

Grading Overview

Hello parents and Students: Grading in Summit is much different than what we are all used to seeing. This guide may help in understanding the process. We will discuss grading often in class and during our parent meetings. Please communicate often with your teacher regarding this important aspect.

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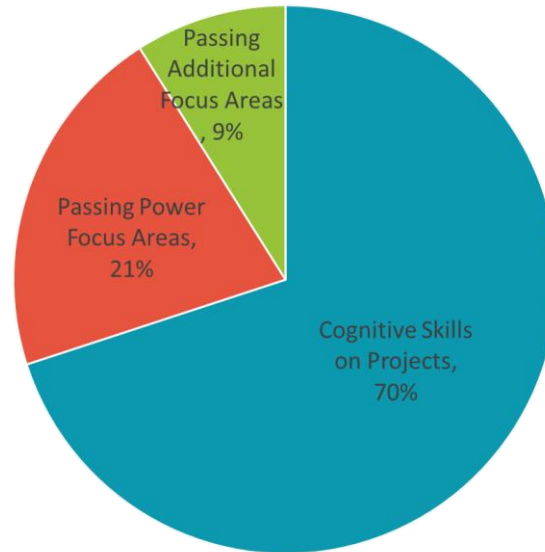
To prepare students for career and college, we focus on developing cognitive skills and content knowledge in Project Time and Personalized Learning Time (PLT), respectively. Cognitive skills include skills such as critical thinking, analysis, problem-solving, and writing, and are developed through projects. Content knowledge includes specific pieces of information that students learn in different subject areas - such as the quadratic formula or historical events during World War I. They learn this specific content through Focus Areas.

Grades show both the competencies students have as well as the growth they have made. We believe students improve in their abilities throughout the year, and thus grading is designed to reflect and celebrate that.

GRADING FOR ALL CORE SUBJECTS, EXCEPT MATH

- **70% of a course's grade is based on a student's cognitive skills in projects**
 - Students receive grades for their demonstration of multiple cognitive skills in each project. Students are held to expectations on the cognitive skills rubric based on their grade-level. When students perform below grade-level expectations on the cognitive skills rubric, they will have an Incomplete.
 - Students must complete every project to pass a class. Anytime a project is overdue, students have an Incomplete.
 - If a student does not complete a project on time or his/her cognitive skill average for a course is below 70%, then the student will have an Incomplete grade.
 - Students can change an Incomplete grade into a letter grade by completing any overdue projects and revising work to improve cognitive skill scores.
 - To determine a final grade for cognitive skills, there is a weighted average calculation. Cognitive skills that are assessed in multiple projects count more than cognitive skills that are assessed fewer times. For cognitive skills that are graded multiple times in a course, only the student's highest grade is included in the calculation.
- **30% of a student's grade is based on passing Focus Areas**
 - Power Focus Areas are worth 21% and Additional Focus Areas are worth 9%
 - Students pass a Focus Area by passing the Content Assessment
 - Power and Additional Focus Areas are typically associated with specific projects
 - Students must pass all Power Focus Areas to pass a course
 - Additional Focus Areas are not required, but they count toward a student's grade
 - If a student is not on pace to pass all of their Power Focus Areas by the end of the year, then the student will have an Incomplete grade for the course. He/she can change the Incomplete into a letter grade by passing enough Focus Areas to be at or ahead of the pacing line in the "This Year" page.

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The grading policy holds students to the following expectations:

- We expect students to submit 100% of their projects
- We expect students to achieve grade level performance on cognitive skills
- We expect students to pass 100% of their Power Focus Areas

If a student does not accomplish these three goals, then they will have an Incomplete.

On Track vs Off Track

In Summit Learning we often use the language of students being on- or off-track. With competency-based grading, students can show mastery in content and grade-level proficiency in cognitive skills at any point. On- and off-track allows us to describe students' grades over the course of the year.

- **Ahead-of-track:** Students who are consistently producing work above grade-level on the cognitive skills rubric in projects and are pacing ahead in focus areas
- **On-track:** Students who are producing work at grade-level on the cognitive skills rubric in projects and are pacing where they need to be in focus areas
- **Off-track:** Students who are producing work below grade-level on the cognitive skills rubric in projects and are pacing behind schedule in focus areas

GRADING FOR MATH COURSES:

The grading for Math courses includes the grading of Concept Units. Since this part of the curriculum is unique to Math, it is not featured in any other course's grade. See below for the Math grading overview. All other aspects of the grading referenced above are also accurate for Math (*eg. on vs off track & letter grade breakdown*).

- **40% of a course's grade is based on a student's score in Concept Units**
 - Students receive grades for their demonstration of multiple math concepts in each concept unit.
 - Students must complete every concept unit to pass a class.
 - If a student does not complete a concept unit, his/her concept unit average for a course is below 40%, and the student will have an Incomplete grade. He/she can change the

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Incomplete to a letter grade by completing any overdue projects and improving his/her score on a given concept. Most concepts are assessed multiple times.

- **30% of a course's grade is based on a student's cognitive skills in projects**
 - This is the same as projects in non-Math courses described above.
 - Students receive grades for their demonstration of multiple cognitive skills in each project.
 - Students must complete every project to pass a class.
 - If a student does not complete a project or his/her cognitive skill average for a course is below 30%, 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 is based on passing Focus Areas**
 - Power Focus Areas are worth 21% and Additional Focus Areas are worth 9%
 - Students pass a Focus Area by passing Content Assessments (tests)
 - Projects have both Power and Additional Focus Areas associated with it
 - Students must pass all Power Focus Areas to pass a course
 - Additional Focus Areas are not required, but they count toward a student's grade
 - If a student is not pacing to pass all of their Power Focus Areas by the end of the year, then the student will have an Incomplete grade for the course. He/she can change the Incomplete into a letter grade by completing any overdue focus area and improving in his/her cognitive skill scores.