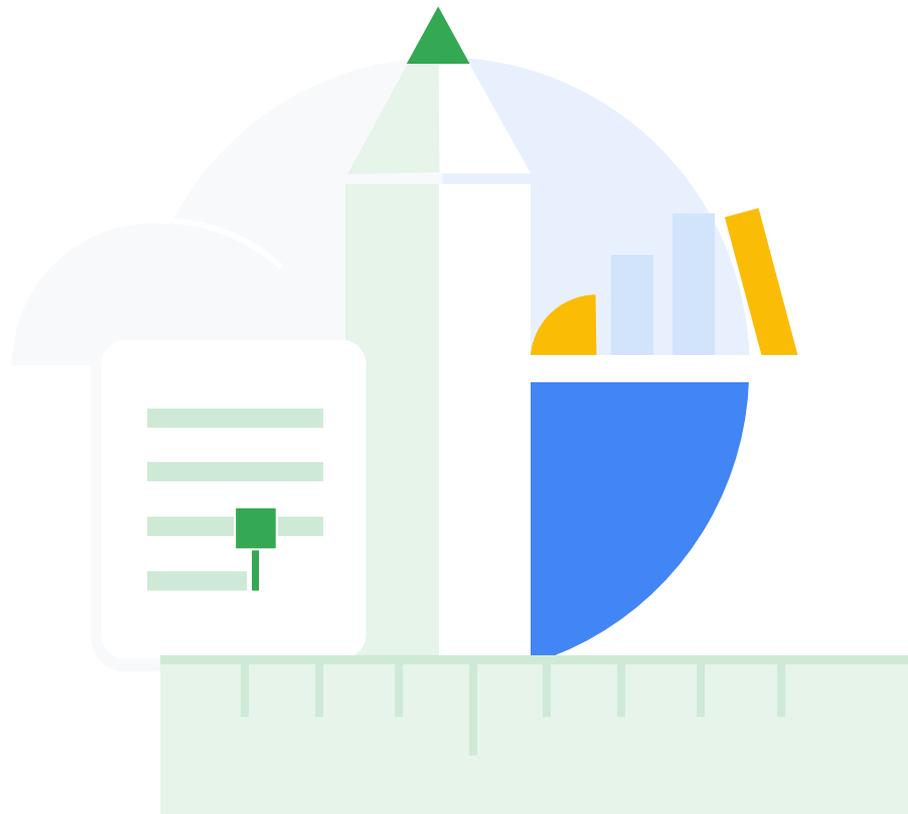


Google for Education

# Google Classroom Quick Start Guide

March, 2020



# Google Classroom Resources

In addition to this guide, please check out additional resources designed to help educators unlock the power of Google Classroom.



## First Day of Classroom

[This site](#) is a hub of resources around how to get started with Classroom, all created by real educators



## Classroom 101

This [quick tutorial](#) gives teachers an overview of all the important aspects of Classroom and how to get started quickly and effectively



## Classroom Help Center

Equipped with countless guides and step-by-step instructions, use our [Classroom Help Center](#) to address any and all questions

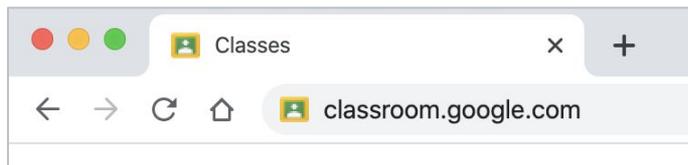
# 01



## Getting Set Up

How to set up a class and add students to Classroom

# Get Signed In



Head to [classroom.google.com](https://classroom.google.com)

Google for Education

A screenshot of the Google Sign in page. The Google logo is at the top. Below it is the text 'Sign in' and 'Use your Google Account'. There is a text input field with the placeholder 'Email or phone' and the text 'teacher@school.com'. Below the input field are links for 'Forgot email?', 'Not your computer? Use Guest mode to sign in privately.', and 'Learn more'. At the bottom left is a link for 'Create account' and at the bottom right is a blue 'Next' button.

English (United States) ▾

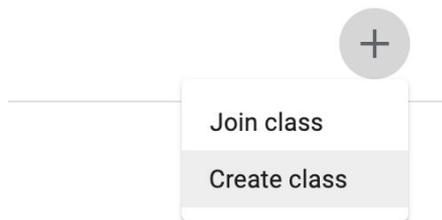
[Help](#)

[Privacy](#)

[Terms](#)

**Sign in with your school email address**

# Set Up a Class



Press the + sign button in the upper right corner, then select “Create class.”

A screenshot of a mobile application interface for creating a class. The title is "Create class". There are four input fields: "Class name (required)" with the text "10th Grade English", "Section" with the text "2", "Subject" with the text "AP English Language and Composition", and "Room" with the text "205". At the bottom right, there are "Cancel" and "Create" buttons.

Fill in details for your class (name, session, etc.)

A screenshot of a mobile application interface for inviting students. The title is "Invite students". There is a text input field with the placeholder text "Type a name or email". At the bottom right, there are "Cancel" and "Invite" buttons.

Select “Invite Students” to enter in their email addresses...

Students



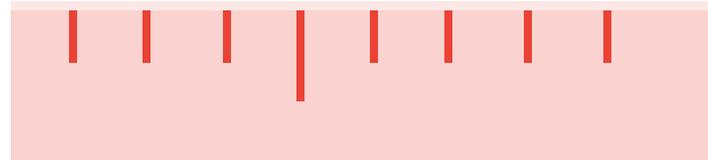
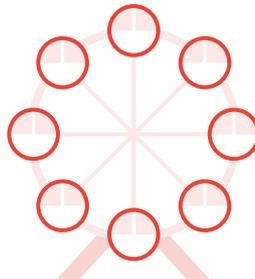
Invite students or give them the class code: 4zxf4la

...or let students join with your unique class code

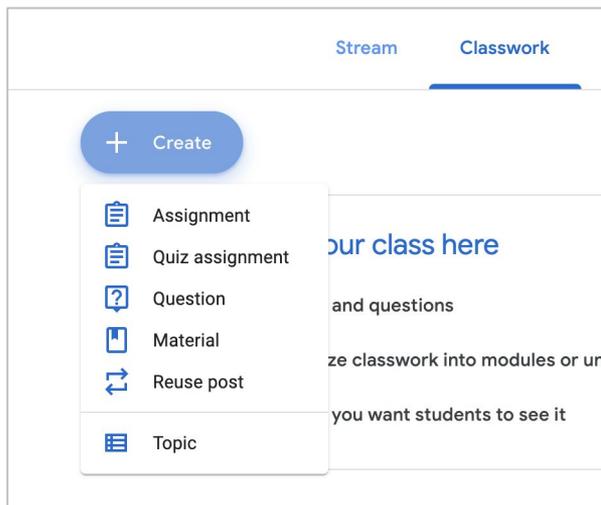
02

## Assign & Grade

How to assign and grade work in  
Classroom



# Create an assignment



On the Classwork page, click the “+ Create” button and select “Assignment”

The screenshot shows the 'Assignment' creation form. The title is 'Comparison of Macbeth Adaptions'. The instructions are: 'Select your topic from the list of topic choices below -Compare and contrast Macbeth, Macduff, and Banquo. How are they alike? How are they different? -Is it possible to argue that Macbeth is the play's villain and Macduff or Banquo its hero, or is the matter more complicated than that? - What is the significance of equivocation in Macbeth? Your essay should be 500 words.' The form includes fields for 'For' (10th Grade E...), 'All students', 'Points' (100), 'Due' (Sat, Mar 28), 'Topic' (No topic), and 'Rubric' (+ Rubric). There is also a checkbox for 'Originality reports' with a 'Learn more' link.

Fill in the assignments details, including due date and point value



# Add a rubric

Topic

No topic

Rubric

+ Rubric

Originality reports  
[Learn more](#)

Rubric

+ Rubric

Create rubric

Reuse rubric

Import from Sheets

## Add a rubric to the assignment. With our rubric, you can:

- Create a rubric as they create an assignment
- Attach a rubric to an assignment
- Reuse and update previous rubrics
- Save draft rubrics for future use
- Export, import and share rubrics
- Automatically calculate grades from a rubric

Rubric

Save

### Comparisons of Macbeth Adaptations

Add the criteria you'll use to evaluate student work as well as any performance levels or descriptions you want to include. Students will receive a copy of this rubric with their assignment.

Use scoring /1

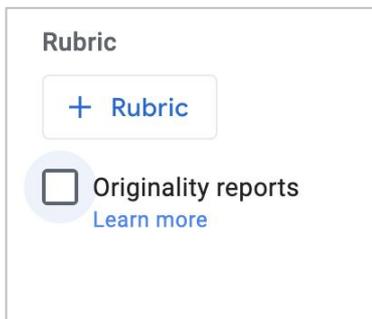
Sort the order of points by: Descending

Criterion title (required)	Points (required)	Level title	Description
	1		

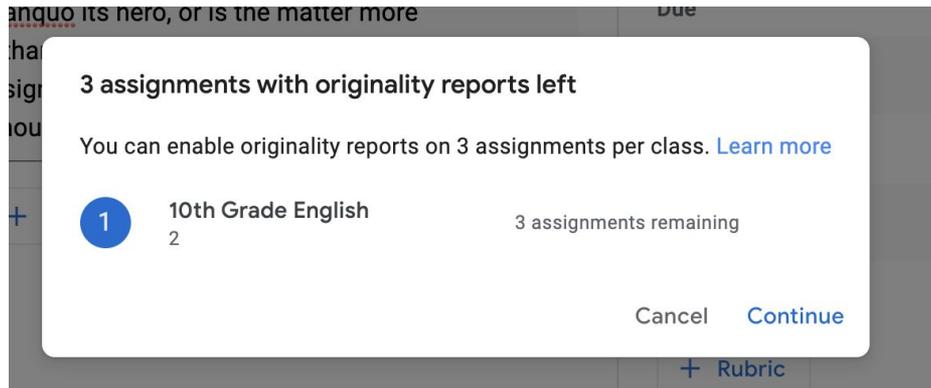
+ Add a criterion

**Fill out your custom rubric, allocating points, adding new criterion, etc**

# Use originality reports

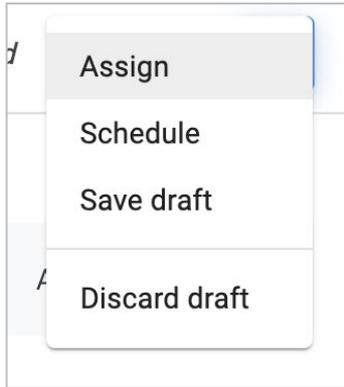


Check this box to enable originality reports on this particular assignment.

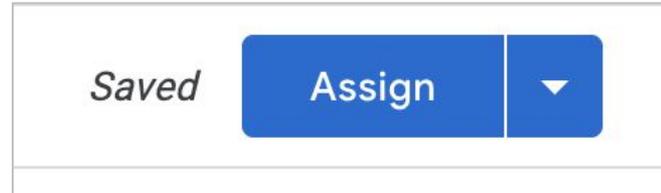


All instructors get 3 free originality reports per class, and get unlimited originality reports with Google Suite Enterprise for Education.

# Assign the work



Hover over the “Assign” button in the top right corner. You can assign now, schedule to post later or save as a draft.



Select the “Assign” button to share directly with students.

# Let students get to work

**Student submissions are automatically organized for you to view their progress**

1. Click on the assignment.
2. Click on each student's individual documents (not done).
3. You can comment on student work in progress.

The screenshot displays a Google Classroom interface for an assignment. At the top, it shows a progress summary: '1 DONE' and '26 NOT DONE'. Below this, there is a filter dropdown set to 'Not done'. The main area contains a grid of 10 student submission cards. Each card features a student's profile picture, name, a thumbnail of their document, and the status 'Not done'. The students listed are: AMIRA IDRISOU, ANGELY MIRANDA, Chaveli De Los Santos, Cinthia Hernandez, Dahiana Estevez, Darwin Montero, Emely Chavez, Esleiny Garcia, Genesis Ramos, and Ibrahima Diallo.

# Grade student work

Assignment

brian student Turned in

Return

Search the menus (Alt+V)

100% Normal text Times New... 12

Files

Turned in on Jul 31, 10:10 AM

brian student - Assig...  
2 flagged passages

President Obama and Vladimir Putin's Impromptu Conversation and its Implications

On June 4, 2014, President Obama arrived in Paris and proceeded to travel around France in order to attend ceremonies commemorating the 70th anniversary of the Normandy landings. While on the surface this trip appeared to have little significant historical relevance besides the remembrance of an important day in history, the underlying motivation was to unite leaders of Western nations and Eastern nations, specifically Russia, the United States, and Ukraine. This shows the complexity of international diplomacy and how appearance does not necessarily mirror reality. While on this trip, President Obama discussed the Ukraine situation with Vladimir Putin during an impromptu meeting. In this sense, the diplomatic trip was extremely significant not only historically, but currently. The situation in Ukraine in 2014 was at the height of its intensity, and international powers were clashing. Leftover cold war tension was reinvigorated by Russia's invasion of [Crimea](#). The potential for a second Cold War was looming over the leaders' heads. The result of this short, ad-lib meeting led the way for discussions between Russia and other nations to avoid the old "I win, you lose" Russian motto. The diplomatic trip taken by

Once you click on a student's assignment, you will see this grader view.

Assignment 8

Armie Harper 94/100 Returned

Sort by Last name First name Status

F	Frank Doe	Submitted
Ryan Edwards	Submitted	
B	Barbara Jones	Submitted
D	David Sanchez	100/100 Returned
E	Edward Smith	100/100 Returned

Click on the student's name at the top to toggle between student submissions. You can sort by name and submission status.

# Check for originality

Total points 100 Due date Dec 16, 5:00 PM

Respond to each of the Critical Thinking questions on page 24 in Chapter 1 of your book. In your response, type each question first and then answer it. Answer each question in detail using correct grammar, spelling, punctuation, and capitalization. Create your response in one of two ways:

See full instructions

Your files

- Armie\_Harper.C

Run originality reports?

3 of 3 runs remaining for this assignment

Reports show matches between text in your Google Docs files and text on the web. These reports are visible only to you.

Teachers will see reports based on your final submission that show matches from the web and other student submissions.

Cancel Run Submit

Rubric /45

Concept development /10

Students can run up to three originality reports on documents they attach to an assignment before submitting it for grading.

Originality report

SalesStudent45 SalesDemo - Midterm paper

In addition to macro-social structural changes, low- and middle-skill jobs have become increasingly precarious over time in both the big-picture and the day-to-day routines of workers. Precarious work is perceived to be uncertain and unpredictable, often manifesting in shorter tenures, long-term unemployment and insecure contingent work. Individuals engaging in precarious work may face adverse health outcomes, are more likely to be involved with domestic conflict and may develop mental health conditions such as depression and substance abuse.<sup>[1]</sup> Additionally, low-skill workers' decision-making capabilities may be impaired by precarious work as they find themselves in a "scarcity trap", making decisions to mitigate short term discomfort at the expense of greater long term impacts.<sup>[2]</sup> The rise of precarious work has also manifested in a pattern of high occupational-switching for low-skill workers, resulting in more uncertainty.<sup>[3]</sup> Furthermore, minorities, groups that often disproportionately work low-skill jobs, face discriminatory wage rates.<sup>[4]</sup> Collectively, the rise in more precarious work, uncomfortable conditions and inadequate wages have contributed to the increasing disbelief in the American Dream, as stated by recent surveys.<sup>[5]</sup> With such dejection comes increasing dissatisfaction in the workplace and motivation for low and medium-skill workers alike.

However, the rise of precarious work and the switch from the Old Deal to the New was hardly driven by mere workplace sentiment, but rather by critical socio-political trends and historical events. One key force of change has been the steady decline of unions. While legislation once helped to empower unions, such as the Wagner Act of 1935, the decline of unions may be attributed to legislation in the form of The Taft-Hartley Act of 1947.<sup>[6]</sup> The Taft-Hartley Act is a United States federal law that restricts the activities and power of labor unions. It was enacted by the 80th United States Congress over the veto of President Harry S. Truman, becoming law on June 23, 1947. Taft-Hartley was introduced in the aftermath of a major strike wave in 1945 and 1946. Though it was enacted by the Republican-controlled 80th Congress, the law received significant support from congressional Democrats, many of whom joined with their Republican colleagues in volina to override Truman's veto. The act continued to generate opposition after Truman left office, but it remains in effect.

The Taft-Hartley Act limited the power of unions by enabling the "Right-to-Work" laws, allowing non-union hires and stipulating a variety of other conditions hurting unionization. In addition to legislation, unions have been crippled by structural changes in the economy and the shift away from manufacturing. Furthermore, the rise of globalization and outsourcing alongside the rise of the more flexible service/business industry has led to a loss of union clout, attractiveness and public perception.<sup>[7]</sup> The decline of unions has been coupled with an overall pattern of decreasing social mobility across the nation. In addition to union decline, social mobility has been hindered by the rise of technology replacing low wage jobs, the decline of large employers and inadequate public policies.<sup>[8]</sup>

Next, recessions have historically contributed to the changes in low- and medium-skill work over the course of the past 50 years as well. According to economists, recessions cause a "hollowing out" effect where medium-skill workers and managers are cut from an organization, leaving behind lower-skill workers and high-up executives.<sup>[9]</sup> This may create a more competitive market for low- and medium-skill workers vying for a limited set of positions, forcing many workers to resort to part-time work. Thus, recessions and precarious economic periods leave many workers to engage in a perpetual substitution effect just to stay afloat.<sup>[10]</sup> This "hollowing out" effect is also responsible for the rise of primary and secondary labor markets and the consequential gaps that grow between their respective populations.<sup>[11]</sup> Additionally, the increasing demand for credentialing<sup>[12]</sup>

Web matches

wikipedia.org (1)

STUDENT'S PASSAGE FLAGGED

The Taft-Hartley Act, is a United States federal law that restricts the activities and power of labor unions. It was enacted by the 80th United States Congress over the veto of President Harry S. Truman, becoming law on June 23, 1947. Taft-Hartley was introduced in the aftermath of a major strike wave in 1945 and 1946. Though it was enacted by the Republican-controlled 80th Congress, the law.

TOP WEB MATCH

The Labor Management Relations Act of 1947, better known as the Taft-Hartley Act, is a United States federal law that restricts the activities and power of labor unions. It was enacted by the 80th United States Congress over the veto of President Harry S. Taft-Hartley was introduced in the aftermath of a major strike wave in 1945 and 1946. Though it was enacted by the Republican-controlled 80th.

1 passage

After submission, a fresh originality report will automatically be available to instructors when grading the assignment.

Click on highlighted passages to see correlated web matches.

# Provide richer feedback

100/100 Draft grade

mal text - Roboto - 11 - B I U A ... Suggesting

Comment bank

+ Add comment

Search

First, I think you need to focus in on just one part of all of the issues that you raise.

You have a solid understanding of the subject, but still need to narrow to a specific claim and reasons. Ok, "... but so what? What do YOU argue because of this" You don't synthesize and develop YOUR argument

Most papers need to focus on just one specific aspect of ... I am still seeing papers that focus on ... Not focusing will keep you from the content and explanation details that you need to develop your analysis.

Tammy Teacher 4:04 pm Today

format

Incorrect MLA format

Check quotation format

File name needs to follow this format in syllabus

Make sure that you submit the file in the correct format

Save frequently used feedback to a personalized comment bank. Click “Add comment” button to save a frequently used piece of feedback. Type in a single keyword to pull up saved comments from your comment bank.

Return

Total grade

94/100

Rubric 29/40

Concept develop... 8/10

Content accuracy 6/10

Formatting and ... 10/10

References 5/10

Overall feedback

Good work but you need to work on your sentence structure. Generally a good paper starts with a thesis.

Click on the rubric icon on the right column to bring your rubric up alongside student work. Allocate points and sum your grades.

0

3

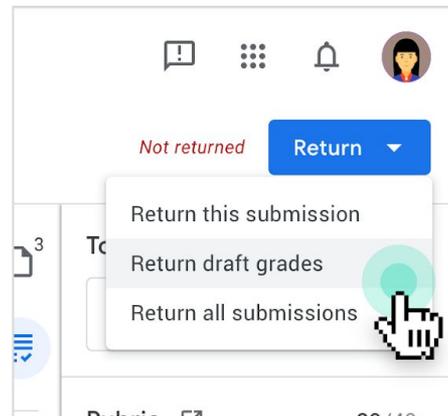
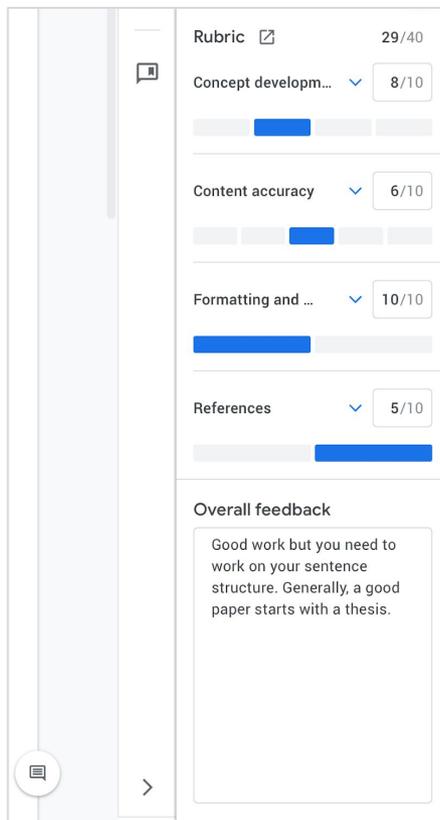


Return student work &  
Reuse assignments

# Return student work

Once you have filled out your rubric and offered additional feedback, hover over the “Return” button.

You can return one student’s work, return a draft grade or return all student submissions.



# Review assignment grades

You can review all the grades for the assignment with the Classroom gradebook.

To access your gradebook, click the “Grades” tab on the top of the page.

The screenshot displays the Google Classroom interface. At the top, the course is identified as 'Math 10 Period 8'. Navigation tabs include 'Stream', 'Classwork', 'People', and 'Grades', with 'Grades' being the active tab. The gradebook table shows the following data:

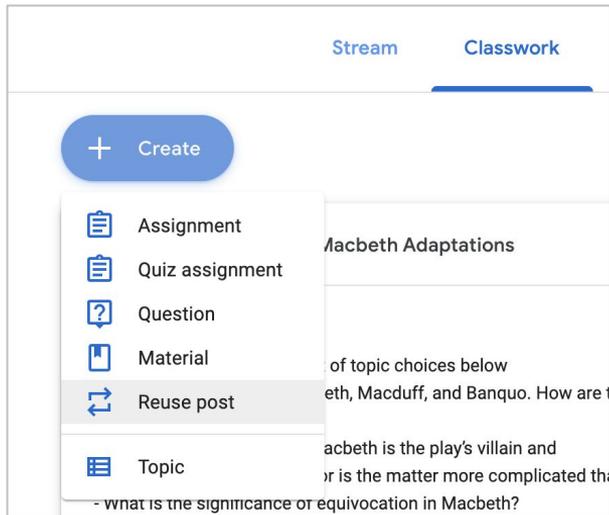
	Overall Grade	Oct 15 Comparison of Macbeth Ad... out of 100	Oct 12 Discussion participation out of 5	Oct 10 Journal 3 out of 10	Oct 5 Discussion participation out of 5	Oct 3 Reflective E Outline out of 20
Sort by last name						
Class average	78.08%		4	8.86	5	17.22
Michael Morgan	88.88%		—/5	9	5	20
Maria Bennett	66.67%	90	0	10	5	Not assign
Gregory Cox	95.69%	—/100	—/5	8	5	18
Erika Daniels	84.35%		5	10	5	18
Ruby Davis	83.04%	—/100	0	10	5	20
Brock Henry	95.56%	—/100	—/5	10	5	16
Dev Jenkins	88.57%		Excused	7	5	Not assign
Erin Lee	70.00%		5	6 Done late	5	14 Done late
Lois Martinez	89.33%			10	5	20

On the right side, the details for the 'Comparison of Macbeth Adaptations' assignment are shown, including the teacher's name (Maria Bennett) and a preview of the Google doc. Below this is a rubric with a total score of 90/100. The rubric categories and scores are:

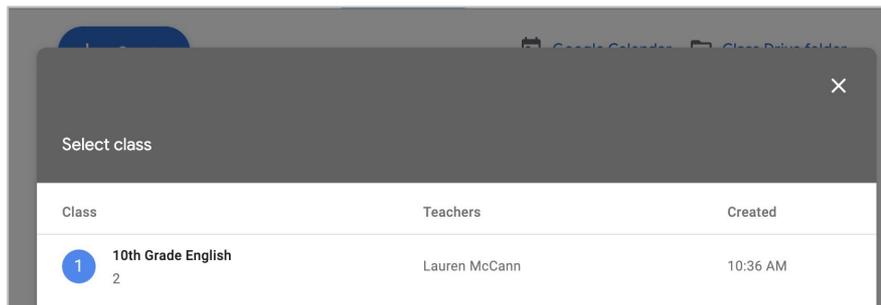
- Concept development: 25/25
- Content accuracy: 25/25
- Formatting: 20/25
- References: 20/25

At the bottom right, there is a field to 'Add private comment'.

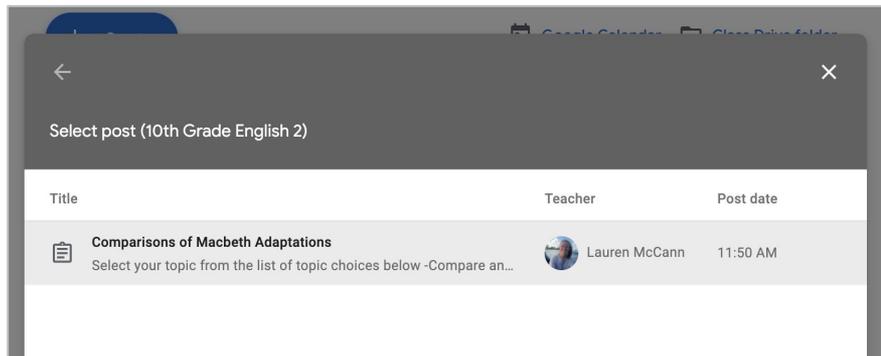
# Reusing assignments



To reuse an assignment for another class, click on the “Classwork” page. Hover over “+ Create” and select “Reuse post”.

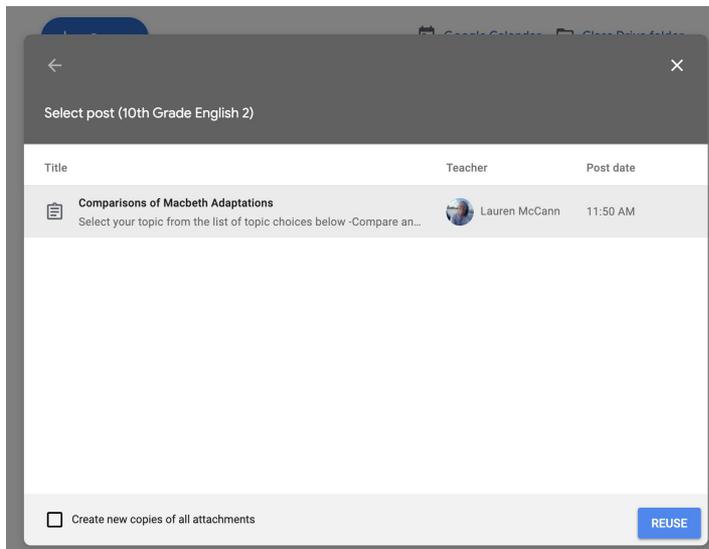


Select which class you will be reusing a post from.

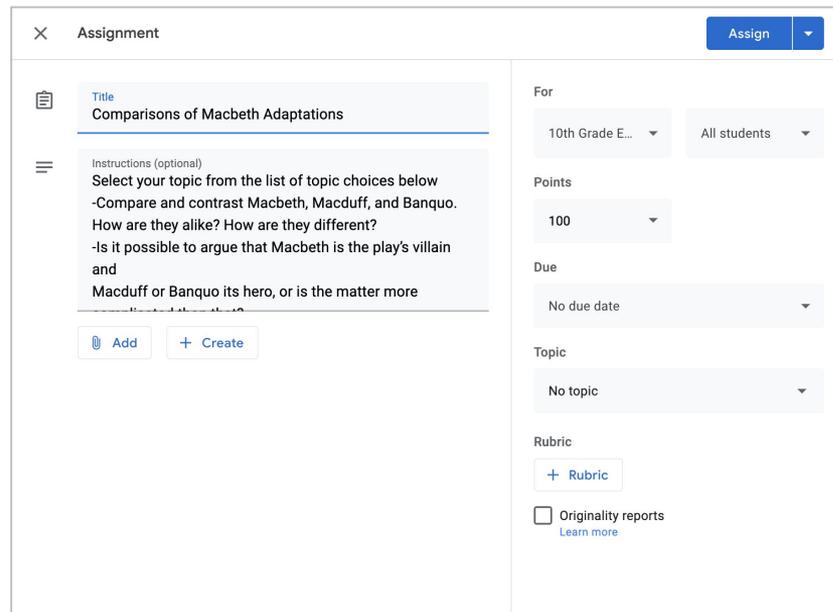


Select which post from that class you want to reuse.

# Reusing assignments



Once you have selected the assignment you want to reuse, click “Reuse” at the bottom right corner.



An exact copy of that assignment will be populated and you can make changes as needed.