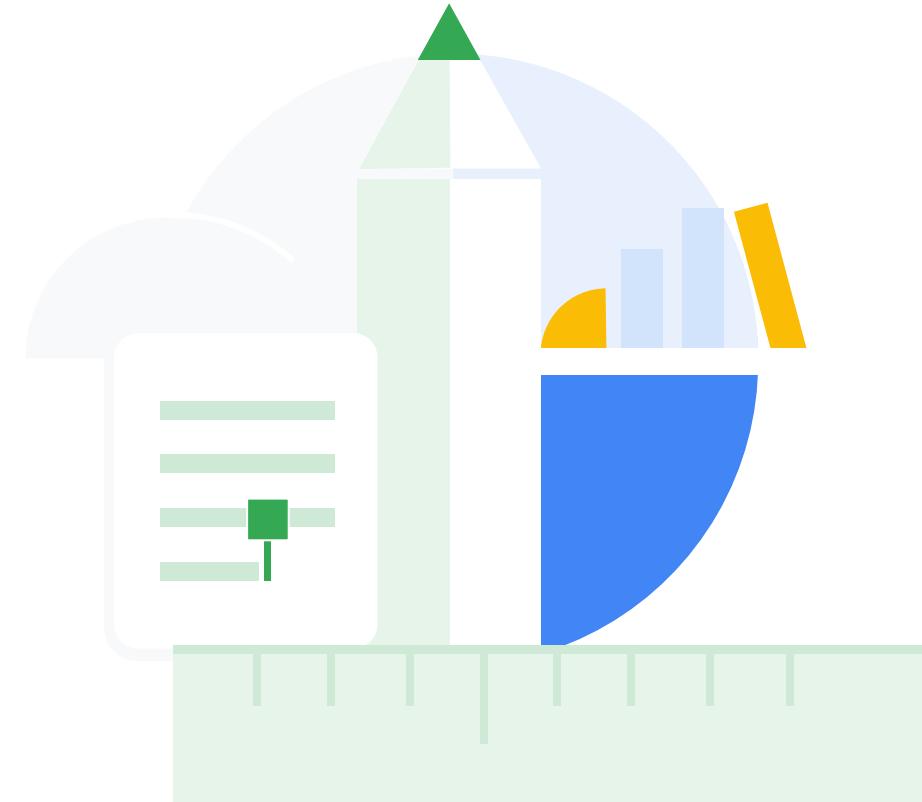


 Google for Education

# 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

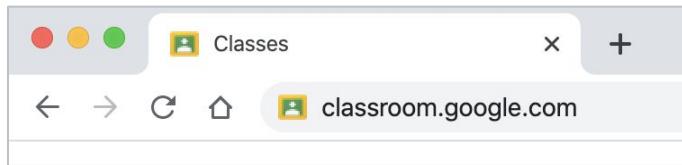
Equipped with countless guides and step-by-step instructions, use our [Classroom Help Center](#) to address any and all questions



## 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

The image shows the Google Sign-in page for Classroom. At the top, it says 'Sign in' and 'Use your Google Account'. Below is a text input field labeled 'Email or phone' containing 'teacher@school.com'. To the left of the input field is a 'Forgot email?' link. Below the input field is a note: 'Not your computer? Use Guest mode to sign in privately.' followed by a 'Learn more' link. At the bottom right is a blue 'Next' button, and to its left is a 'Create account' link. At the very bottom of the page are links for 'English (United States)', 'Help', 'Privacy', and 'Terms'.

Sign in  
Use your Google Account

Email or phone  
teacher@school.com

Forgot email?

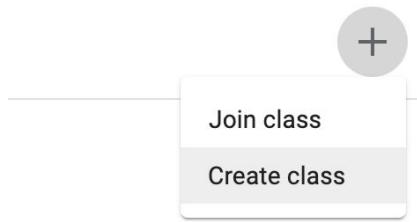
Not your computer? Use Guest mode to sign in privately.  
[Learn more](#)

Create account Next

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."

Google for Education

Create class

Class name (required)  
10th Grade English

Section  
2

Subject  
AP English Language and Composition

Room  
205

Cancel Create

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

Invite students

Type a name or email

Cancel Invite

Select "Invite Students" to enter in their email addresses...

Students

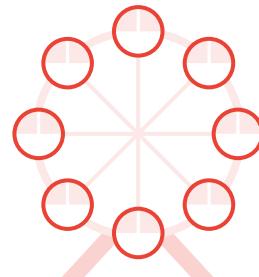


Invite students or give them the class code: 4zxf4la

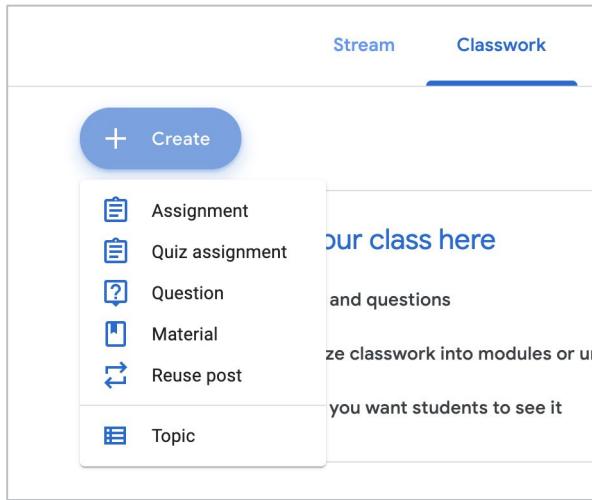
...or let students join with your unique class code

# Assign & Grade

How to assign and grade work in  
Classroom



# Create an assignment



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

X Assignment

Saved Assign ▾

Title  
Comparison of Macbeth Adaptations

Instructions (optional)  
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.

For  
10th Grade E... All students

Points  
100

Due  
Sat, Mar 28

Topic  
No topic

Rubric  
+ Rubric

Originality reports  
[Learn more](#)

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

# Add materials

Macbeth or Banquo? No, here's one the matter more complicated than that?

- What is the significance of equivocation in Macbeth?  
Your essay should be 500 words.

[Add](#) [Create](#)

[Google Drive](#)  
[Link](#)  
[File](#)  
[YouTube](#)

Attach relevant documents, links or materials

Students can view file  
Students can edit file  
Make a copy for each student 

(optional) Make copies of the attachments

# Add a rubric

The image consists of two side-by-side screenshots. The left screenshot shows a user interface for adding a rubric. It has a 'Topic' section with a dropdown menu set to 'No topic'. Below it is a 'Rubric' section with a button labeled '+ Rubric'. Underneath the button are two items: a checkbox for 'Originality reports' and a link 'Learn more'. The right screenshot shows a modal window titled 'Rubric'. Inside, there's a large blue button '+ Rubric', followed by three other options: 'Create rubric' (which is highlighted with a grey background), 'Reuse rubric', and 'Import from Sheets'.

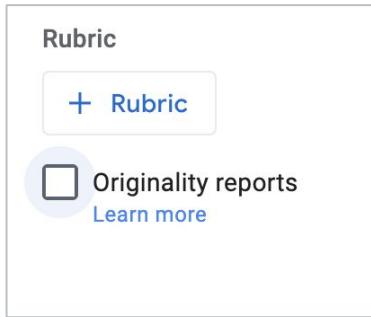
Add a rubric to the assignment. With our rubric, you can:

- 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

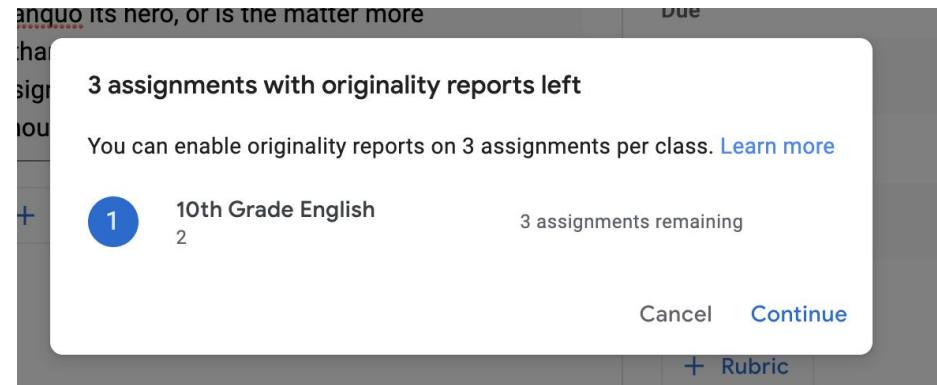
The image shows a detailed view of the 'Rubric' creation interface. At the top, there's a title 'Comparisons of Macbeth Adaptations' and a note: 'Add the criteria you'll use to evaluate student work as well as any performance levels or descriptions you want to include. Students will receive a copy of this rubric with their assignment.' Below this, there's a 'Use scoring' toggle switch which is turned on. The main area is a form for creating a criterion. It includes fields for 'Criterion title (required)' (with a placeholder 'Criterion title'), 'Criterion description', 'Points (required) 1' (with a placeholder 'Points'), 'Level title' (with a placeholder 'Level title'), and 'Description' (with a placeholder 'Description'). At the bottom of the criterion form is a button '+ Add a criterion'.

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

# Use originality reports

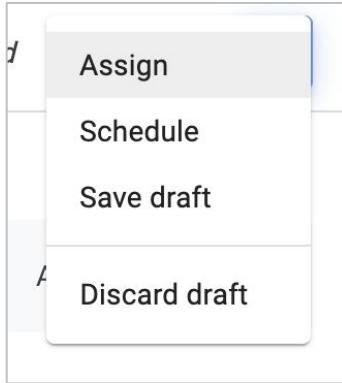


Check this box to enable originality reports on this particular assignment.

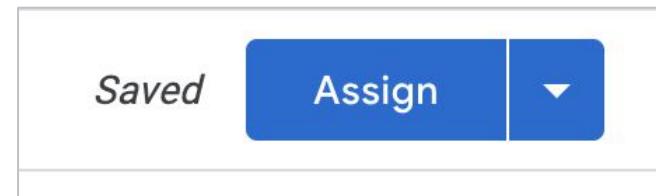


All instructors get 3 free originality reports per class, and get unlimited originality reports with G Suite Enterprise for Education.

# 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.

Student	Status
Amira Idrissou	Not done
Angelina Miranda	Not done
Chaveli De Los Santos	Not done
Cinthia Hernandez	Not done
Dahiana Estevez	Not done
Darvin Montero	Not done
Emely Chavez	Not done
Esleiny Garcia	Not done
Genesis Ramos	Not done
Ibrahima Diallo	Not done

# Grade student work

A screenshot of a Google Docs assignment page. At the top, it says "Assignment" and "brian student". Below that is a toolbar with various editing tools. The main area contains a document titled "President Obama and Vladimir Putin's Impromptu Conversation and its Implications". The text discusses President Obama's trip to Paris in June 2014, mentioning the Normandy landings and the complexity of international diplomacy. It also refers to the Ukraine situation and Russia's invasion of Crimea. The document ends with a note about the "I win, you lose" Russian motto. On the right side of the screen, there is a sidebar labeled "Files" which shows a file named "brian student - Assignment 8" with "2 flagged passages".

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

A screenshot of the Google Grader interface for "Assignment 8". At the top, it shows "94/100 Returned". Below that is a table of student submissions:

Sort by	Last name	First name	Status
	F	Frank Doe	Submitted
	R	Ryan Edwards	Submitted
	B	Barbara Jones	Submitted
	D	David Sanchez	100/100 Returned
	E	Edward Smith	100/100 Returned

The "Last name" column is highlighted with a green circle and a cursor is hovering over it. The "Status" column shows "Submitted" for most students and "Returned" for David Sanchez and Edward Smith. The "First name" column lists the student names. The "Sort by" dropdown menu is open, showing "Last name" as the current selection, along with "First name" and "Status".

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\_CriticalThinking

Create Run originality report

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.

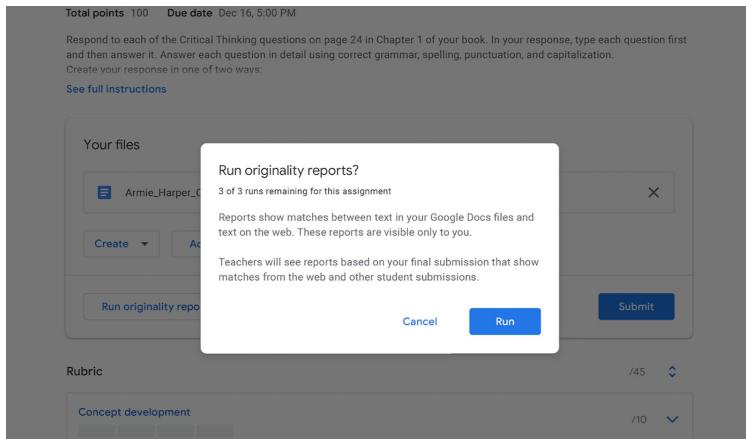
Cancel Run Submit

Rubric

Concept development

/45

/10



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

Google has the largest search index available



Originality report

SalesStudent145 SalesDemo - Midterm paper

In addition to macro-social structural changes, low- and middle-skill jobs have become increasingly precarious over time both the big-picture and the day-to-day routines of workers. Precarious work is perceived to be unpredictable and uncontrollable, often characterized in a short term, long-term unemployment, and increased contingent work. Individuals in precarious work may face adverse working outcomes, are more likely to be involved with domestic conflict and may develop mental health conditions such as depression and substance abuse.<sup>[3]</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>[4]</sup> The rise of precarious work has also manifested in a pattern of high occupational switching for low-skill workers, leading to more uncertainty.<sup>[5]</sup> Furthermore, groups that often experience work-low-skill jobs, fast food workers, low-wage rates.<sup>[6]</sup> Collectively, the loss of secure, precarious work, uncomfortable conditions and inadequate wages have contributed to the increasing disillusion in the American Dream, as stated by recent surveys.<sup>[7]</sup> With such disjunction 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 legislative efforts helped to regulate unions, such as The Wagner Act<sup>[8]</sup> and Taft-Hartley Act<sup>[9]</sup>, the decline of unions has led to the legislation of The Taft-Hartley Act.<sup>[10]</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 the 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 voting 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 hindering 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 automation may create a surplus of labor and low-skill workers, leading to a loss of union clout, attractiveness and public perception.<sup>[11]</sup> The decline in 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>[10]</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-skill executives. This may create a surplus of low- and medium-skill workers for hire during recessions, giving for a limited set of positions, forcing medium 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>[12]</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>[13]</sup> Additionally, the increasing demand for credentialing<sup>[14]</sup>.

Web matches

wikipedia.org (1)

STUDENT'S PASSAGE

FLAGGED

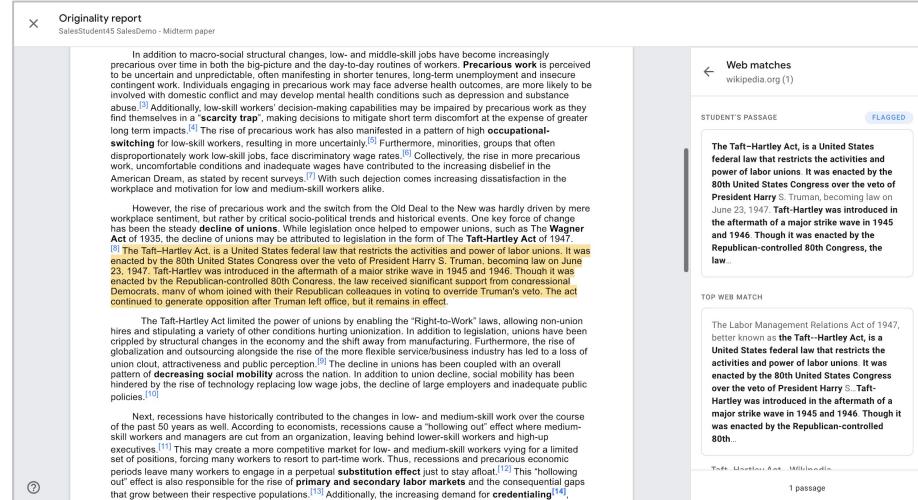
The Taft-Hartley Act, is a United States federal law that restricts the activities and power of labor unions. It was enacted by the 80th United States Congress over the veto of President Harry S. Truman, becoming law on June 23, 1947. Taft-Hartley was introduced in the aftermath of a major strike wave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

Type: Medium Act | Millenialia

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

The screenshot shows a Google Doc with a rich text editor interface. A floating sidebar titled "Comment bank" is open, containing a search bar and a list of saved comments. One comment, "format", is highlighted. The main document content discusses film adaptations, mentioning Rupert Gould's film and its political themes.

1 adaptations

Asbeth in Rupert Gould's film is a savage, power-hungry politician. In ominous events leading to his downfall. His chilling laughter upon his attitude towards his fellow regents suggest his general lack of ambition is poignantly displayed through soliloquies, when the camera manipulation of gazes, viewers of Rupert Gould's film are able to ... As what critic Ben Brantley describes as "raw susceptibility," Lady ...

... by implementing staging devices and symbolism. Through the cold subjects his viewers to the same state of agitation and rage felt physical instruments such as a figurine, suggestive of the former and the viewers, alike, are fixated by the prophecies made by the ...

'Alaize the witches' cave in Shakespeare's cave, the nurses of the film ...

... possible through a caged elevator. The area, described by critic ...

Comment bank

+ Add comment

Search

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

The screenshot shows a Google Form with a rubric section. The rubric includes categories like "Total grade", "Rubric", "Content development", "Content accuracy", "Formatting and presentation", and "References". Each category has a progress bar indicating the score. Below the rubric, there is an "Overall feedback" box with a message about sentence structure.

Total grade

94/100

Rubric

29/40

Concept development

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.

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.

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



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.

Rubric 29/40

Concept development... 8/10

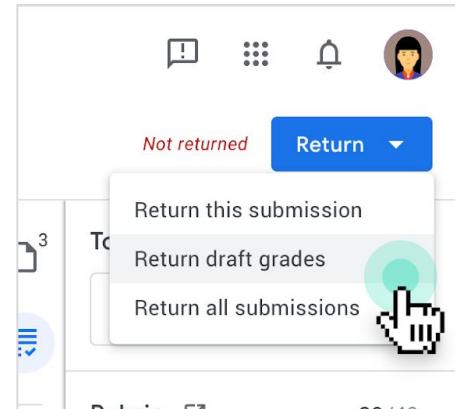
Content accuracy 6/10

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.



# 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.

Screenshot of the Google Classroom Gradebook interface for the "Math 10 Period 8" class. The "Grades" tab is selected. The table shows student grades for various assignments. Maria Bennett's row is expanded to show her assignment details and rubric scores.

	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
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 assigned
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 assigned
Erin Lee	70.00%		5	6 Done late	5	14 Done late
Lois Martinez	89.33%			10	5	20

**Comparison of Macbeth Adaptations**  
Maria Bennett  
Comparison of Mac... Google doc

**Rubric** 90/100

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

Add private comment ➔

# Reusing assignments

The screenshot shows the Google Classroom Stream page. At the top, there are two tabs: "Stream" and "Classwork". Below the tabs, there is a blue button labeled "+ Create". A sidebar on the left lists several options: Assignment, Quiz assignment, Question, Material, Reuse post, and Topic. The "Reuse post" option is highlighted with a light gray background. To the right of the sidebar, there is a list of posts. The first post is titled "Macbeth Adaptations" and has a description: "of topic choices below eth, Macduff, and Banquo. How are t...". Below this post, there is a note: "- what is the significance or equivocation in Macbeth?".

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

A modal dialog box titled "Select class" is displayed. It contains a table with three columns: "Class", "Teachers", and "Created". There is one row of data: "10th Grade English" (with a count of 2), "Lauren McCann", and "10:36 AM". The "10th Grade English" row is highlighted with a blue circle containing the number 1.

Class	Teachers	Created
1 10th Grade English 2	Lauren McCann	10:36 AM

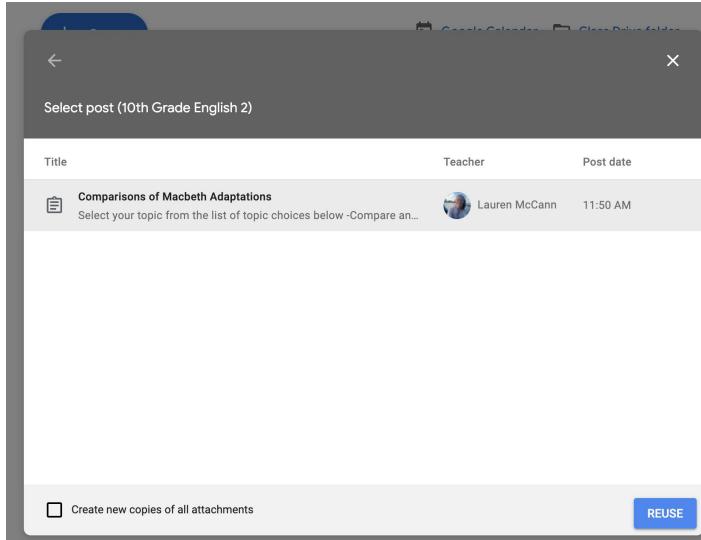
Select which class you will be reusing a post from.

A modal dialog box titled "Select post (10th Grade English 2)" is displayed. It contains a table with three columns: "Title", "Teacher", and "Post date". There is one row of data: "Comparisons of Macbeth Adaptations" (with a description: "Select your topic from the list of topic choices below -Compare an..."), "Lauren McCann", and "11:50 AM".

Title	Teacher	Post date
Comparisons of Macbeth Adaptations Select your topic from the list of topic choices below -Compare an...	Lauren McCann	11:50 AM

Select which post from that class you want to reuse.

# Reusing assignments

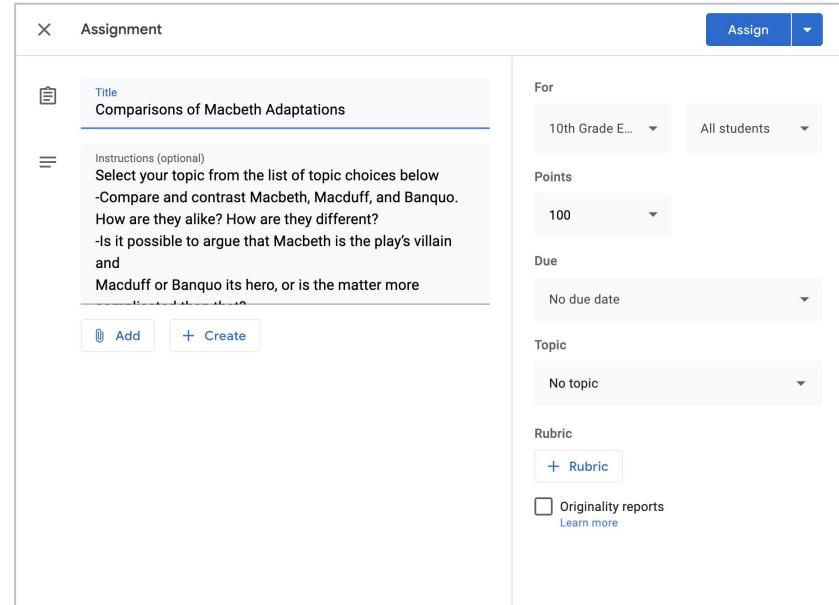


Select post (10th Grade English 2)

Title	Teacher	Post date
Comparisons of Macbeth Adaptations	Lauren McCann	11:50 AM

Create new copies of all attachments    **REUSE**

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



X Assignment

Title Comparisons of Macbeth Adaptations

Instructions (optional)  
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  
complex?

**Add**    **Create**

For  
10th Grade E... All students

Points  
100

Due  
No due date

Topic  
No topic

Rubric  
+ Rubric

Originality reports [Learn more](#)

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