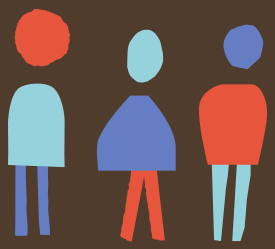


SUMMIT LEARNING

THE SUMMIT LEARNING GRADING POLICY

THE "WHY" BEHIND OUR GRADING POLICY

Summit Learning's grading policy prioritizes the development of **Cognitive Skills** that students need for success in college and career. Cognitive skills transfer across all subjects, courses, and grade levels, and a student's score on the **Cognitive Skills Rubric** comprises 70% of a their grade. Summit's focus on skills is supported by learning science and developed through **Projects**; students, teachers, and families can track a student's progression on these skills throughout their entire tenure in Summit Learning.

In order to put cognitive skills to work, students must develop a broad, standards-aligned **Content Knowledge** base across all core subject areas. Content knowledge comprises 30% of a student's grade.

In addition to Cognitive Skills and Content Knowledge, Summit Learning students develop Habits of Success. Though habits are not yet graded, we are researching and developing structures for students to demonstrate measurable progress in these areas.

HOW DOES THE GRADING POLICY WORK?

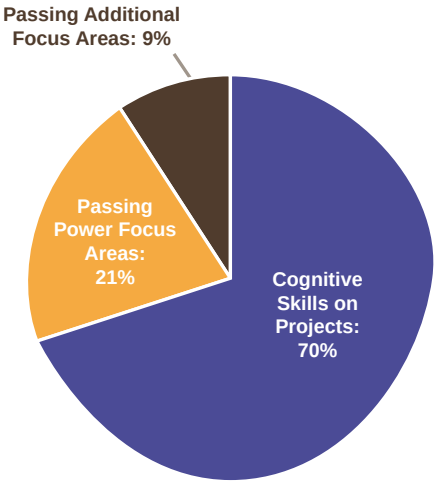
In Summit Learning, grades are year-long, allowing students to grow and improve over the course of the year. This allows students to demonstrate growth over a longer period of time without being held accountable at arbitrary points during the school year, such as a quarter or semester. Aligned to the emphasis on growth mindset, no grades are finalized in Summit Learning until the end of the academic year.

CALCULATING GRADES (NON-MATH COURSES)

The Summit Learning Platform automatically calculates student grades (in percentage and letter grade) based on student progress in:

- Cognitive skills scores that teachers assess for each project, based on the Cognitive Skills Rubric
- Progress passing Content Assessments in **Focus Areas**

These grades are updated in real time and can be accessed by teachers, students, and families. For non-math courses, grades are calculated as follows:



Contributing factor to grades	Expectation	Percentage of student's grade for that course
Cognitive Skills	Submit all projects for the course, with grade-level performance on cognitive skills according to the Rubric	70%
Content Knowledge	Pass 100% of Power Focus Areas (where students demonstrate subject-matter knowledge)	21%
	Pass additional Focus Areas. These are not required to pass a course, but they are highly encouraged	9%

ASSESSING COGNITIVE SKILLS IN PROJECTS

Students in Summit Learning develop cognitive skills by applying their knowledge to the world around them through projects. Teachers give feedback to students as they work through the checkpoints (steps) of a project, and teachers assess each project based on the four to five skills (on average) the student is expected to demonstrate in that project.

The **Cognitive Skills Rubric** specifies grade-level expectations for each skill. Students progress through the year along a continuum, demonstrating competency in a cognitive skill as appropriate for their level of development, with the goal of becoming college- and career- ready. Each skill has a score between 0 and 8, and students must score at least a 6 to demonstrate college and career readiness. Each cognitive skill is assessed multiple times during the year in different subjects so that students, teachers, and families can track growth.

The cognitive skills score is translated to a percentage grade in the Summit Learning Platform based on the student's grade level. The overall cognitive skills grade is based on the weighted average of all the skills assessed in a course, and represents 70% of a student's grade.

THE 36 COGNITIVE SKILLS WITHIN THEIR RESPECTIVE DOMAINS

DOMAINS / DIMENSIONS	Textual Analysis	Products & Presentations	Inquiry	Analysis & Synthesis	Speaking/ Listening	Composing/ Writing	Using Sources
	Theme/central idea	Style & language (tone, academic language, syntax)	Asking questions	Identifying patterns & relationships	Discussion/ contribution	Argumentative claim	Selecting relevant sources
	Point of view/ purpose	Oral presentation	Hypothesizing	Comparing/ contrasting	Preparation	Narrative	Contextual-izing sources
	Development	Multimedia in written production	Designing processes & procedures	Making connections & inferences	Norms/active listening	Counterclaims	Synthesizing multiple sources
	Structure	Multimedia in oral presentation		Critiquing others' reasoning		Informational/ explanatory thesis	
	Word choice	Conventions		Justifying/ constructing explanations		Selection of evidence	
		Precision		Interpreting data/info		Explanation of evidence	
				Modeling		Integration of evidence	
						Organization (transitions, cohesion, structure)	
						Introduction & conclusion	

The Skills in the Cognitive Skills Rubric are organized across seven cross-disciplinary domains.

GRADING RUBRIC FOR THE COGNITIVE SKILL "SYNTHESIZING MULTIPLE SOURCES"

Domain: Using Sources								
Dimension: Synthesizing Multiple Sources								
High-Level Description: Integrating information across multiple sources to support an argument or explanation								
0	**1**	**2**	**3**	**4** 100% grade for 6th graders	**5** 100% grade for 8th graders	**6** 100% grade for 10th graders	**7** 100% grade for 12th graders	**8** Pre-professional
No evidence of synthesizing information from multiple sources. One source dominates the work.	Makes note of key points or details from two sources on the same topic.	Integrates information from two sources on the same topic by comparing information.	Integrates information from several sources on the same topic by sorting and comparing information.	Connections among sources are made by comparing information from multiple sources and/or comparing the type of sources (e.g., format, genre, time period, etc.).	Connections among sources are made by grouping similar information/ positions from multiple sources or identifying significant differences between sources (in content and/or type).	Information from multiple sources is compared and grouped to deepen or extend an argument or explanation.	Information from multiple sources is compared, grouped, and synthesized with the student's own claims or ideas to form a cohesive, supported argument or explanation.	Significant and nuanced connections are made among sources and synthesized with the student's own claims or ideas to form a cohesive, supportive, compelling argument or explanation.

Each Cognitive Skill is graded on a 0- to 8-point scale. This is the rubric for the Cognitive Skill "Synthesizing Multiple Sources," which falls in the domain of "Using Sources." For each Cognitive Skill, students must score at least a 6 on a 0–8 point scale to demonstrate college and career readiness. Students progress along a continuum demonstrating competency in a skill as appropriate for their level of development and growth.

ASSESSING CONTENT KNOWLEDGE

Teachers and mentors guide students in learning content through Content Playlists with a variety of available resources (primary sources, videos, text, etc.), as well as preparing for Content Assessments to ensure students practice good study habits.

The process of taking Content Assessments in Summit Learning is designed to promote a growth mindset. There is no limit to the number of times a Summit student can take an assessment, because Summit believes that a large percentage of learning happens in letting students persist through struggles and challenges — with feedback and support along the way. If a student fails an assessment more than a few times, their teacher or mentor will intervene to help them determine how to move forward.

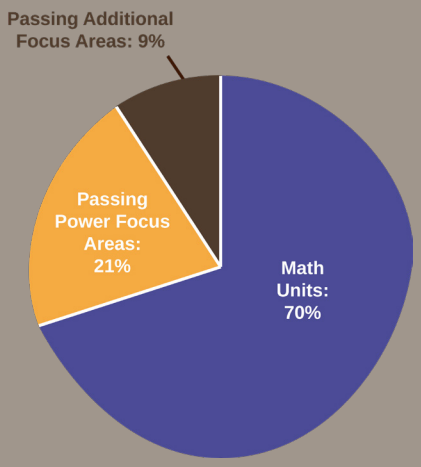
The 10-question Content Assessments are graded in the Platform, and results are immediately accessible by teachers, students, and parents. Students must score at least an 8 out of 10 on the Content Assessment to pass a Focus Area.

Teachers can use real-time test results to easily identify which students need help on specific Focus Areas and provide additional scaffolding on those topics. For the Content Knowledge portion of a student's grade, Summit Learning measures a combination of the Content Assessments from Power Focus Areas — the core standards-aligned content of a course (21%) and **Additional Focus Areas** (9%) to deepen a student's understanding for each subject.

MATH COURSES

For math courses, in addition to developing cognitive skills through projects and content knowledge through Power Focus Areas, students complete Math Units to fully develop an understanding of complex mathematical ideas.

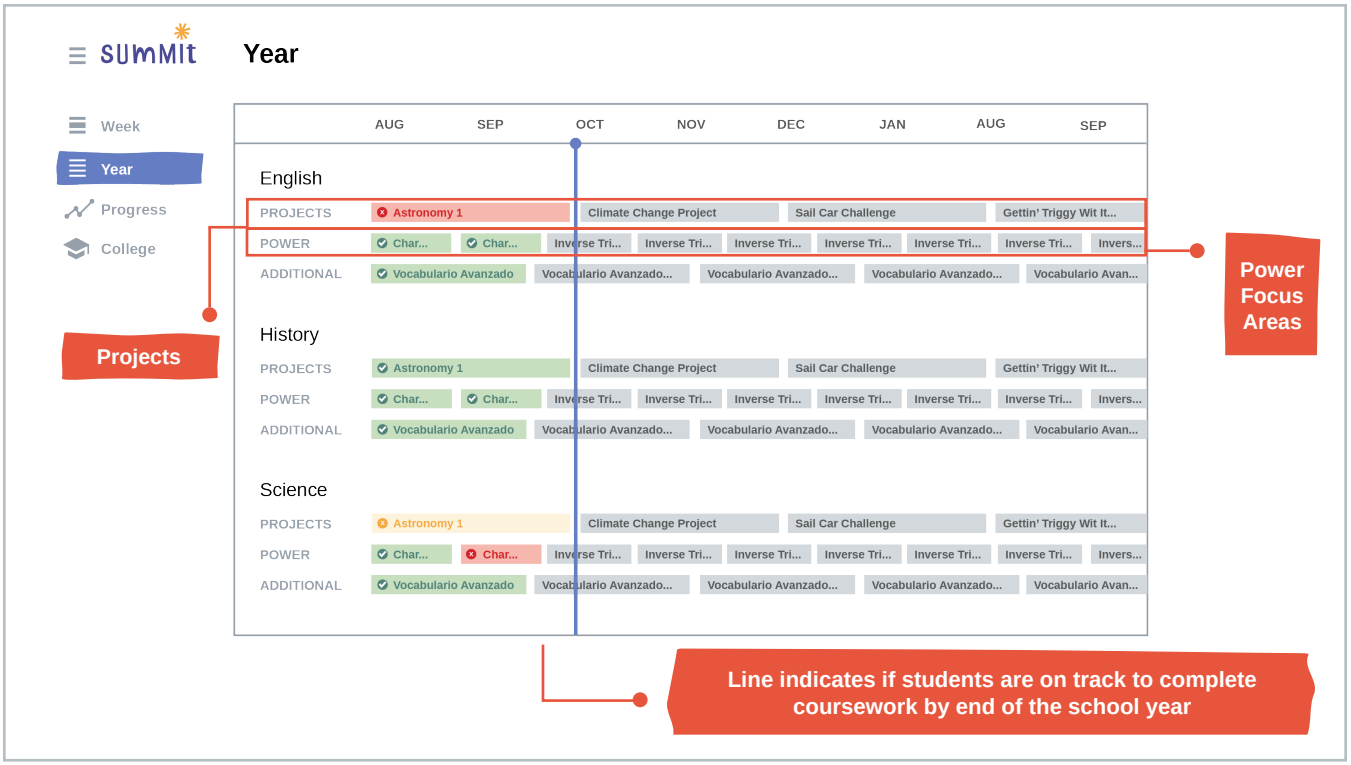
70% of a math course's grade is based on a student's score in Math Units, and 30% of a student's grade is based on progress in passing Focus Areas: 21% for passing Power Focus Areas and 9% for passing Additional Focus Areas.



FOCUSING ON YEAR-LONG PROGRESS

In the spirit of growth mindset, no grades are finalized in Summit Learning until the end of the academic year (or the semester for semester-long courses). This allows students to improve and demonstrate growth over a longer period of time.

Throughout the year, students set weekly goals toward passing courses and reflecting on their progress with their mentor. Students will have an Incomplete grade in a subject until they submit overdue projects, revise their project work, and/or are on pace to complete their Power Focus Areas by the end of the year.



Within the Summit Learning Platform, students can easily see if they are on track to complete Projects and Focus Areas and which ones they have attempted but not yet mastered.

LETTER GRADE BREAKDOWN

Summit Learning is based on the belief that all students should have the opportunity to persist until they have demonstrated true mastery with a grade of A, B, or C. Aligned to this belief, there are no letter grades "D" or "F." If a student is not on track with cognitive skills scores or progress on Power Focus Areas, the student's grade will be "Incomplete." This represents the belief that students can and should persist in learning a subject in order to achieve a passing score.

Students can receive the following letter grades in a course:

- A+ to C-
- "N/A": There is no Project graded yet for that course.
- "I" (Incomplete): C-level mastery has not yet been achieved.

Below are the letter and percentage grading bands:

A+	97–100%
A	93–96
A-	90–92
B+	87–89
B	83–86
B-	80–82
C+	77–79
C	73–76
C-	70–72

SCHOOL VARIABILITY OF GRADING POLICIES

Summit Learning schools may need to add specifications to the Grading Policy so that they can accommodate determination of sports eligibility, report card period requirements, or connection with their existing learning management system.

Key Concepts

Additional Focus Areas	Content that students complete after they have completed a Power Focus Area. These are not Focus Areas required to pass a course, but Additional Focus Areas make up 9% of a student's grade and are highly encouraged.
Cognitive Skills	Interdisciplinary, higher-order skills, such as developing a persuasive argument or analyzing data to make informed conclusions, that are needed for college and career success. In Summit Learning, Cognitive Skills represent 70% of a student's grade.
Cognitive Skills Rubric	A single, research-based Rubric for grading the cognitive skills demonstrated in a project. The Cognitive Skills Rubric was developed by educators in partnership with the Stanford Center for Assessment, Learning, and Equity (SCALE). The Rubric spans subject areas and grade levels, so students progress along a continuum demonstrating competency in a skill as appropriate for their level of development, with the goal of graduating college- and career- ready.
Content Knowledge	The ideas, vocabulary, and concepts for an academic subject.
Focus Area	A unit of content that includes learning objectives, a diagnostic Assessment, a Content Playlist, and a Content Assessment in the Summit Learning Platform. In Summit Learning, passing Focus Areas accounts for 30% of a student's grade.
Math Unit	The collection of math tasks that lead to students learning key standards-aligned math concepts.
Power Focus Area	Core content that every student needs to learn to complete a course and be college ready. Students must pass all Power Focus Areas in order to pass a course. Power Focus Areas make up 21% of student's grade.
Project	An investigation into an authentic real-world question or problem. Projects culminate in a performance-based assessment such as an essay, lab report, or presentation. In projects, students work in teams to apply content knowledge and develop the cognitive skills needed for college and career success.

To understand more about the learning science behind Summit Learning, read The Science of Summit whitepaper.