Focus Areas (cont.)

Students have several ways to learn. Select one and look for information on the key terms and objectives.

- Spend study time effectively by taking good notes:
  1. Click on the focus area.
  2. Take notes on each objective from the resources in the "playlist".

PLAYLIST

## Nuclear Change 2

2/7 Diagnostic Review Retake

Objective 1  
1/1 Identify stability and instability of isotopes and predict types of radioactive decay.

Reading: Isotopes and Nuclear Stability

Reading: Nuclear Stability  
A difficult, but insightful reading that explains what makes a nucleus stable or unstable.

Slideshow: Using Band of Stability Graph  
This resource will teach you how to use the Band of Stability graph to predict what type of decay a radioactive isotope will under go.

Activity: Band of Stability  
This simulation and accompanying worksheet will help you understand what the "band of stability" is. Print the worksheet, then open the simulation and use the simulation to answer the questions in the worksheet. When you are finished, check your answers with the answer key below.

Activity: Band of Stability - Answer Key

Interactive: Band of Stability



# Focus Areas (cont.)

- Spend study time effectively by taking good notes:

1. Click on the focus area.
2. Take the Diagnostic.
3. Take notes on each objective.
4. Study notes.
5. Take the assessment.

When students are finished, they can review their notes and request the assessment. Assessments can be taken during PLT, in Assessment Labs held after school or during the morning of late start day, possibly during class.

Students need 8 correct out of 10 to pass. If a student does not pass, they are directed to their teacher who can provide guidance and can approve a retake. This is done to help students learn the material and keep them from wasting their time by taking one retake after another without studying.

## Nuclear Change 2

The screenshot shows a learning management system interface for a unit titled "Nuclear Change 2". The interface is organized into several sections:

- Diagnostic:** A red circle with "2/7" indicates progress. Buttons for "Review" and "Retake" are visible.
- Objective 1:** A green circle with "1/1" indicates completion. The objective is "Identify stability and instability of isotopes and predict types of radioactive decay."
- Objective 2:** A red circle with "0/4" indicates no progress. The objective is "Describe characteristics of alpha, beta, and gamma decay."
- Objective 3:** A yellow circle with "1/2" indicates partial progress. The objective is "Define half-life and solve half-life calculation problems, including their use in radiometric dating."
- Content Assessment:** A blue circle with a right arrow and the text "Content Assessment". A "Request" button is highlighted with a red box.

On the right side of the interface, there is a sidebar with the following information:

- By the time you finish this playlist, you should be able to...**
  - 1) Identify stability and instability of isotopes and predict types of radioactive decay
  - 2) Describe characteristics of alpha, beta, and gamma decay
  - 3) Define half-life and solve half-life calculation problems
- Key Terms:** Define and give an example of the following terms: stable isotope, unstable isotope, Geiger counter, half-life, alpha decay, beta decay, gamma decay
- Score Needed To Pass:** 8 out of 10 correct. (This text is circled in red in the image)
- Calculator:** Four-function calculator allowed.
- Projects:** Nuclear Technology
- Students Able to Help:** View All
  - CAMERON H.
  - SAMANTHA N.
  - ZACHARY W.

# Progress

Progress View

The screenshot shows a web browser window with the URL <https://www.summitlearning.org/my/week>. The browser's address bar and tabs are visible at the top. The page content is divided into a blue sidebar on the left and a main content area on the right. The sidebar contains a navigation menu with the following items: 'Week', 'Year', 'Progress' (highlighted with a red box), 'College', and 'Resources'. The main content area is titled 'Week' and includes a navigation bar with '< Today >' and 'Show Weekend'. Below this is a table with the following structure:

	Mon 4/8	Tue 4/9	Wed 4/10	Thu 4/11	Fri 4/12
Chemistry >					
English 10 >					
Math II Honors >					
World History >					

At the bottom of the page, there is a user profile indicator that says 'Viewing as CASEY SMITH' and a URL <https://www.summitlearning.org/my/year/2019>. The Windows taskbar is visible at the very bottom of the image, showing the search bar and various application icons.



# Progress (cont.)

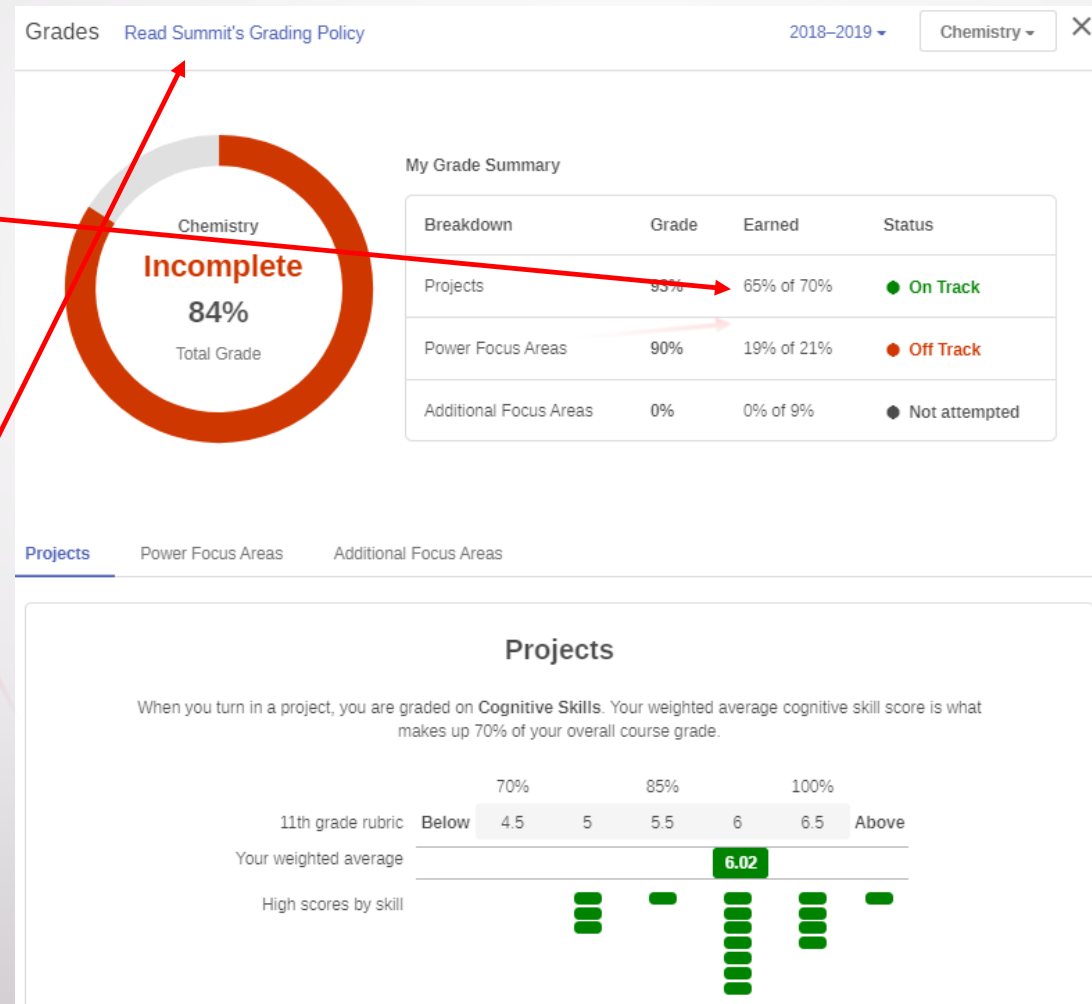
The screenshot shows a progress tracking interface with three main sections: Activity, Courses, and a detailed activity log. The Activity section has filters for 'All Activity' and 'All Courses'. The Courses section lists 'Chemistry', 'English 10/AP Seminar', and 'Math III/Pre-Calc', each with 'Incomplete' status and an 'A-' goal. The detailed activity log shows tasks like 'Took diagnostic assessment for Intermolecular Forces' and 'Jana Barrow scored Scientific Journal Article for Biodiesel'. A callout box labeled 'Course Summaries' points to the Courses section. Another callout box labeled 'Teacher's Comments' points to a note: 'met with mentor Alyssa Namazi for 9 minutes.' A third callout box labeled 'Mentor Notes' points to a note: 'Requested feedback on Works Cited Check'.

- Viewing student progress:

1. Select "Progress View".
2. In this view you can see teacher's comments, class summaries and mentor notes.
3. Select one of the Course summaries to show a breakdown of the course grade.

# Progress (cont.)

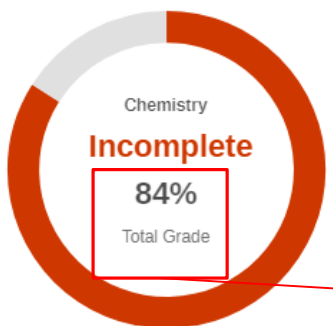
- The grade for the class can be calculated by adding the Earned percentage.
- The grading explanation can be accessed by selecting the grading policy.



# Accessing Your Student's Progress

Explanations on how the projects and focus areas are graded.

Grades [Read Summit's Grading Policy](#) 2018-2019 **Chemistry** X



Breakdown	Grade	Earned	Status
Projects	93%	65% of 70%	On Track
Power Focus Areas	90%	19% of 21%	Off Track
Additional Focus Areas	0%	0% of 9%	Not attempted

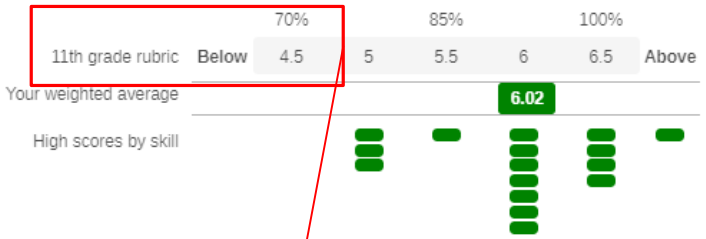
Select other classes to review.

All focus areas and projects need to be completed to be on track and to receive a grade, otherwise they will show incomplete.

The total of the earned percentages come from Projects, Power Focus Areas and Additional Focus Areas.

**Projects** Power Focus Areas Additional Focus Areas

When you turn in a project, you are graded on Cognitive Skills. Your weighted average cognitive skill score is what makes up 70% of your overall course grade.



Cognitive skills are assessed in the Projects and make up 70% of the overall grade. Cognitive Skills rubric:  
<https://cdn.summitlearning.org/assets/marketing/Cognitive-Skills-Document-Suite.pdf>

This is the Cog. Skill score needed to pass. Scores not passing will show in yellow or red.



# Questions?

- If you still have questions, please reach out to your student's teachers, counselor, or one of the administrators.

# Sources

- **ABRIA AINSWORTH**