

Making Life a Little Less Crazy

Tips & Tricks for
Teaching in These
CRAZY Times



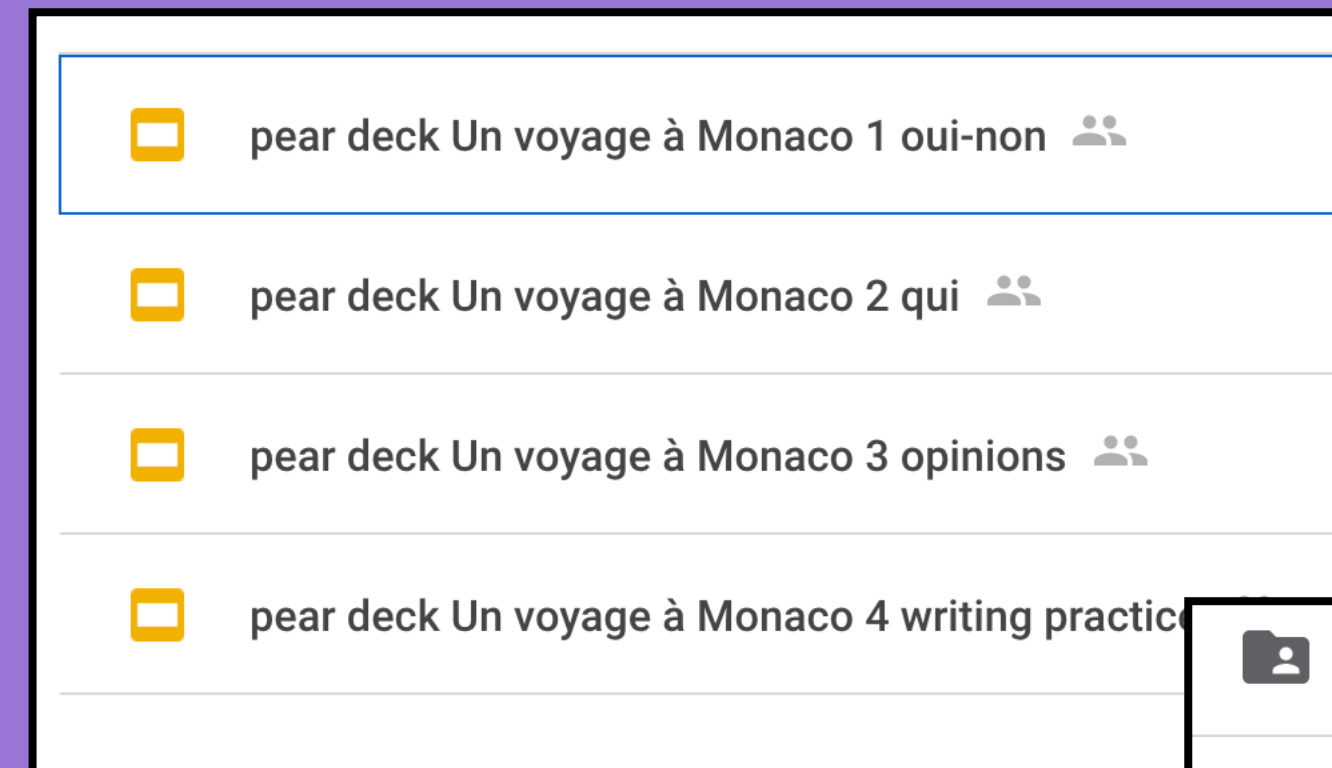
Organization



Hierarchy of folders

- Unit
- Chapter or story
- Types of files
- Numbered to keep in order

Example: Google Drive



Quick Access/Ignore

➡ Edit name of file, add to beginning of file name :

➡ **Asterisk *** brings an item to the top of the list

➡ **** / ***** to take higher precedence

➡ **Z**

➡ brings an item to the bottom of the list

Quick sort

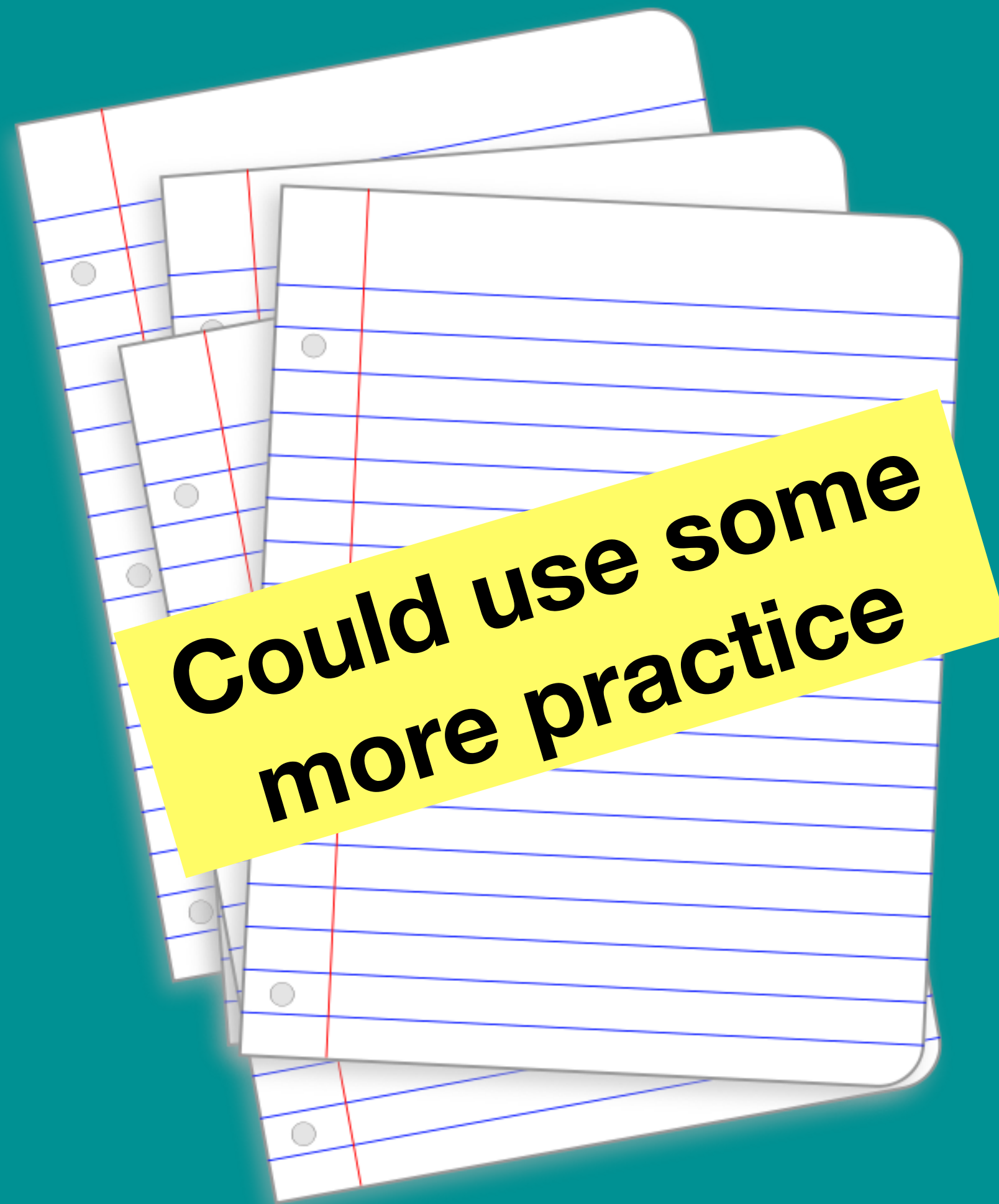
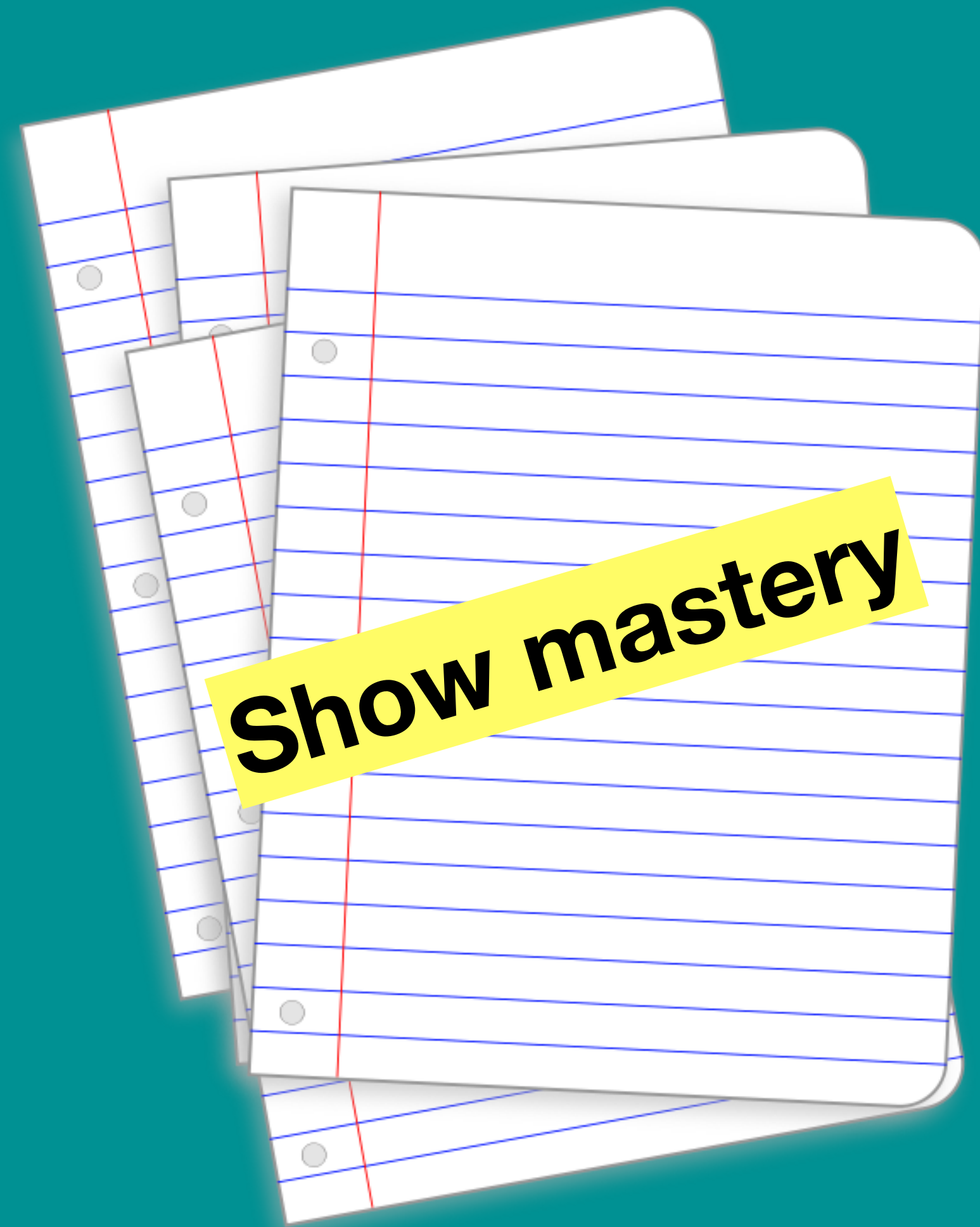


Decide what you are looking for: overall proficiency or mastery of a specific skill.
Sort papers into 3 piles.

1. Work shows mastery of skill.

2. Work shows that students need extra support.

3. Work shows that students have mostly mastered the skill, but may need more practice.



1

Setting

priorities

2

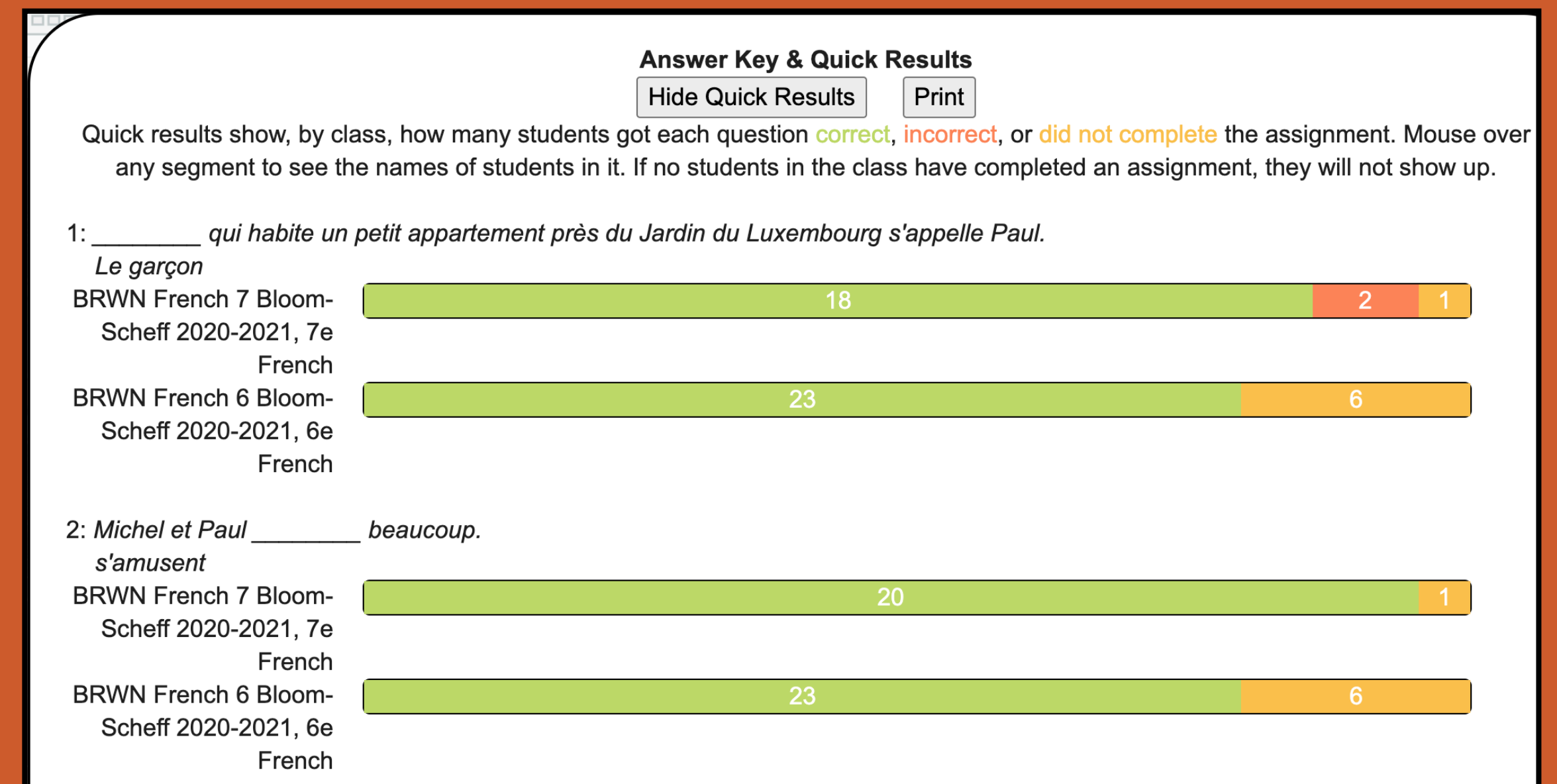
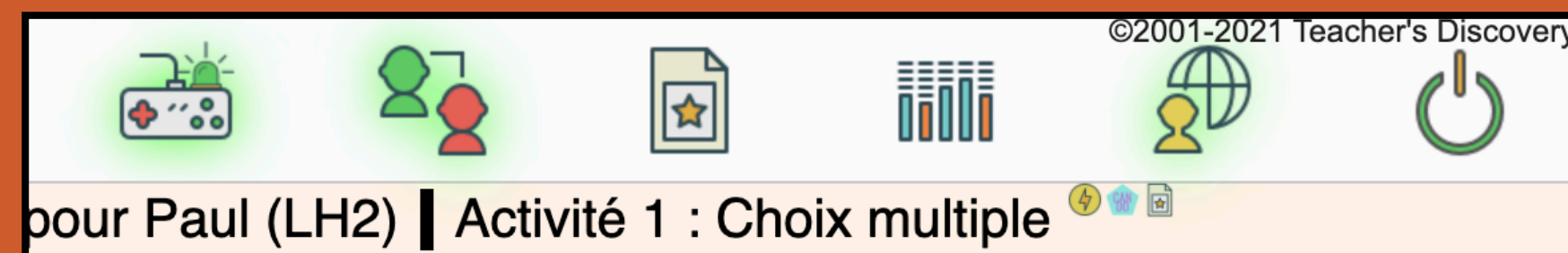
3

There is a limited amount of time

- Prioritize what you spend energy on**
- Not everything needs to be graded**

Some ideas for prioritizing grading

- Is this practice?
- Practice should be quick
- It doesn't need to be graded



- 1. Focused practice**
- 2. Give students a small step to focus on.**
- 3. It takes time for students to develop skills.**
- 4. Compare with some of their skills in their first language.**



Simpler rubrics

Je m'appelle _____

Date _____

Classe _____

Rubric for oral presentation/dialogue

	number of points	accuracy	fluency	presentation
strong performance	3	approximates the sound of a native speaker	no hesitation, very fluid	excellent inflection/emotion in voice, interaction, eye contact with partner/audience
meets standard	2	some errors in pronunciation, but still easily understandable	slight hesitation, fluid	appropriate interaction between participants, inflection/emotion in voice, eye contact
does not yet meet standard	1	errors in pronunciation make it difficult to understand	much hesitation, not fluid	little (or not appropriate) interaction between participants, inflection/emotion in voice, eye contact with partner/audience

9 = 100% A+

8 = 93% A

7 = 87% B+

6 = 80% B-

5 = 73% C

4 = 67% D+

3 = 60% D-

Measures how a student performs on an individual task using practiced language

Holistic Performance Rubric

Performance Based on ACTFL Proficiency Levels

Grade 6Grade 7Grade 8

<div>Intermediate Mid</div> <div><div><input type="checkbox"/> I express personal meaning by creating with the language, in part by combining and recombining known and practiced elements and conversational input to produce responses consisting of sentences and strings of sentences.</div><div><input type="checkbox"/> My speech may contain pauses, reformulations, and self-corrections as I search for adequate vocabulary and appropriate language forms to express myself.</div><div><input type="checkbox"/> I understand and respond to direct questions or requests for information and am capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs.</div></div>	Exceeds Standard	Exceeds Standard	Exceeds Standard
<div>Intermediate Low</div> <div><div><input type="checkbox"/> I use a variety of words and phrases on tasks, topics, and activities I have practiced, and I elaborate a little.</div><div><input type="checkbox"/> I string together simple sentences to express my thoughts and combine words and phrases to create original sentences.</div><div><input type="checkbox"/> I can be understood by someone accustomed to a language learner.</div><div><input type="checkbox"/> I understand questions and statements, although I sometimes need to hear things again.</div></div>	Exceeds Stretch Standard	Exceeds Stretch Standard	Meets Stretch Standard
<div>Novice High</div> <div><div><input type="checkbox"/> I use familiar words and phrases on tasks, topics, and activities I have practiced and learned. I elaborate a little.</div><div><input type="checkbox"/> I use phrases and short, simple sentences to provide basic information, and am beginning to combine words and phrases to create original sentences.</div><div><input type="checkbox"/> I can mostly be understood by someone accustomed to a language learner.</div><div><input type="checkbox"/> I understand simple questions and statements, and sometimes I need to hear things again.</div></div>	Exceeds Stretch Standard	Meets Stretch Standard	Meets Minimum Standard
<div>Novice Mid +</div> <div><div><input type="checkbox"/> I use a limited number of words and phrases for the common objects and actions I have practiced and learned.</div><div><input type="checkbox"/> I use words, phrases, and simple sentences to provide basic information.</div><div><input type="checkbox"/> I can be understood with difficulty by someone used to a language learner.</div><div><input type="checkbox"/> I understand some simple questions and statements, and I frequently need to hear things again.</div></div>	Meets Stretch Standard	Meets Minimum Standard	Approaches Minimum Standard
<div>Novice Mid -</div> <div><div><input type="checkbox"/> I use a small number of repetitive words and phrases for common objects and actions I have practiced and learned.</div><div><input type="checkbox"/> I use some simple words, phrases, and memorized sentences to provide basic information.</div><div><input type="checkbox"/> I can be understood with great effort by someone used to a language learner.</div><div><input type="checkbox"/> I understand some isolated words and phrases.</div></div>	Meets Minimum Standard	Approaches Minimum Standard	Does not Meet Standard
<div>Novice Low</div> <div><div><input type="checkbox"/> I use a few basic words and phrases that I have practiced and learned.</div><div><input type="checkbox"/> I can be understood with great effort and difficulty if at all.</div><div><input type="checkbox"/> I can understand some isolated words.</div></div>	Approaches Minimum Standard	Does not Meet Standard	Does not Meet Standard

Je m'appelle _____ Date _____ Classe _____

Rubric for oral presentation/dialogue

	number of points	accuracy	fluency	presentation
strong performance	3	approximates the sound of a native speaker	no hesitation, very fluid	excellent inflection/emotion in voice, interaction, eye contact with partner/audience
meets standard	2	some errors in pronunciation, but still easily understandable	slight hesitation, fluid	appropriate interaction between participants, inflection/emotion in voice, eye contact
does not yet meet standard	1	errors in pronunciation make it difficult to understand	much hesitation, not fluid	little (or not appropriate) interaction between participants, inflection/emotion in voice, eye contact with partner/audience

9 = 100% A+ 7 = 87% B+ 5 = 73% C
8 = 93% A 6 = 80% B- 4 = 67% D+

Je m'appelle _____ Date _____

Rubric for oral presentation/dialogue

	number of points	accuracy	fluency	
strong performance	3	approximates the sound of a native speaker	no hesitation, very fluid	excellent voice/part
meets standard	2	some errors in pronunciation, but still easily understandable	slight hesitation, fluid	appropriate voice/part
does not yet meet standard	1	errors in pronunciation make it difficult to understand	much hesitation, not fluid	little voice/part

9 = 100% A+ 7 = 87% B+ 5 = 73% C
8 = 93% A 6 = 80% B- 4 = 67% D+

level	image	linguistic markers	what can I express	amount of language	level of discourse	how am I understood	what can I understand
Intermediate Mid	explorer		personal meaning by creating with the language				
Intermediate Low	creator		combine words/phrases to create original sentences	variety of words/phrases	sentences & strings of sentences	by anyone	direct questions & request for information, obtain simple information to satisfy basic needs
Novice High	fighter		beginning to combine words/phrases to create original sentences	familiar words/phrases elaborate a little	string together simple sentences	by sympathetic listener	questions and statements/ sometimes need repetition
Novice Mid +	toddler		common objects/actions	limited number of words/phrases	phrases/short, simple sentences	mostly by sympathetic listener	simple questions and statements/ sometimes need repetition
Novice Mid –	toddler		common objects/actions		words/phrases/simple sentences to provide basic information	w/difficulty by sympathetic listener	some simple questions and statements/ need frequent repetition
Novice Low	parrot			small # of repetitive words/phrases	simple words/phrases/memorized sentences	w/great effort by sympathetic listener	some isolated words and phrases
				few basic words/phrases	few basic words/phrases	w/great difficulty if at all	some isolated words

Holistic Performance Rubric			
Measures how a student performs on an individual task using practiced language			
Performance Based on ACTFL Proficiency Levels			
	Grade 6	Grade 7	Grade 8
Intermediate Mid	Exceeds Standard	Exceeds Standard	Exceeds Standard
Intermediate Low	Exceeds Standard	Exceeds Standard	Meets Standard
Novice High	Exceeds Standard	Meets Standard	Meets Standard
Novice Mid +	Meets Standard	Meets Standard	Approaches Minimum Standard
Novice Mid –	Meets Standard	Approaches Minimum Standard	Does not Meet Standard
Novice Low	Approaches Minimum Standard	Does not Meet Standard	Does not Meet Standard

6th grade Holistic Performance Rubric			
Measures how a student performs on an individual task using practiced language			
Performance Based on ACTFL Proficiency Levels			
	Grade 6		
Intermediate Mid	Exceeds Standard		
Intermediate Low	Exceeds Standard		
Novice High	Exceeds Standard		
Novice Mid +	Meets Standard		
Novice Mid –	Meets Standard		
Novice Low	Approaches Minimum Standard		

7th grade Holistic Performance Rubric			
Measures how a student performs on an individual task using practiced language			
Performance Based on ACTFL Proficiency Levels			
	Grade 7		
Intermediate Mid	Exceeds Standard		
Intermediate Low	Exceeds Standard		
Novice High	Meets Standard		
Novice Mid +	Meets Minimum Standard		
Novice Mid –	Approaches Minimum Standard		
Novice Low	Does not Meet Standard		

8th grade Holistic Performance Rubric			
Measures how a student performs on an individual task using practiced language			
Performance Based on ACTFL Proficiency Levels			
	Grade 8		
Intermediate Mid	Exceeds Standard		
Intermediate Low	Meets Standard		
Novice High	Meets Minimum Standard		
Novice Mid +	Approaches Minimum Standard		
Novice Mid –	Does not Meet Standard		
Novice Low	Does not Meet Standard		

A background image featuring a stone wall on the left and a child sitting on the ground, reading a book. The scene is set outdoors with some greenery and a building visible in the distance.

SAVE & SUBMIT

Grading Rubric

	4	3	2	1
How much language can I use?	I use a variety of words/phrases and string together sentences. I am combining words/phrases to create original sentences.	I use familiar words/phrases and elaborate a little. I use phrases and short, simple sentences. I am beginning to create original sentences.	I use a limited number of simple words/phrases and simple, memorized sentences to provide basic information.	I use a small number of repetitive words/phrases.
How well am I understood?	I am easily understood. My errors do not interfere with communication.	I am mostly understood by a sympathetic listener.	I am understood with difficulty by a sympathetic listener.	I am understood with great difficulty if at all.

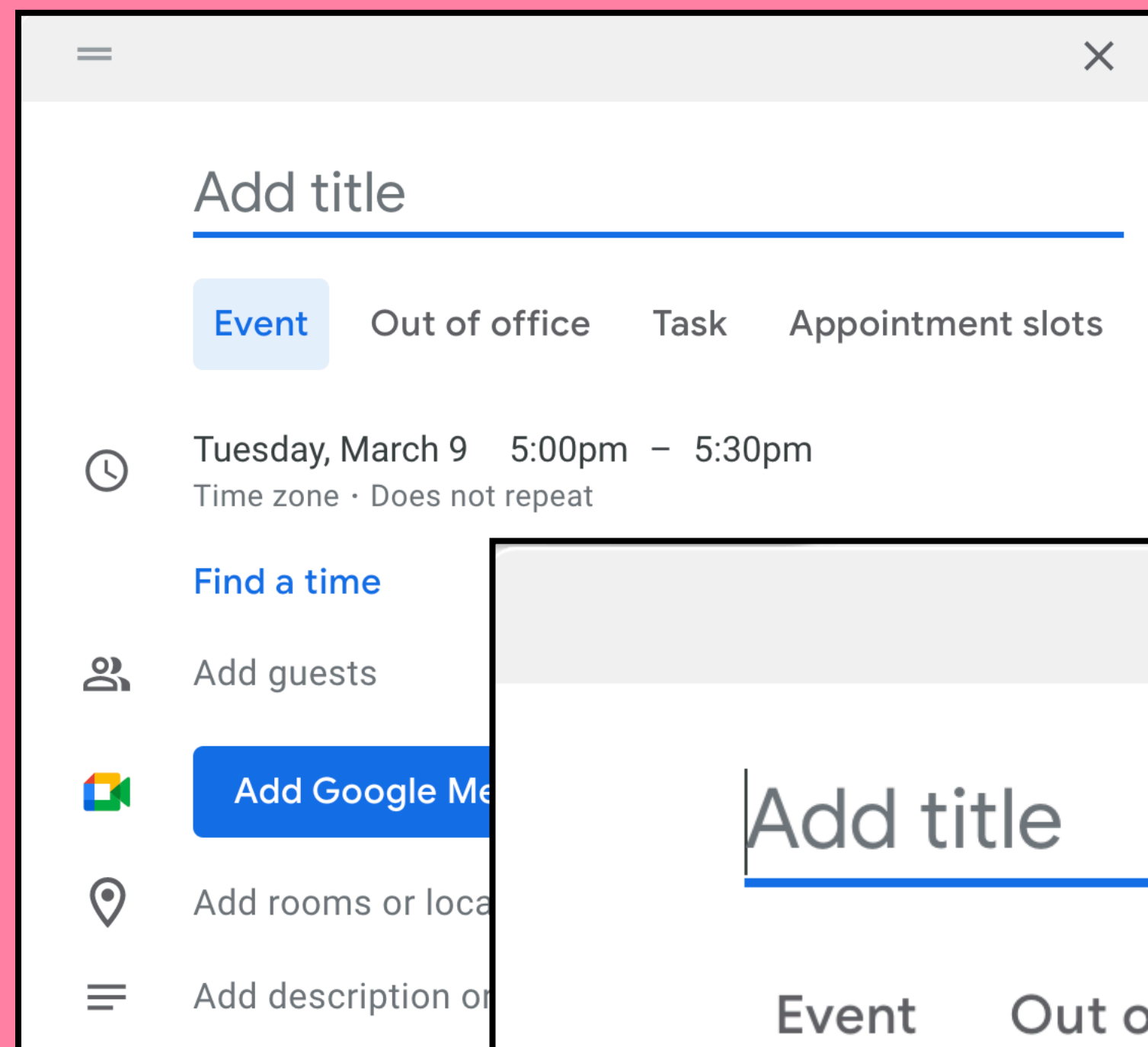
Google calendar



	MON 1	TUE 2	WED 3	THU 4	FRI 5
GMT-05 9 AM	A block French (everyone), B block (cohort A), 9:05am	D block French (everyone), F block French (everyone), G block French (everyone), meet w/M extension (co	A block French (all remote), B block (all remote), 9a C block (all remote), 9a D block French (all remote), extension (all remote), 11:1	A block French (everyone), B block (cohort B), 9:05 C block (cohort B), 9:55 meet w/M extension (co	D block French (everyone), Turquoise Te F block French
10 AM	C block (cohort A), 9:55am meet w/M extension (co	meet w/M extension (co	lunch, 11:45am F block French (all remote), G block French (all remote),	lunch 11:30am – 12:45pm Advisory. 12:45pm	meet about LIL lunch 11:30am – 12:45pm Advisory. 12:45pm
11 AM	lunch 11:30am – 12:45pm Advisory. 12:45pm	lunch 11:30am – 12:45pm Advisory. 12:45pm	lunch, 11:45am F block French (all remote), G block French (all remote),	lunch 11:30am – 12:45pm Advisory. 12:45pm	lunch 11:30am – 12:45pm Advisory. 12:45pm
12 PM	Advisory. 12:45pm D block French (all remote), F block French (all remote), G block French (all remote),	A block French (all remote), B Block/GLD B block (ever C block (everyone), 2:20pm	A block French (all remote), B block (all remote), 9a C block (all remote), 9a D block French (all remote), extension (all remote), 11:1	A block French (everyone), B block (cohort B), 9:05 C block (cohort B), 9:55 meet w/M extension (co	D block French (everyone), Turquoise Te F block French
1 PM	D block French (all remote), F block French (all remote), G block French (all remote),	A block French (all remote), B Block/GLD B block (ever C block (everyone), 2:20pm	A block French (all remote), B block (all remote), 9a C block (all remote), 9a D block French (all remote), extension (all remote), 11:1	A block French (everyone), B block (cohort B), 9:05 C block (cohort B), 9:55 meet w/M extension (co	D block French (everyone), Turquoise Te F block French

Appointments

- Create an appointment page for your students



This screenshot shows the 'Add appointment' dialog box in Google Calendar. It features a title field, tabs for 'Event', 'Out of office', 'Task', and 'Appointment slots', a date and time selector for Tuesday, March 9, 5:00pm - 5:30pm, a 'Find a time' button, and options to add guests, Google Meet, location, and description.

Add title

Event Out of office Task Appointment slots

Tuesday, March 9 5:00pm – 5:30pm
Time zone · Does not repeat

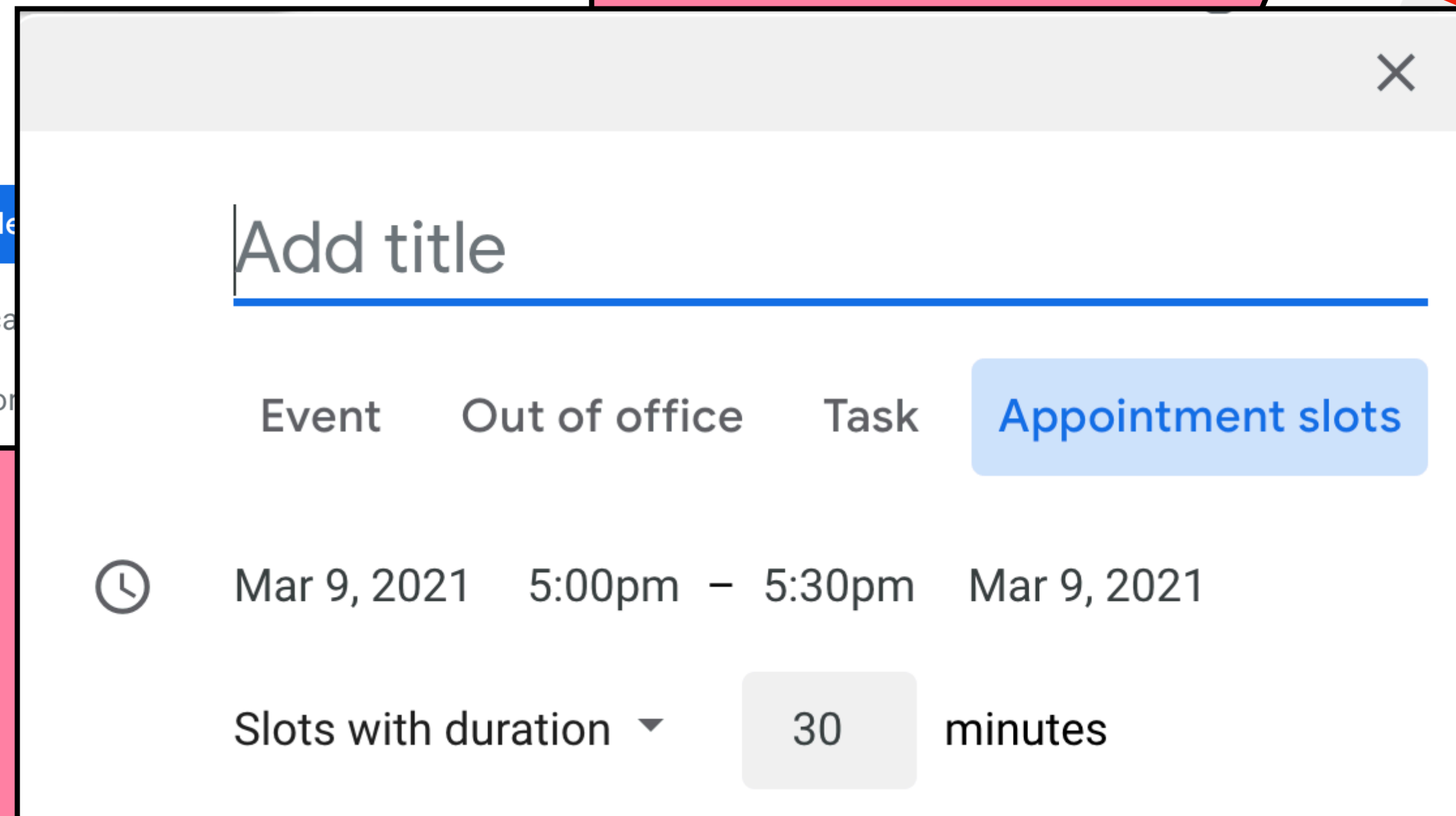
Find a time

Add guests

Add Google Meet

Add rooms or location

Add description or notes



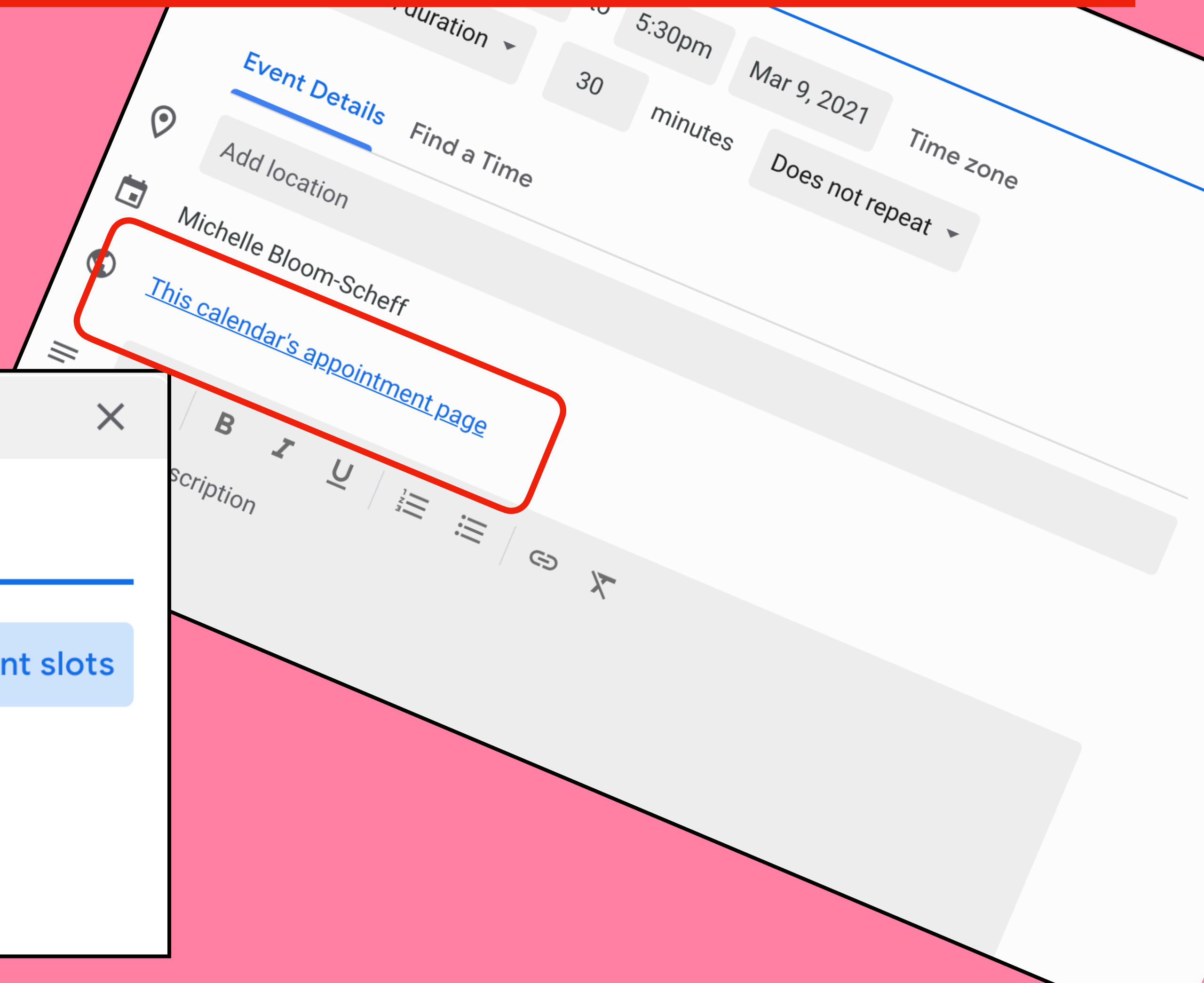
This screenshot shows the 'Add appointment slots' dialog box. It includes a title field, tabs for 'Event', 'Out of office', 'Task', and 'Appointment slots', a date and time range for Mar 9, 2021, 5:00pm - 5:30pm, and a duration selector set to 30 minutes.

Add title

Event Out of office Task Appointment slots

Mar 9, 2021 5:00pm – 5:30pm Mar 9, 2021

Slots with duration 30 minutes

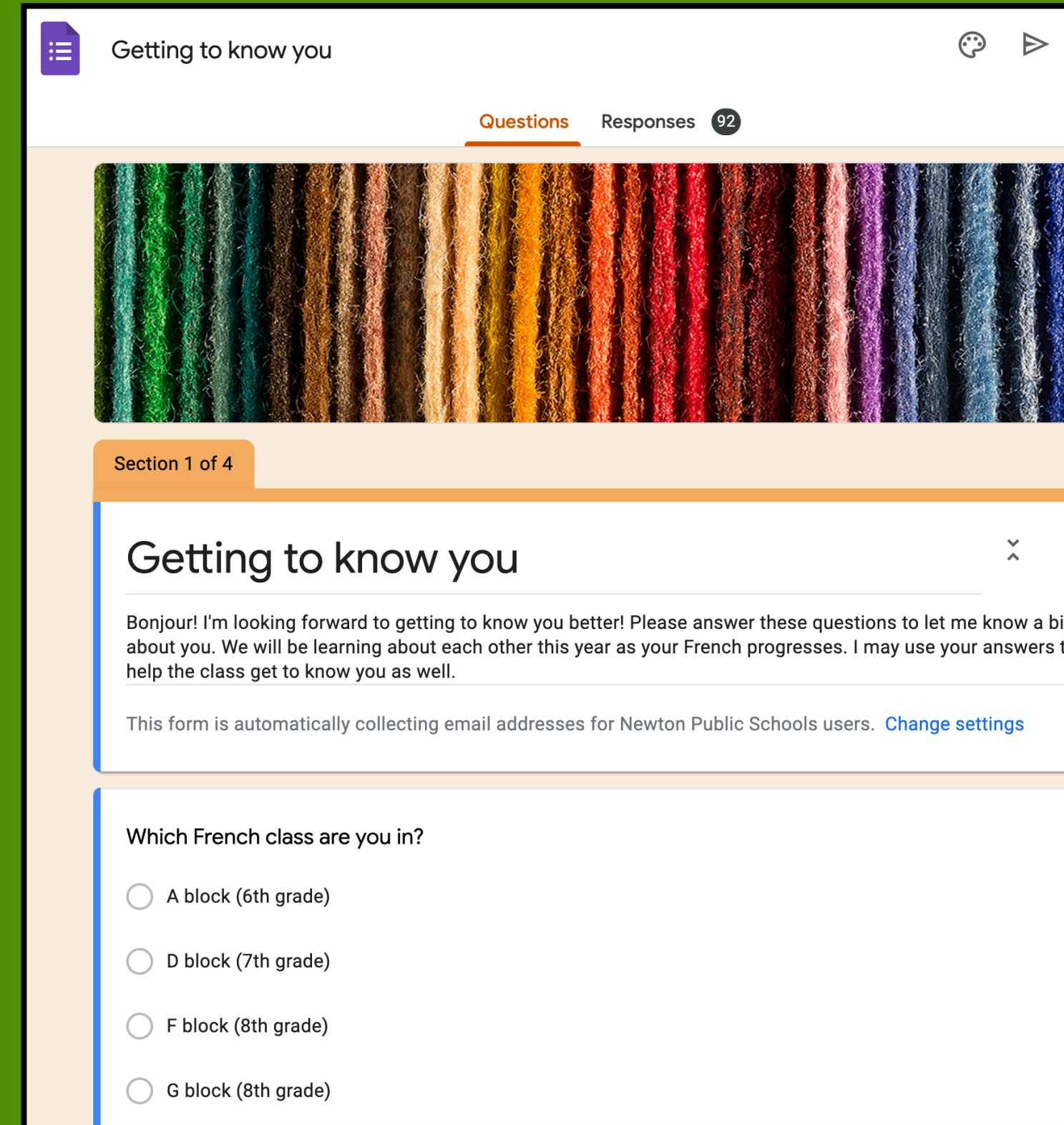




Star of the day

Find out about your students

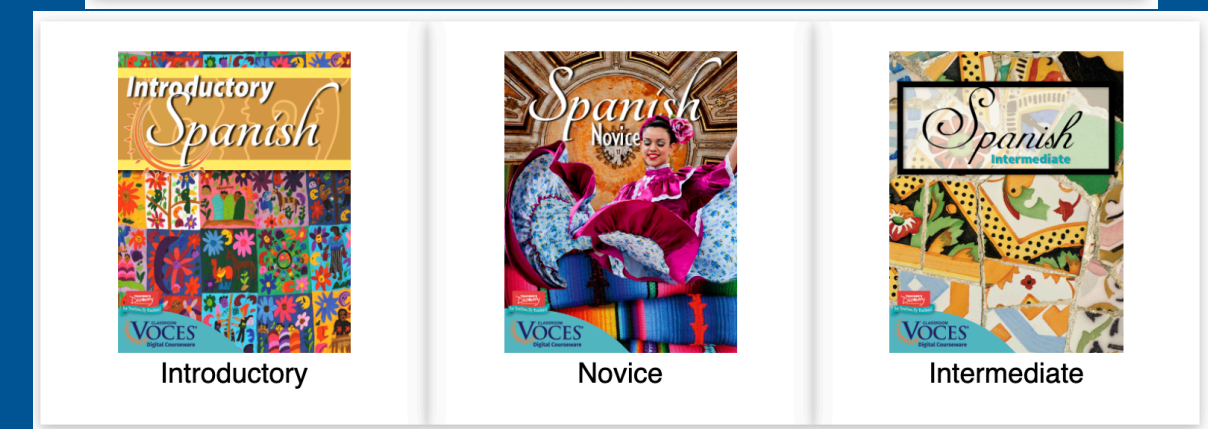
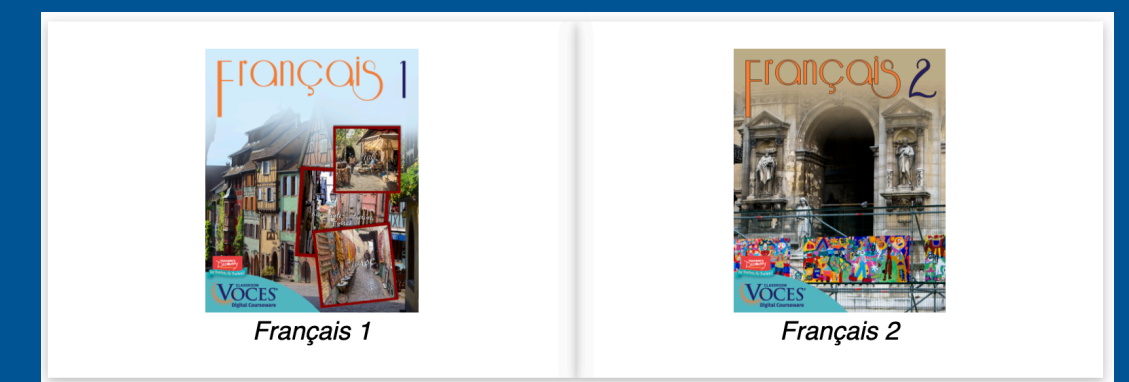
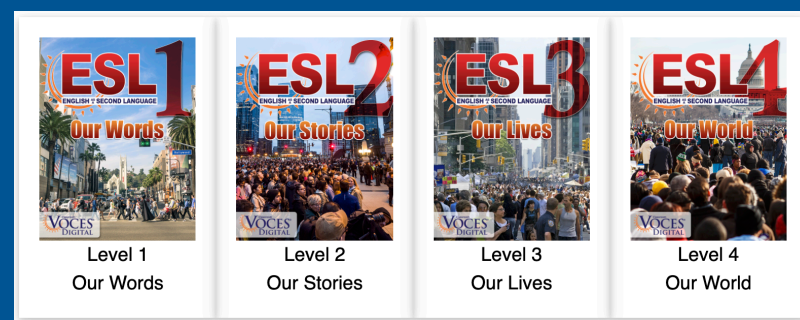
- Collect info
 - Index cards (color-coordinated)
 - Google forms
- Share with students as target language practice
- Make comparisons
- Get follow-up information
- Students answer questions, discuss, then write as a class



The screenshot shows a Google Form titled "Getting to know you". At the top, there are tabs for "Questions" and "Responses" (with a count of 92). Below the tabs is a decorative header image with vertical stripes in various colors. A section indicator shows "Section 1 of 4". The form content includes a welcome message in French: "Bonjour! I'm looking forward to getting to know you better! Please answer these questions to let me know a bit about you. We will be learning about each other this year as your French progresses. I may use your answers to help the class get to know you as well." Below this is a question: "Which French class are you in?" with four radio button options: "A block (6th grade)", "D block (7th grade)", "F block (8th grade)", and "G block (8th grade)". A footer note states: "This form is automatically collecting email addresses for Newton Public Schools users. [Change settings](#)".



VOCES



Class management

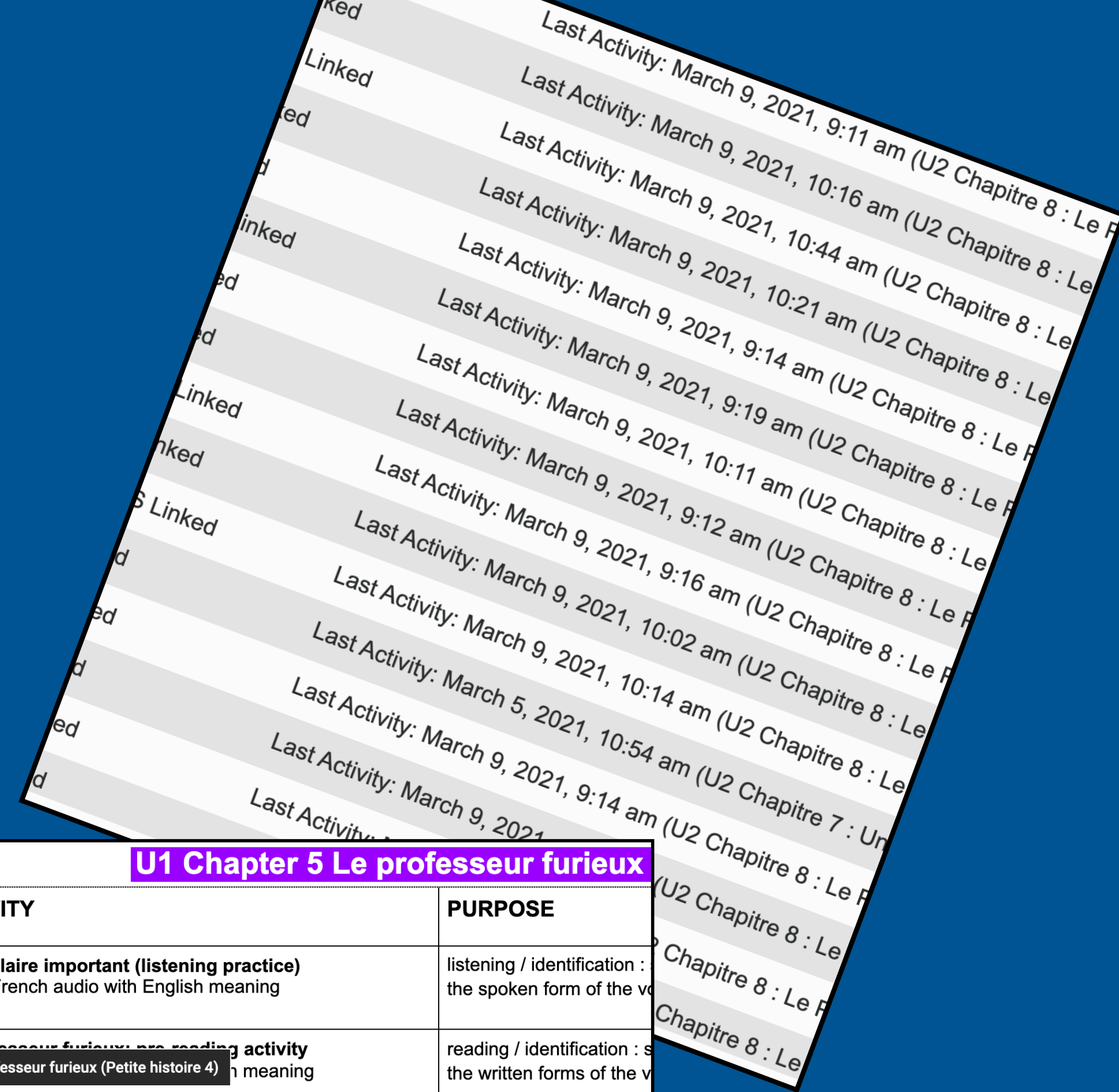
- Classwork

Collaboration

- share codes

Individualization

Differentiation



Red = oral		
U1 Chapter 1 Bonjour, Salaam...		
U1 Chapter 2 Pauvre Lucie (P...		
U1 Chapter 3 Alima et la nouv...		
U1 Chapter 4 Un élève améric...		
U1 Chapter 5 Le professe...		
U1 Chapter 6 Une surprise po...		
U1 Chapter 7 Un premier jour ...		
U1 Chapter 8 Un collège paris...		
U2 Chapter 1 Deux sœurs, de...		
U2 Chapter 2 : Un voyage à M...		
U2 Chapter 3 : Un voyage à N...		
U2 Chapter 4 : Cher journal		
U2 Chapter 5 Le cadeau de la ...		
U2 Chapitre 6 Didier, Delphine...		
U2 Chapter 7 Un pagne pour ...		
U2 Chapter 8 : Le Prince Albe...		
U2 Chapter 9		
U1 Chapter 5 Le professeur furieux		
U1 Chapter 5 Le professeur furieux (Petite histoire 4)		
ACTIVITY		PURPOSE
Vocabulaire important (listening practice) match French audio with English meaning		listening / identification : the spoken form of the v
Le professeur furieux: pre-reading activity match French audio with English meaning		reading / identification : s the written forms of the v
Le professeur furieux (l'histoire avec l'audio) includes vocab list w/audio for reference read along with the audio answer reading comprehension (RC) questions in English		reading while listening al connect the written/spoke the entire story, including RC questions make sure what the story is about
Activité 1 : Choix multiple Questions about the story in French with a word missing. Students can refer back to the story at the top of the page as necessary.		students are beginning to word level about what m sentence
Activité 2 : Mets dans l'ordre Drag and drop lines of the story to put them in order according to the storyline.		students interact with the showing understanding o well as the logical order o
Activité 3 : Prononce bien (enregistrement) students read and listen to a phrase from the story and then record themselves repeating the phrase (has 6 phrases)		students are encouraged linking the sounds with th practice pronouncing, tea formative assessment, g