

Platform Overview

Platform Features:

Access the following features of the Summit Learning Platform.

When I log in, I land on the **Week Page**. This is my launchpad for this week's goals.

1.

I see weekly goals that I have set for myself, and if they're overdue (red), complete (green), or coming up (blue).
2.

I can add goals and action items by hovering over a date in a course row and clicking “add goal”.
3.

I can see my grades for my courses by clicking on the name of my course (e.g. Biology).

When I’m making my weekly plan, I want to look over my progress from the last few weeks and make sure that my weekly goals are in line with my yearly and long-term (college) goals. Let’s check my **Year, Progress, and College** pages.

If I have a 1:1 mentor checkin today or tomorrow, the platform will tell me to get ready for it.

1.

When I click get ready, I will reflect on different questions determined by the teacher-set check-in agenda. The beginning of the year will focus on building mentor:mentee connections, and the remainder of the year will focus on mentee progress.

SUMMIT

Week

Week

Year

Progress

College

MON 5/14

TUE 5/15

WED 5/16

Algebra 2 >

Finish Performance Task Function Fa...

Ancient Civilizations >

BHC Demo English 4 >

Pass content assessment with an 8/10 Complete S...

BHC Demo Math 4 >

English 6 >

Pass content

Little, you have a check-in with your mentor today.

GETTING READY FOR IT WILL TAKE 5-10 MINUTES!

Not Now

Get Ready

Demo - Summit Learning

Summit Public Schools [US] | https://demo.summitlearning.org/my/week

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You are demoing as: Xenia R. ▾

Help ▾

SUMMIT

Week

Week

Year

Progress

College

MON 11/7

TUE 11/8

WED 11/9

THU 11/10

FRI 11/11

Biology >

Master Natural Selection & Speciation

Ask for support from a teacher

English 9 >

Master Rhetoric 2

Ask for support from a teacher

Math I >

Modern World 1 >

Review the

Complete & Write

click to show grade for course

hover over a date to add a goal

daily and weekly goals

Summit Learning Resource

The **Year Page** is my bird's- eye view of all of the work that I'll complete this year (yearly goals).

1. The purple line helps me know what work I need to complete.
2. If I hover over a project or focus area, I can see more detail about my progress.
3. I can click any project or focus area to access it.

The screenshot shows the 'Year' page in the Summit Learning interface. The page displays a timeline from August to June. A purple line indicates the current progress, with a red arrow pointing to it and the text 'Drag the purple line'. On the right, there are navigation buttons for 'This Year' and 'Go to last year's or next year's content'. A red arrow points to the 'Go to last year's or next year's content' button. On the left, there is a sidebar with a menu for 'Week', 'Year', 'Progress', and 'College'. A red arrow points to the 'Year' button with the text 'Hover over a project or focus area for more information'. The main content area shows a list of projects and focus areas for various subjects, including Biology, English 9, Math I, and Modern World 1. A red arrow points to a project titled 'Evolutionary Story of a Living Thing' with the text 'Click to go to any project or focus area'.

I want to see what I've accomplished so far, so I head over to the **Progress Page**. Here I can see my grades and all of my activity on the platform. I know

1. focus areas I've mastered
2. checkpoints I've completed
3. goals I've set
4. goals I've finished
5. notes from meetings with my mentor

I can filter this information by clicking in the upper right corner of the activity box to see progress for a specific course or a specific type of activity.

The screenshot shows the 'Progress' page in the Summit Learning interface. The page displays a list of activities and progress for various subjects. A red arrow points to the 'Filter activity by type or course' dropdown menu. Another red arrow points to the 'Click for more details' button. The main content area shows a list of activities, including 'Math Teacher scored Features of Functions', 'Math Teacher scored Patterns & Sequences', 'Math Teacher scored Equations & Inequalities', 'Attempted Forms of Government with a 5/10', 'Took diagnostic assessment for Forms of Government', 'Attempted Natural Selection & Speciation with a 6/10', 'Took diagnostic assessment for French Revolution Causes', and 'Attempted Natural Selection & Speciation with a 7/10'. On the right, there is a sidebar with a menu for 'Courses' and 'Mentor'. A red arrow points to the 'Courses' button with the text 'Click for more details'.

I want to make sure that my daily actions are aligned to my college goals, so I check my **College Page**. Here, I can see what I need to do in order to be prepared for college. I can

1.

understand what I need to do to get accepted to the college of my choice

2.

set goals for this year's grades

3.

plan for my college essay

4.

plan for my letters of recommendation

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Summit Learning

My College Goals

Week

Year

Progress

College

Overview

Get Started

Explore

Grades

Test Scores

My Essay

Letters of Reco...

To create the best opportunity to be accepted to and prepared for college, you will want to **set goals in 5 important areas**:

Courses	Colleges want to know which courses you take
Grades	Colleges want to know the grades you earn in your courses
Test Scores	Colleges want to know how you perform on specific, important, standardized tests like the ACT and the SAT
Letters of Recommendation	Colleges want to know what your teachers and mentor think of you. Specifically, they are interested in: <ul style="list-style-type: none">Your ability and willingness to grow and learnYour characterYour habits of successYour leadershipYour involvement in the community
Your Essay	Colleges are interested in interesting people who will contribute to their communities and learning environments . They want to try to get to know you through <ul style="list-style-type: none">an essay you writean accounting of how you have spent your time, particularly on passions and interests

Ok, I'm Ready

Platform Features to Support Self Direction

I'm going to work on **focus areas**. In focus areas, I can see

1.

a diagnostic assessment where I can check what I already know

2.

objectives I still need to master. When I click an objective, I can see

a.

resources that help me understand each objective

b.

checks for understanding for each objective

3.

an assessment that I can request from my teacher to show my mastery

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Summit Learning

Food Webs & Energy Pyramids

Week

Year

Progress

College

Overview

Get Started

Explore

Grades

Test Scores

My Essay

Letters of Reco...

Start with diagnostic

Diagnostic

Start

Introductory Materials

OBJECTIVE 1

Objective 1: Types of Organisms

OBJECTIVE 2

Objective 2: Food Chains & Food Webs

OBJECTIVE 3

Objective 3: Energy Pyramids

Content Assessment

Request

Information about the Focus Area

Focus Area Info

DESCRIPTION

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

- 1) Identify the type of organism (consumer, producer, herbivore, decomposer, etc) for a given example.
- 2) Analyze relationships between living things represented in food chains and food webs.
- 3) Understand how energy pyramids represent the movement of energy between trophic levels.

KEY TERMS

By the time you finish this playlist, you should be able to define the following terms:
producer, consumer, decomposer, herbivore, carnivore, omnivore, autotroph, heterotroph, primary consumer, secondary consumer, tertiary consumer, food chain, food web, trophic level, 10% energy rule, energy pyramid

SCORE NEEDED TO PASS

8 out of 10 correct.

PROJECTS

Ethics of E-Waste Bioremediation

Students Able to Help

None available yet

Xenia R.

How can I help?

I am going to look at a focus area for the first time. On the focus area page, I

1.

read over the description and key terms

2.

take the diagnostic assessment

3.

after my diagnostic assessment, I can see which objectives I need to focus on the most. I'm going to start with the objective where I scored the lowest

4.

I click the objective to reveal resources and checks for understanding

5.

I choose to learn from resources that work best for my learning style, then check what I know with a check for

understanding

6. I take the diagnostic assessment again to see if I've improved
7. when I'm ready to show mastery on all objectives, I request a content assessment from my teacher

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You are demoing as: Xenia R. Help

Week

Year

Progress

College

Forms of Government

Diagnostic

OBJECTIVE 1
Purposes of Government

OBJECTIVE 2
Types of Monarchy (Absolute monarchy and constitutional monarchy)

OBJECTIVE 3
Types of Democracies (Direct democracy and representative democracy)

OBJECTIVE 4
Autocracy and Dictatorship

Content Assessment

Review

Retake

See All Takes

Request

Focus Area Info

DESCRIPTION

KEY TERMS

SCORE NEEDED TO PASS

PROJECTS

Students Able to Help

Objective level data for most recent assessment take

Click review to see my scored assessment

Back to Demo Home

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All Finished Assessments

Date	Assessment Type	Purposes of Government	Types of Monarchy (Absolute monarchy and constitutional monarchy)	Types of Democracies (Direct democracy and representative democracy)	Autocracy and Dictatorship	Score	
11/6/2016 10:54 am	Diagnostic	1/1	2/2	1/1	1/2	5/5	Review
11/6/2016 11:20 am	Content	1/2	1/3	3/3	0/2	5/10	Not Yet Mastered

OBJECTIVE 3
Types of Democracies (Direct democracy and representative democracy)

OBJECTIVE 4
Autocracy and Dictatorship

Content Assessment

Click to see data for each assessment take

Platform Features to Support Project Time

Now it's **Project Time**. From the year page or the week page, I click into the project that I'm working on in class. When I open my project, I see

1. project information, including an essential question, enduring understanding, and project description
2. the focus areas that I should master in order to successfully complete the project
3. the final product that I'll produce
4. the cognitive skills that the final product assesses
5. checkpoints, activities, and resources that will help me succeed with my final product
6. feedback from my teacher on checkpoints that help me understand what I should be working on

(2019) Evolutionary Story of a Living Thing

OverviewPlans

Project Overview

1

Selecting Relevant Sources

2

Make an Evolutionary Timeline

3

Create Your Visual Timeline

4

Present Your Evolutionary Timeline

★

Final Presentation

★

Visual Timeline

What is this project about?

Essential Question

• HOW and WHY do living things change over time?

• How do we know living things change over time?

• What is the evidence that living things change over time?

Enduring Understanding

All organisms gradually evolve over time to better adapt to the environment they live in through the process of natural selection. Over the course of Earth's 4.6 billion year history, our planet's environments have changed and so have the organisms that live on Earth. This means every organism living today is related to ancient ancestors that lived thousands to millions of years ago. Scientists know this because there is evolutionary evidence of commonalities between modern day

Read more

Description

Have you ever wondered what humans looked like millions of years ago? Or if we even existed at all? Or what about birds or whales - do you think they looked the same a thousand years ago? What about 10,000 years ago? Every organism living today has a unique evolutionary history. It is the job of an Evolutionary Biologist to reveal the story behind the organisms we see living on our planet today to understand how they have evolved over time and why.

Read more

Cognitive Skills

Selecting Relevant Sources

Explanation of Evidence

Oral Presentation

Multimedia in Oral Presentation

View Rubric

Focus Areas - Power

Evidence for Evolution

Natural Selection & Speciation

I'm going to work on a checkpoint.

1. If a checkpoint is red, that means I have not done the work or the teacher has told me to revise my work. If a checkpoint is yellow, that means my teacher has told me to check their feedback. If a checkpoint is green, then my teacher has told me to keep going. I'm going to prioritize checkpoints where my teacher has given me feedback.

2. When I'm ready for checkpoint feedback from my teacher, I click "request feedback". If I need help before I submit my checkpoint, I can ask for help.

Summit Learning

Summit Public Schools [US] | https://demo.summitlearning.org/my/projects_timeline/64570?modal=student_project_feedback_1126630

Write Lab Report Materials & Procedure

Sample Doc -- Xenia R.

File Edit View Tools Help

100% View only

Outline

Headings you add to the document will appear here.

Template Google doc for Xenia R.

In the actual Summit Learning Platform, this would be a copy of the template file for this project step or performance task. Each student would have their own copy, and this is where the student would put their work.

SHARE

OverviewCognitive Skills

Details

Write the 2nd section of your Lab Report! Provide the reader with information about the materials used in your Bioremediation Experiment, along with the steps followed to test your hypothesis.

ACTIVITY

Plant Fast Plants!

Watch videos and read the planting Fast Plants procedure so you understand how to correctly plant your Fast Plants.

ACTIVITY

Practice Designing Processes & Procedures

Practice the skill of writing detailed, accurate, and specific procedures that can be repeated by someone else. Y ... See All

ACTIVITY

Add Toxins to Fast Plants

The time has finally come to add toxins to your plants! Read and follow each of the steps in order to understand how ... See All

RESOURCE

Instructions to Write Lab Report Materials & Procedure

Read this resource to learn how to write the Materials & Procedure of your Lab Report!

My teacher assigned me custom activities and resources to help me succeed on this checkpoint

Click to request feedback from my teacher

Request Feedback

