

September 9, 2019

Dear Parents and Guardians;

My name is Lisa Wells and I am your young adult's Spanish teacher for the 2019-2020 school year. I have been a teacher here at CHS since 1991.

Below, please find how you and/or your teenager can contact me and when I am available for extra help.

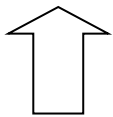
Room number: 310

My two emails: wellsl@corinthcsd.org or lisa.a.h.wells@gmail.com

School phone: 518-654-9005 ext 3310

Cell phone: 518-321-1982

Free times: 7:50-8:05 9:00-9:30 11:15-11:45 12:35-1:05 2:45-3:30



Please keep the above information for your use!

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I did not wish to take the time in class to read these expectations. Would you be so kind as to read them with your student? After reading, may I ask that you fill out the bottom of this sheet and have your student return it to me by the end of the day Wednesday, September 11th? Thank you!

Student name _____ Spanish 1 2 3 4

1. Parent/Guardian name (please print)	2. Parent/Guardian name (please print)
Relationship to student	Relationship to student
cell number	cell number
email	email

Your student's and your signatures below mean you have read the class expectations for Spanish.

Please have the student return **ONLY** this bottom section by Wednesday the 11th of September.

Class expectations for Spanish I - IV

Respect:

- ❑ Let's respect each other, our school and our belongings.

Gum:

- ❑ I am distracted by students chewing gum.
- ❑ Please remove it upon entering the classroom.

My responsibilities:

- ❑ Teach Spanish for 40 minutes each class.
- ❑ Correct papers in a timely fashion and return them to you.
- ❑ Enter grades in Eschool each week.
- ❑ Reteach or present information in a different way if you do not understand it the first time.
- ❑ Help you reach your *individual* highest potential in this class.
- ❑ Have enough materials for everyone in the class.
- ❑ Provide you with a writing utensil if you do not have one.
- ❑ Keep you as safe as possible.
- ❑ Respect every one of you.

Your responsibilities and ramifications:

- ❑ **To only use your cell phone in class when I allow it.**
If you have an emergency and need to text/contact a parent, let me know.
If you are using it inappropriately, I will take for duration of period and then return it to you.
- ❑ **Whenever humanly possible, get a drink and use the bathroom between periods.**
If you have an emergency, I will let you go.
If you take advantage of this, we will discuss a resolution.
- ❑ **To maintain an organized binder (or section of a binder) for Spanish class and bring it every day.** (If you need help getting one, please let me know)
I will check for this on Monday, September 16th.
Lacking a binder or having a disorganized one will make it hard to be successful in class.
- ❑ **Always have your Chromebook charged AND have your charger.**
Everyone forgets occasionally, but when students do not have their Chromebook charged and/or do not have a charger, they will need to come to my class on their own time to complete the lesson. I will call home if a student does not fulfill this responsibility.
- ❑ **To only use Google translate for isolated words.**
Looking up one word for a HW assignment in Spanish on the internet is fine;
Typing in a whole sentence in English for an app or a website to translate for you is cheating. Please be aware of the difference.
No credit (or speaking Spanish points) for computer translated sentences. This is your only warning. I will contact parents if it happens repeatedly.
- ❑ **Keep track of your grades**
Any student (or his/her parent or guardian) may see his or her grade if signed up for the student portal and/or parent portal. It is a great way to keep track of all your current grades. If you don't know how to do it, email the guidance secretary (billsch@corinthcsd.org) and ask her politely to help you.
Go to the school's web site, click on **Quick Links** to find the student portal, click on **Parents** to find the parent portal.
- ❑ **To let me know if you need help.**
I am not a mind reader! Don't wait until you do poorly on a test or quiz to ask me to reteach you something. I want you to succeed! My phone number is 518-321-1982. You can text me and I will help you!! You will **not** be bothering me. It is more of a bother when a student tells me s/he didn't know how to do the homework but didn't take advantage of reaching out to me.

Your Responsibilities continued

- ❑ To maintain communication with me when you are absent from my class for any reason.

Please refer to the student handbook for a more complete description of the school's attendance policy.

Students who miss my class for any reason (sickness, funeral, college visit, music lesson, guidance appointment, principal's office, nurse's office, field trip, etc.) must follow the procedures below:

1. When possible please contact me via email to let me know you are going to be absent or that you would like the work.
2. I will send you the work that you missed.
3. You have **two days** to make up what was missed (test, quiz, hw, presentation, etc).
4. If you need more time, I can be flexible.
5. Do the work described.
6. Hand it in to me to grade.
7. If you missed a test, make arrangements to take it on your own time, not during my class.
8. If you need more time, communicate with me and we will work something out.

Grading:

Homework is worth 10%:

- ❑ Expect homework at least 3x a week. The amount and the difficulty can vary.
- ❑ HW is always checked or collected
- ❑ It is due the next school day after assigned – if you do not have it for class **- it will be a zero**. You can turn in HW late, BUT it is worth only HALF CREDIT within the 10 week marking period during which it was assigned.

Classwork/Group work is worth 10%:

- ❑ This includes work completed in class and turned in immediately, be it group or individual.
- ❑ **Please see section on being absent

Quizzes/Tests worth 50%: There will be 3 quarterly grades worth a large test grade.

- ❑ After each vocabulary and grammar topic
- ❑ Compositions are considered test grades.
- ❑ Please see section on being absent regarding making up quizzes or tests

Re-Testing policy

- ❑ Every student who fails a test (0-64) or receives a grade lower than s/he is happy with, will have an opportunity to retake a **different version** of the same test.
- ❑ No extra credit is allowed.
- ❑ The maximum grade allowed for a retest is 90.
- ❑ Level 3 and 4 students may retake a test only one time.
- ❑ Level 1 and 2 students make retake a test two times.

Speaking Spanish and Class Participation worth 30%:

Starting this school year, my classes will be held predominantly in Spanish. After 29 years of teaching, I have come to understand that the best, easiest and most natural way for my students to learn is for me to maintain communication in the language. Understandably, Spanish 1 students are going to struggle more than those in levels 2, 3 and 4, but I believe everyone can find his or her own degree of success.

Please see the attached rubrics to discover how I will grade students and they will grade themselves for speaking Spanish and being a contributing member of the classroom.

Average speaking Spanish requirements for each level:

Class	Weeks 1-5	Weeks 6-15	Weeks 16-40
Spanish 4	5 x per day	6x per day	7x a day

Class	1 st 20 weeks	2 nd 20 weeks
Spanish 3	4 x per day	5x per day
Spanish 2	3x per day	4x per day
Spanish 1	2x per day	3x per day

A student who is absent from class is not required to make up that day's speaking Spanish requirement and it does not count against him/her.

Final Exams: Successful completion of each level is necessary to advance to the next.

Spanish I

- The final is a parallel assessment to the New York State Proficiency exam which is no longer made by the state. It will be 20% of your final grade.
- For both, you will need to speak, listen, read and write
- **Students must successfully complete Spanish 1 as a graduation requirement. Any student who does not pass Spanish I will be required to take it again the following year.**

Spanish II + IV

- These final exams involve speaking, listening, reading and writing.

Spanish III

- Students pursuing an Advanced Regents Diploma need to successfully complete this course as well as the final exam.
- It is a parallel assessment in June that mirrors the Spanish Regents, which is no longer made by the state.
- There is a midterm in January
- In order to receive an Advanced Regents Diploma through Foreign Language, students MUST pass this class and the final exam. Speaking will be 24% of the final.

Español 2020, Español 2021 and **Español 2022** are private groups that I created on Facebook under the name **Senyora Wells**. (My own Facebook account is private and I do not friend students who are still in high school.)

How does this work? After being friended by the student, I immediately unfollow him or her. I invite them to the private group. I do NOT look at their profiles and I do not post ANYTHING **non school related** under the name **Senyora Wells**. The group is used for asking questions of other students, for me to post last minute information, positive quotes in Spanish or for a student to communicate with me in Spanish if s/he is unable to do so in class.

IF YOU DO NOT WISH YOUR CHILD TO BE A MEMBER OF THIS PRIVATE GROUP, PLEASE NOTIFY ME VIA ANY OF THE WAYS LISTED ON THE FIRST PAGE OF THIS DOCUMENT.

I do NOT have a private FB page for Spanish I students.

New Speaking Spanish IV Rubric – graded every week (Level I-III on next page)

Dimension	4	3	2	1
Initiation	Eagerly initiates speech, utilizing appropriate attention getting devices. Easily asks questions and speaks spontaneously.	Is willing to initiate speech, utilizing appropriate attention-getting devices. Asks questions and speaks evenly.	Sometimes initiates speech, using attention-getting devices. Sometimes asks questions and speaks hesitantly.	Is reluctant to initiate speech and struggles to ask questions. Speech is halting
Response	Almost always responds appropriately to questions/statements	Frequently responds appropriately to questions/statements	Sometimes responds appropriately to questions/statements.	Rarely responds appropriately to questions/statements.
Conversational Strategies	Clarifies and continues conversation, using all or some of the following strategies: <ul style="list-style-type: none"> • circumlocution • survival strategies • intonation • self-correction • verbal cues 	Uses all or some strategies, but may need occasional prompting.	Uses some strategies and needs frequent prompting to further the conversation.	Uses few strategies. Relies heavily on conversation partner to sustain conversation. Rarely responds even with frequent prompting
Vocabulary	<ul style="list-style-type: none"> • Incorporates a variety of old and new vocabulary. • Uses idiomatic expressions appropriate to topic. • Speaks clearly and imitates accurate pronunciation. 	<ul style="list-style-type: none"> • Utilizes a variety of old and limited new vocabulary. • Attempts to use idiomatic expressions appropriate to topic. • Speaks clearly and attempts accurate pronunciation. 	<ul style="list-style-type: none"> • Relies on basic vocabulary. • Speech is comprehensible in spite of mispronunciations. 	<ul style="list-style-type: none"> • Uses limited vocabulary. • Mispronunciations impede comprehensibility
Structure	Makes few errors in the following areas: <ul style="list-style-type: none"> • verbs in utterances when necessary with appropriate subject-verb agreement • noun and adjective agreement • correct word order and article adjectives Errors do not hinder comprehensibility.	Makes several errors in structure that do not affect overall comprehensibility.	Makes several errors that may interfere with comprehensibility.	Makes utterances that are so brief that there is little evidence of structure and comprehensibility is impeded.
Pronunciation	Phonetically correct Almost error-free Awareness of accent Genuine effort to sound like native speaker	Comprehensible, generally correct Occasional error	Frequent errors that confuse listener and require guessing at meaning	Many errors that interfere with comprehensibility

Raw Score	24	23	22	21	20	19	18	17	16	15	14	13	1-12
Converted	100	96	92	88	83	79	75	71	67	63	58	54	50

Rubric adapted from materials at this site;

<https://www.nylearns.org/module/content/search/item/2773/viewdetail.ashx#sthash.gviLy7CU.dpbs>

Speaking Spanish/Participation Rubric Spanish I-III

This rubric will be used to *self-evaluate* every 5 weeks.

Dimension	5	4	3	2	1
Community	Choices/ interactions enhance the classroom community.	Choices/ interactions almost always enhance the classroom community.	Choices/ interactions sometimes enhance the classroom community.	Choices/ interactions often hinder the classroom community.	Choices/ interactions regularly hinder the classroom community.
Commitment	Always speaks target language and circumlocutes	Always speaks target language/ some effort to circumlocute	Makes an effort to speak target language/ needs to circumlocute more.	Resorts to native language; no circumlocution	Little use of target language.
Proficiency	Regularly speaks at expected proficiency level/tries to speak above level	Regularly speaks at expected proficiency level.	Usually speaks at expected proficiency level/ below level at times.	Regularly speaks below proficiency level.	Always speaks below proficiency level.
Preparation	Punctual, has all materials, assignments complete	Punctual, has most materials assignments complete	Punctual, has all materials, assignments incomplete.	Punctual, has most materials and most assignments complete	Late or missing materials, assignments incomplete.
Attentiveness	You actively listen to everyone while they speak. You ask questions for clarification. You follow directions immediately. Always on task.	You listen while I speak, but often repeat what a classmate has just said due to inattention. Most often on task.	You sometimes listen when I talk, but never to other students. You need to hear directions more than twice. Often not on task.	You ignore or "tune out" when I speak Spanish. Always need English translation. Little help in group work. Not on task.	More than 5 unexcused absences in a 5 week period. (You MUST bring in a note from home after all absences and bring to Mrs. Cole in the high school office.

Raw Score	25	24	23	22	21	20	19	18	17	16	15	14	13	1-12
Converted	100	96	92	88	84	80	76	72	68	64	60	56	52	50

Spanish II and III students will get a weekly grade for Speaking Spanish.

Spanish I students will be graded on speaking Spanish every two weeks the first two quarters and then weekly the last two quarters.

Rubric adapted from materials at this site;

https://drive.google.com/file/d/1zX_gKEiff1TjPzJRNH_pMI5PhFeMu8E/view