



SUMMIT SPOTLIGHT AT MGS

ISSUE 3 | December 2, 2018 | VOLUME 1

In Summit Learning, **Focus Areas** allow students to build background knowledge on a given subject area. In fifth and sixth grade there are two **Focus Areas** used: **Power Focus Areas**, which are required to complete the course and are graded; and **Additional Focus Areas**, which are graded, but not required.

The fifth and sixth grade teachers at MGS have created their own **Power Focus Area Point Sheets** to help students show evidence of learning as they go from taking a Diagnostic to the Content Assessment. The following forms are the Point Sheets used by each of the two grade levels using the Summit Learning platform.

Grade 5 Power Focus Area Points Sheet

Name: _____ Focus Area Name: _____

Power Focus Area Point Sheet

Before requesting a content assessment you must earn a green on the diagnostic assessment during your **First attempt** Or earn **10 Points** then score a green on your next attempt. Each time you take a diagnostic and do not earn a green you must complete a Point Sheet.

1 Point:

- Play: a Kahoot or Quizzes from the focus area.
- Play: a Kahoot or Quizzes with a partner from the focus area.
- Choice: Come up with your own way to study this focus area. Teacher must approve first.

Choice Explanation: _____

2 Points:

- Watch a Video: from the focus area and take detailed **Cornell** or **Outline** notes for 15 minutes.
- Create a Poster: that defines vocabulary words from this focus area. Poster must include examples and of a good enough quality to display in the classroom.
- Create Flashcards: with key terms and definitions from this playlist and quiz 3 friends.
- Create a Kahoot or Quizzes for this power focus area.
- Choice: Come up with your own way to study this focus area. Teacher must approve first.

Choice Explanation: _____

5 Points:

- Read: an article from this focus area and take detailed **Cornell** or **Outline** notes.
- View: a powerpoint and take detailed **Cornell** or **Outline** notes.
- Write a letter: to the class explaining what the terms mean and how knowing their definitions can help you be successful in this focus area.
- Create: a powerpoint to help our class study for this focus area.
- Choice: Come up with your own way to study this focus area. Teacher must approve first.

Choice Explanation: _____

Diagnostic Scores:

First Attempt: _____
 Second Attempt: _____
 Third Attempt: _____

After a third not passing score you must meet with your mentor teacher before continuing work in this focus area.

Please keep all points sheets for an individual focus area stapled together.

Grade 6 Power Focus Area Points Sheet

Power Focus Area Points Sheet

Name: _____
 Focus Area: _____

Yay! It's time to start a new Power Focus Area! After taking the diagnostic, you will need to get to work on preparing for the Content Assessment. Show your teacher your evidence of learning as you go from taking the Diagnostic to the Content Assessment!

First Attempt	Second Attempt	Third Attempt
<ul style="list-style-type: none"> • Choose a combination from the menu to earn 10 points • Highlight your choices in green 	<ul style="list-style-type: none"> • You must earn 5 more points for a total of (15.) • Highlight your choices in yellow 	<ul style="list-style-type: none"> • You must earn 5 more points for a total of (20). • You must also conference with your teacher. • Highlight your choices in pink

Please keep all papers for all attempts of an individual Focus Area stapled together.

Diagnostic Score

First Attempt	Second Attempt	Third Attempt

→ After 3 non-passing scores, meet with your teacher before you continue work in this Focus Area.

1 Point	2 Points	5 Points	8 Points
<ul style="list-style-type: none"> <input type="checkbox"/> Choice: Come up with your own way to study this focus area. Teacher must approve. <p>Choice Explanation: _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Watch a Video: Video must be in the Playlist. Take DETAILED Cornell or Outline notes for 15 minutes <input type="checkbox"/> Create a Poster: Poster must define vocabulary words/key terms from this Focus Area. Poster must include examples and be good enough quality for classroom display. <input type="checkbox"/> Create Flashcards: Cards must include key terms and definitions from this Playlist and quiz 3 friends <p>Friends' Initials:</p> <p>□ □ □</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read an Article: Article must be in the Playlist. Take DETAILED Cornell or Outline notes <input type="checkbox"/> View Slideshow: Slides must be in the Playlist. Take DETAILED Cornell or Outline notes <input type="checkbox"/> Write a Letter: Letter is for the class explaining what the terms mean and how knowing their definitions can help you be successful in this Focus Area. <input type="checkbox"/> Create a Slideshow: Slideshow is for class presentation and must include 15 slides 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete Study Guide: Study Guide must be entirely completed



Students In the Spotlight

Nolan Arnold is a student in Mrs. Logan's Fifth Grade classroom. When asked about Summit Learning, Nolan said that he liked the fact that when he went home from school, he did not have a lot of papers to take home with him. He said he can find everything on his Chrome-book. He also said it is especially easy to find what he needs, because all the subjects are in one spot. Nolan said he usually opens Summit Learning at home to share his progress with his parents.

The thing that Nolan does not like about Summit Learning is that his eyes hurt if he is on the computer for a long time. He appreciates the group work involved with Summit Learning. He said the students work in groups nearly every day. He often takes a role of leadership in the group situation, because he understands what is going on. He said the groups change from day-to-day, and Mrs. Logan assigns the students to their groups.

Nolan likes the format of Summit Learning. He said he really enjoyed looking at information on the websites and in the videos.



When asked about Summit Learning, Nora Kvacik, a Sixth Grade student in Mrs. Bailey's classroom replied, "I like it."

Nora said she liked Summit Learning because she can work at her own pace. She stated that she enjoys helping other students catch up if they fall behind. Nora shared that she really likes



the group projects because working in groups makes learning more fun. Nora said she worked with a group to create a poster on Ancient Civilizations. The group created a poster and then recorded a presentation of their poster using *Flipgrid*. [*Flipgrid* is a website where students can respond or inform through recorded videos].

Nora was pleased with the teacher-created Study Guides. She said Mrs. Bailey sets up QR codes on her study guides that allow her to link directly to the websites. She finds the quick access to the links to be very helpful.