

Instructor Web Carte

- **Logging on**

When you get into your branch, turn on a PC and open up Google Chrome. If it doesn't open to the Web Carte, please click on the link to it from the toolbar at the top.

When the Web carte opens, you will see the page below:

WebCarte

LOG ON PAGE

DATE: 2024/04/29

YOUR ID	PASSWORD
<input type="text"/>	<input type="text"/>

OK

Please enter your Web Carte ID, given to you during initial training, and your password. (The ID needs to include the 4 digits before your instructor number)

When you have done this, click OK and you will be taken to the page below:

Carte Menu

LOG OFF

LOG ON PAGE

DATE:2024/04/29

Michael

SCHEDULE

YOUR MESSAGE

PAST RECORD

EVALUATION

MANAGER EVALUATION

Click on SCHEDULE and it will take you to today's schedule.

- **Schedule screen**

In addition to lesson start times and lesson types, student names, numbers, and the level of each lesson, this screen also displays the level of each student, whether the branch is the student's home branch or not, and whether the student has received a recommendation to level up.

TIME
<input type="button" value="12:50"/>

To look at which lessons the students have done and access information to help you make your lesson selection, click on the gray button displaying the time of the start of the lesson.

● **Mark Off screen**

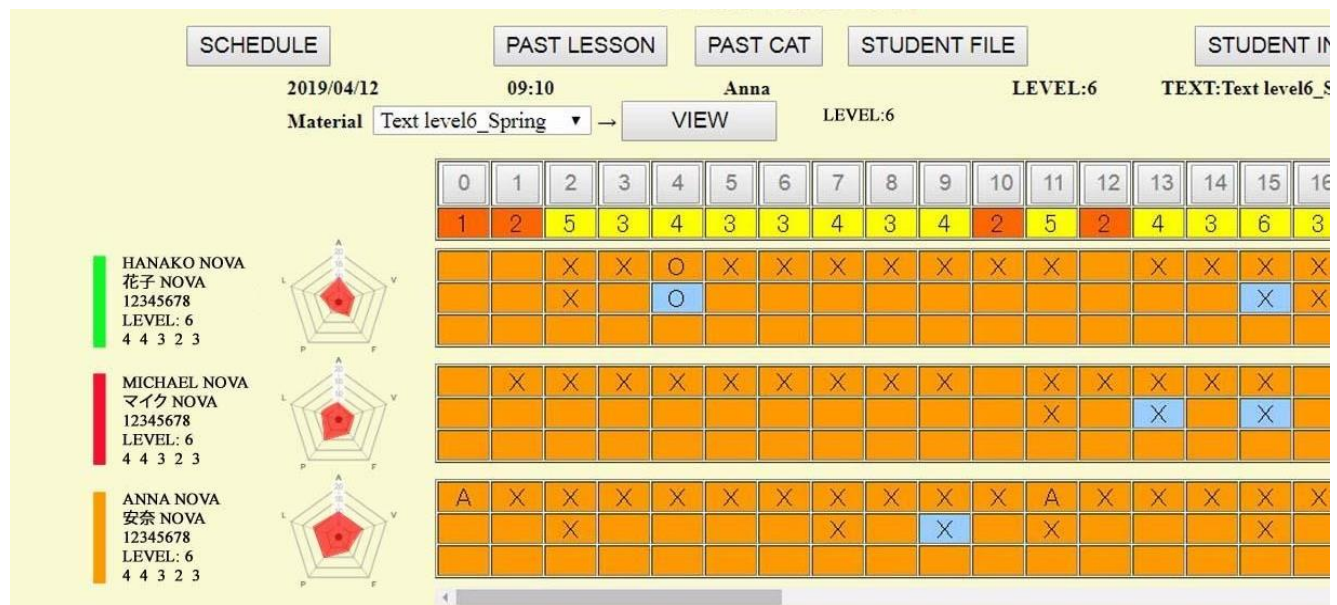
The next screen displays the lesson records for every student in the class. From here, you can select a suitable lesson.

Mark off screen: Color Coding: A color-coding system to enable instructors to quickly identify non-progressing students. The colors highlight the number of lessons taken in the student's current level.

	Level 5	Level 6	Level 7	Level 8
	< 25 lessons	< 40 lessons	< 60 lessons	< 80 lessons
	25+ lessons	40+ lessons	60+ lessons	80+ lessons
	50+ lessons	80+ lessons	120+ lessons	160+ lessons

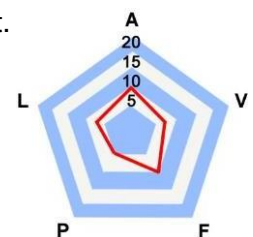
For example, below we can see from the **red** bar on the right that MICHAEL NOVA has taken over 80 lessons in Level 6, and therefore would be considered a non-progressing student. At the same time, we can see from the **green** bar that HANAKO NOVA is relatively new to the level.

Mark Off screen: Spider Chart



The spider chart quickly communicates student strengths and weaknesses. The data shown in the spider chart initially comes from the student's NOVA Score result. Please see how the scores in each section noted below are reflected on the corresponding spider chart on the right.

L = Listening (7)	A = Accuracy (10)	V = Vocabulary (7)
P = Pronunciation (5)	F = Fluency (10)	



The spider chart then changes according to the strengths and weaknesses noted by instructors after each lesson.

Progress Chart

Clicking on a spider chart allows the instructor access to more detailed information about each individual student's progress, and their specific strengths and weaknesses within each NOVA Score category.

This is referred to as the student's Progress Chart.



The Progress Chart includes the student's level, NOVA Score, number of lessons taken in their current level and their "Target". The "Target" is the minimum number of NOVA Score criteria needed for the next level. In this example, the student's target is 41, the number of criteria needed to level up to Level 7. The Progress Chart also includes all 100 NOVA score criteria.

How does the Progress Chart work?

When a student first takes a NOVA Score test, any criteria met are automatically assigned “achieved” status (2/2) and grayed out. (This helps draw the instructor’s attention to the areas that still need work.) This is the student’s starting point. From that point on, the “strength” and “area to work on” selected by the instructor in the Student File at the end of each lesson are reflected in the progress chart and in the spider chart. Each new 2/2 achieved constitutes one point towards the student’s “Target”.

BEFORE	Action			AFTER
			Criteria met in NOVA Score test	→ Criteria (2/2)
Criteria (0/2)	→	+	Selected as a strength for the first time	→ Criteria (1/2)
Criteria (1/2)	→	+	Selected as a strength for the second time	→ Criteria (2/2)
Criteria (2/2)	→	▲	Selected as an area to work on	→ Criteria (1/2)
Criteria (1/2)	→	▲	Selected as an area to work on	→ Criteria (0/2)
Criteria (0/2)	→	▲	Selected as an area to work on	→ Criteria (0/2)

Note: They only go UP to a maximum of 2 and DOWN to a minimum of 0.

Rules

- Any criterion achieved during the NOVA Score test automatically becomes 2/2
- Subsequent positive and negative comments identified during lessons have a value of +1 and -1 respectively
- When a criterion receives two positive comments (2/2) it will turn grey
- When the same criterion receives a positive and later receives a negative, it will change as follows: 0/2 → 1/2 → 0/2
- When the same criterion is identified as positive 5 times, it cannot be changed negatively

The Progress Chart and spider chart can also be seen by the student, giving them a clearer picture of the correlation between their performance in class and the NOVA Score criteria, and thereby making it easier for them to understand where they are and what they need to do to level up. This clarity helps make the goal of levelling up feel more achievable, and boosts student motivation. The student Progress Chart is also an indicator to show the student when they are ready to take another NOVA Score test.

Note: Reaching their “Target” does not mean the student has actually met the criteria for the next level. This can only be confirmed by taking a NOVA Score test.

Please also keep in mind that a minimum number of points in each section is required to meet the requirements for the next level:

Level 6: minimum of 3 in each category

Level 7: minimum of 7 in each category

Level 8: minimum of 12 in each category

Level 9: minimum of 17 in each category

Each time the student takes a NOVA Score test, the Progress Chart is reset to reflect the student’s new NOVA Score result.

● **End of the lesson: Mark Off**

At the end of the lesson, select the Unit number for the lesson taught.

The interface shows a row of buttons numbered 0 to 17. Below this is a grid of orange cells. A red arrow points to the '11' button and the corresponding cell in the grid below it.

● **Student File**

The target and color coding are also included on the Student File screen to help instructor awareness of student progress and support timely Level Up Recommendations.

2019/03/26 21:40 Group 1:5 Level 6 Text: Text Level 6 (Winter)

UNIT: Please click only once

	Target	Score	Target	Score	Target	Score	Target	Score	Target	Score
	31 / 41	4	22 / 41	4	37 / 41	4.5	32 / 41	4.5	27 / 41	4
	Level 6 show detail		Level 6 show detail		Level 6 show detail		Level 6 show detail		Level 6 show detail	
	000001		000002		000003		000004		000005	
	Hanako Nova		Micahel Nova		Sally Nova		Usagi Nova		Alan Nova	
	NS <input type="checkbox"/> LU <input type="checkbox"/>		NS <input type="checkbox"/> LU <input type="checkbox"/>		NS <input type="checkbox"/> LU #2 <input checked="" type="checkbox"/>		NS <input type="checkbox"/> LU <input type="checkbox"/>		NS <input checked="" type="checkbox"/> LU <input type="checkbox"/>	
	Perf X		Perf O		Perf X		Perf X		Perf	
Acc	(2.7) 3		(2.7) 3		(2.7) 3		(2.7) 3		Acc	
Voc	(3.7) 4		(3.7) 4 (+)		(3.7) 3		(3.7) 4 (+)		Voc	
Pron	(2.9) 3 (+)		(2.9) 3		(2.9) 3		(2.9) 3		Pron	
Flu	(2.4) 2 (-)		(2.4) 2		(2.4) 2 (-)		(2.4) 2 (-)		Flu	
Comp	(2.8) 4 (-)		(2.8) 2 (-)		(2.8) 4		(2.8) 4		Comp	
(+)	32) Paraphrasing		29) Polite expression				13) Contrast senten			
(-)	69) Clarifying/ asking		87) Can understand							
	Comment		Comment		<ul style="list-style-type: none"> ◆1) basic word order ◆2) present simple ◆3) prepositions ◆4) articles ◆5) possessives ★6) appropriate tense choice when responding ★7) use of basic conjunctions 8) comparative / superlative forms 9) question form 10) gerunds vs. infinitives 11) appropriate tense use 12) complex sentences with limited accuracy 13) contrast tenses 14) relative, prepositional, and adverbial clauses with limited accuracy 15) conditional sentences with limited accuracy 16) accurately links reason, effect & conditions to sentences 17) achieves the appropriate register and emphasis structurally 18) forms complex sentences accurately 19) errors are rare and non-systematic 					
	Notes		Notes							

Grades

Next, select Pass (X) or Needs Review (O), and enter numerical grades in the 5 categories.

As students can see their grades after each lesson, it is important that all instructors are grading students accurately and consistently. When grading the students, please remember that the students are graded based on their actual level, not the level of the lesson. Here is a reminder of the grading guidelines:

1. The student is NOT meeting any of the minimum requirements for their current level.
2. The student is meeting some of the minimum requirements for their current level.
3. The student is meeting the minimum requirements for their current level.
4. The student meets the minimum requirements for the next level sometimes or often.
5. The student always meets the minimum requirements for the next level

Progress Chart

Clicking “show details” brings up the student Progress Chart to help instructors give accurate and meaningful feedback.

Category	Score
Level 7 Nova Score	6
Target	55/66
Lessons taken in current level	196
Accuracy	10/20
1. basic word order	2/2
2. present simple	2/2
3. prepositions	2/2
4. articles	0/2
5. possessives	2/2
Vocabulary	14/20
21. high frequency nouns	2/2
22. high frequency adjectives	2/2

Strengths and Areas to work on

Select a (+) Strength and an (-) Area to work on.

★: After a criterion has been selected as a strength 5 times, a ★ will appear beside it and it will no longer be selectable as the student has clearly mastered this point and needs focus on different points.

◆: A ◆ appears beside each criterion that was fulfilled in the student’s most recent NOVA Score test. While these criteria are selectable, choosing them as positives won’t communicate anything new to the student and choosing them as negatives will contradict the student’s NOVA score result, so please only select them if you have a strong justification.

Comments

For Man to Man lessons and as much as time allows for group lessons, enter additional feedback into the Comments section.

Pron	(3) 3			
Flu	(3) 3		(-)	
Comp	(4) 4		(+)	
(+)	87) can understand emotic			
(-)	71) long, coherent sentence			
	Comment			
	Notes			

DOs

- Be brief and concise
- Use simple language and phrasing that branch staff will be able to understand
- Make sure it's clear whether your comment is a positive one (about an achievement) or one about a need or weakness
- Give specific examples, for both positive and negative points
- Give recommendations or advice for improvement

DON'Ts

- Write too much
- Use technical terminology, jargon, or idiomatic expressions
- Use too many abbreviations
- Be overly general or generic
- Write anything that you wouldn't want the student to see or hear

Save the entry.

管理者MENU > 講師MENU > 講師一覧 > Carte Menu > Schedule > Mark Off Sheet >

2024/04/30 15:30 MtoM LEVEL:7 TEXT:Text level7_Spring

UNIT Please click

Target	Score
62/66	6.5
Level 7 show detail	
[REDACTED]	
NS <input type="checkbox"/>	LU#1 <input type="checkbox"/>
Perf	X <input type="text"/>
Acc (4)	4 <input type="text"/>
Voc (4)	4 <input type="text"/>
Pron (3.9)	3 <input type="text"/>
Flu (4)	4 <input type="text"/>
Comp (3.9)	4 <input type="text"/>
(+)	93) can understand both g <input type="text"/>
(-)	54) natural rhythm with sc <input type="text"/>

Saving the entry will take you back to the SCHEDULE screen. You will then be able to see that the lesson you just marked off no longer appears in red. There should be nothing left in red at the end of the day.

管理者MENU > 講師MENU > 講師一覧 > Carte Menu > Schedule > Mark Off Sheet >

2024/04/30 15:30 MtoM LEVEL:7 TEXT:Text level7_Spring

UNIT Please click only once.

Target	Score
62/66	6.5
Level 7 show detail	
[REDACTED]	
NS <input checked="" type="checkbox"/>	LU#1 <input type="checkbox"/>
Perf	<input type="text"/>
Acc (4)	<input type="text"/>
Voc (4)	<input type="text"/>
Pron (3.9)	<input type="text"/>
Flu (4)	<input type="text"/>
Comp (3.9)	<input type="text"/>
(+)	<input type="text"/>
(-)	<input type="text"/>
Comment	

If your Man-to-Man student or all students in a group lesson are absent, select NS (No Show) and make sure that all other fields are blank, including the lesson number.

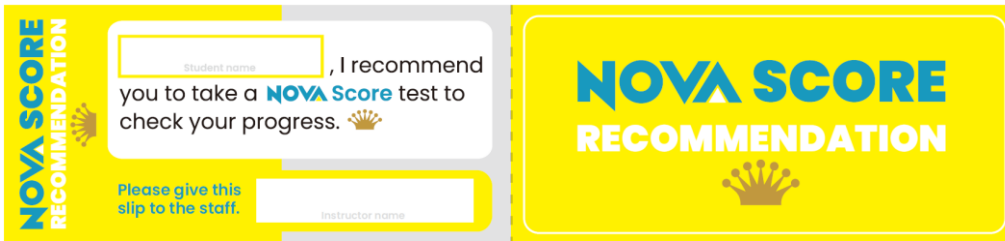
NOVA Score

Students take a NOVA Score when they first join NOVA. This is to determine the student’s starting level and to help the student and their instructors with goal setting and focus.

Students also take a NOVA Score after receiving two Level Up recommendations to confirm that they are meeting the criteria to move into the next level.

All students should also be strongly encouraged to take additional NOVA Scores at regular intervals (ideally every three months). NOVA Score is not only an assessment to judge a student’s starting level or to confirm that a student is meeting the criteria to move into the next level. It is a progress assessment, and progress should be checked regularly. Regular progress checks help students feel a sense of progress and increase their awareness of their achievements. They also help them understand their weak points, focus their efforts towards improvement, and set new goals.

Whenever you feel a student would benefit from a progress check, please recommend them to take a NOVA Score.



Other valuable resources for lesson selection and supporting student progress & achievement

Student Information

The Student Information screen is first filled out when a student takes their initial NOVA Score, and it contains information on the student's interests, reasons for studying, etc.. The "Request" box is for branch staff to enter requests for the lesson. The information in this file is used to adapt tasks to the student’s interests or experiences and can be updated and edited by instructors as relevant information is gathered. After entering new information, be sure to press the “SAVE” button.

<Student Info>							SAVE
Request	Occupation	Goal	Interests	Previous school(s) Dates and duration	Countries visited	Comments Recommendations Special needs	
	retired, works part time as an accountant.	travel and hobby	knitting and tennis travel in Europe pescatarian		Australia 4 times England twice Russia, France, Spain, Italy, Portugal	Her son and his family currently live in Brazil. beginner	

Past Lesson Records

Past lesson records [PAST LESSON] and past NOVA Score results [PAST CAT] contain information that can be used to tailor lessons to students' interests and abilities, and focus on specific weaknesses. The Past Lesson page allows you to view the file comments for the last 30 days for all of the students in that particular class. The Past CAT screen displays the results of previous NOVA Scores that the student has taken. This information is a helpful and detailed description of the student’s ability for instructor reference.

SCHEDULE PAST LESSON PAST CAT STUDENT FILE

2024/09/10 15:30 LEVEL:6

Material Text level6_Summer → VIEW

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
0	2	3	3	1	2	2	0	2	1	1	0	3	1	1	2	2	2
	X	X	X	X	X	X		X	X	X		X	X	X	X	X	X
	X	X	X									X			X		