

Name _____
 Class _____
 Week ending _____

Write the number that best corresponds to your behavior in class each day this week:

Monday

Tuesday

Wednesday

Thursday

Friday

Average
for week,
Student
Estimate

Average
for week,
Teacher
Observation

PARTICIPATION / INTERPERSONAL SKILLS GRADING SCALE

HOW TO PARTICIPATE

Pay attention	Contribute
7/10	9/10
English only with permission	Show you are trying to understand
Professional posture Sit up straight & make eye contact	Show when the speaker is not clear
Nothing in hands/lap Leave belongings on side tables	Play the game Anything is possible...
Listen when others speak	10/10
No distractions No disruptions	Add interesting & useful comments
No blurting out No side conversations	Speak aloud voluntarily
	Volunteer for & Do class jobs well

Brycehedstrom.com

Based on a rubric by Jen Schongalla

10 Pays attention *and* Contributes at the 9 level *and* Contributes more by: 1) **Adding interesting and useful comments** that are appropriate and in the target language; 2) **Speaking aloud voluntarily** with longer spontaneous answers in the target language; 3) **Volunteering for class jobs & doing them well.**

9 Pays attention *and* Contributes by: 1) **Using English only with permission**; 2) **Regularly using the I do not understand signal** or the *slow down signal*; 3) **Playing the game** by answering with one-word answers or short responses, participating enthusiastically, and particularly by showing that you get the idea that, **“Anything is possible in this class.”**

7 Pays attention by: 1) **Showing your intent to understand** with body language and responses; 2) **Sitting up; Maintaining eye contact** with teacher, peers and media; 3) **Having nothing on lap** or desk—particularly cell phones; 4) **Observably listening** when others speak; 5) **Not distracting** or disrupting; 6) **Not blurting out** in English and not having side conversations.

5 Does not pay attention regularly as evidenced by: **Having something on lap** or desk (such as a cell phone); **Slumping** in chair; Showing **limited effort** and/or eye contact; **Using English** once or twice without permission.

0 Absent; **Uses off-task English**; **Does not observably pay attention**; **Is distracting/disruptive/insulting.** *Why?* It is not possible to contribute or pay attention if you are not in class—this includes excused absences. **Uses English two (2) or more times** without permission; Behavior hinders or prevents others from learning; **Detracts from the target language conversation** by blurting out or having side conversations; **Slumps in chair**; **No eye contact** with teacher, peers or media.

MAKING UP ABSENCES

Making Up Warmups (Make this up in your composition book—counts for full credit) The *Warmup* is a short review/introductory set at the beginning of each class. To make it up, write five (5) sentences in the target language in your composition book for each class period missed. Use current vocabulary and grammatical structures. Do not merely copy the warmup of a classmate, as that would not involve the thinking required here. Show your teacher when you have these done to get credit.

Making Up Participation (Make this up at home with your parents—completed make-up participation counts for 7/10 of participation for that day) *Why?* It is impossible to interact if you are not in class, so the participation/interpersonal skills grade for a missed class period is zero (0). You can make up the grade by interacting in the target language by: 1) **Reading** something comprehensible to you in the target language, 2) **Watching** a video (like *Señor Woolly* videos) in the target language that you can understand, or 3) **Doing lessons** on duolingo.com. You need to do one of these activities for at least twenty (20) minutes in front of your parents and explain it to them afterwards. **Write the explanation** of what you read/viewed/did below. **Use the back of this paper to complete your explanation, if needed**

Parent/Guardian signature indicates that you saw your child making up participation by reading in the target language, watching a video in the language or doing a language learning app for at least 20 minutes, and that he/she has explained it to you.

X _____

Date _____

CLASSROOM RULES

1. **Do not distract or disrupt the learning.**
2. **No food or drinks.** Water is OK. Planned foods and drinks for culture days or for kindergarten reading are OK.
3. **No electronics unless directed.** No cell phones, iPads or other devices unless directed as part of a class activity.
4. **Follow all other school rules.** (Do we really have to write this one?)

CLASSROOM PROCEDURES

Procedures are ways of doing routine activities that help the classroom to run more smoothly so that we can focus on learning. Procedures are not exactly rules, but repeated disregard of procedures can result in disciplinary action because that will affect learning in the classroom. There are several specific ways we do things in this class and you will learn them during the first weeks of school. **You will be tested on the procedures** and we will review them from time to time if we seem to have forgotten them. Here are a few key classroom procedures:

Before Class Officially Starts: Be in your seat and ready to work before the bell rings—usually this means having your composition book open and a pencil or pen in hand. On reading days, have the book you selected open and be ready to read. On days with a *Repasito* (warm-up activity), which are most days, have your composition book open, a pen or pencil ready and begin working on the *Repasito*.

At The Beginning of Class: You are considered tardy if you are not **in your seat by the time the late bell stops ringing**. Any time you arrive late to class, seat yourself quickly and quietly, say "**Lo siento**" (I'm sorry)—not because it is a terrible thing, but because you have disrupted the class a bit and have dishonored your own learning time. You are responsible for making up any activity that you missed, as well as for copying any notes from your Study Buddy (see *Study Buddies* on next page).

During Class:

- When the tardy bell rings, begin work quietly on the daily warm-up activity, the "*Repasito*" (*Little Review*).
- Raise your hand if you have a question.
- When I raise my hand and say **Clase**, all students are to be quiet.
- Use the stop or **¡No entiendo!** (I don't understand!) gesture (fist to hand) when you don't understand what I said.
- Use the **¡Más espacio, por favor!** (Slow down, please!) gesture (palm motions downward) when someone talks too fast.

At The End of Class: Class is not over until the teacher dismisses you. Until that time, please stay in your seat and work. Do not put your materials away early, line up at the door or walk around the room. Before you leave, please make sure that you pick up any trash in the area around your seat and the desks are lined up. You will be reminded of this often. Here is the procedure for dismissing the class:

- | | | |
|---|--------------------------------|-----------------------------------|
| • The teacher graciously says: | ¡Clase! | <i>Class!</i> |
| • The class responds with a hearty: | ¿Sí, señor? | <i>Yes, sir?</i> |
| • The teacher will then respectfully say: | Gracias por aprender. | <i>Thank you for learning.</i> |
| • The class will thankfully say: | Gracias por enseñarnos. | <i>Thank you for teaching us.</i> |
| • The teacher will then kindly say: | Chao. | <i>Good bye.</i> |

Speaking: This is a language class and we will work on speaking in the target language in class most of the time—90% is the national standard—that means that the teachers should be speaking in the language most of the time and so should the students. Here is how we manage questions:

If the teacher asks in Spanish students must answer in Spanish.

If the teacher asks in English, students can answer in English or Spanish.

P.A.T. (Preferred Activity Time): Most of the time in this class a well-trained and highly educated professional (your teacher) will be guiding the class through the learning experiences, but some of the time the instructional choices will be turned over the students and they will be given a certain amount of leeway in deciding the activities of the day. **PAT is NOT free time**—we are still acquiring language, but students have more control over the tone and focus of class activities. The amount of PAT time is determined by the class behavior during the week. Minutes of PAT time are earned by the behavior of the entire class. Here is how the PAT points (minutes) are earned:

At the beginning of class:

- | | |
|--|-----|
| • No one is tardy (all in seats by the time the late bell stops ringing) | = 1 |
| • All have materials and composition books are open at the bell | = 1 |
| • All are quiet during the " <i>Repasito</i> " (opening) activity | = 1 |

During the class:

- Amazing focus, work and/or creativity, catching mistakes, rejoinders = variable
- At the end of the class:
- No one speaks English without permission for entire class period = 3
 - Enough "Rejoinders" are used during the class period = 2
- 8+ possible points/class period

Trash: A clean room is a happy room. If you have trash calmly get up and go throw it away—just don't cause a disruption.

Pencil Sharpener: If your pencil breaks or gets dull during a timed writing or a test, ask for one and I will give you a pencil from our pencil jar as a replacement. The pencil sharpener is off-limits during class because it is too loud and distracting. Just ask: *¿Me presta un lápiz?* (Will you loan me a pencil?—It is written on the pencil jar). Students may want to loan one another pencils because the loan of a pencil is a lack of preparation and the loss of a minute of PAT time will result.

Absences: If you are absent for any reason, you are required to make up all work missed. It is your responsibility to find out what assignments and notes you missed. Once you get back to class, quietly check with your "study buddy" to get the handouts they picked up for you, and ask if you may copy their notes. If you need further explanation, ask the teacher.

You will also need to make up the important **Participation/Interpersonal Communication** part of the class when you have been absent—do it ahead of time for a planned absence, like scheduled school activities. To make up your Interpersonal communication grade after an absence you will need to read in Spanish for 20 minutes and explain to your teacher or to a parent/guardian what you have read. Parent note and signature is required within two weeks to make up an absence.

To make up your **Reposito**, write 5 new sentences using new vocabulary and grammatical structures that we are using in class. Write the date you were absent and the word ABSENT above the sentences. Do not just copy the answers from a partner because that would not require you to think and thereby learn.

Substitutes, Observers and Student Teachers: There will be times when I will not be teaching. Please cooperate with the substitute. Be aware that substitute teachers may not be proficient in Spanish. Treat student teachers with respect and help them to learn the basics of teaching. Treat observers with respect.

Classroom Jobs: There are many jobs that are necessary to keep the classroom going. Most students will have a job assigned to them that will help things run smoothly and to show that we are all in this together. We want involved students, not passive ones.

Study Buddies: There will be assigned seats in lower level classes (Spanish 1 & 2, and even in 3, 4 & AP to begin the year). Your partner or "Study Buddy" is the person directly in front of you or behind you. We will re-arrange seating every calendar month, providing you with a new partner every month. Your responsibilities towards your Study Buddy include:

- Exchange phone numbers and/or e-mail addresses so that you can get help on homework.
- Speak in Spanish to each other in class—tell each other the stories we do in class.
- Check one another's work in class, when needed.
- Get copies of handouts if your partner is absent.
- Provide notes for your partner to copy after an absence.
- Help each other to have outstanding focus and work.

**If you have a concern about something, please see me after class or write me a short note.
Please don't blurt out in class. I will listen to you at the appropriate time.**

GUIDELINES DURING STORYTELLING:

This is how to get the most out of Spanish class activities. These are not exactly rules, but students that disregard these guidelines will not be fully participating, this will affect the learning in the class. Repeated disregard can result in disciplinary action because it will begin to affect learning.

- **Anything can happen in Spanish class!** *¡Todo es posible en la clase de español!*
- **No English** during storytelling. We do not want to break our concentration in Spanish with side comments in English.
- **Raise your hand** if you must say something in English and ask for permission to speak in English.
- **Talking to a neighbor in any language is not allowed during stories.**
- Once a fact (it can be imaginary) in a story has been established, it cannot be argued, debated, changed or one-upped.
- **If I tell the class something, act as if you believe it is true.** Show your amazement by *oohs* and *ahhs* or other appropriate expressions.
- If I ask a question which reviews an already-established fact, everyone should either answer or give the *¡NO ENTIENDO!* signal.