

Got Passion? Use it to increase student motivation!

“Make the message so interesting that students forget that it is in another language” -Krashen

1. Write down one personal passion and three things you are good at outside of school.
2. What kind of assessments do you give in your course? List all summative assessments and projects.
3. Can you think of any way to add some options in to any of your assessments? If you only use exams, could you create a project? Think about letting students show off what they know in a personalized way.
4. If incorporating a passion into an assessment seems impossible, could you allow students to personalize course material any other way?

25 Ways to Institute Passion-Based Learning in the Classroom

<http://www.opencolleges.edu.au/informed/features/25-ways-to-institute-passion-based-learning-in-the-classroom/>

Project-Based Learning

<http://www.edutopia.org/project-based-learning>

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
	4	3	2	1
Points				
		Strong	Minimal	
PRESENTATIONAL MODE: PRESENTATION				
<b>Content</b>	Presentation includes all required elements. Information is presented with accuracy and rich details.	Presentation includes all required elements. Information is presented with accuracy and some details.	Presentation includes all required elements. Information is presented with accuracy and a few extra details.	Presentation does not include all required elements and/or includes inaccurate information.
<b>Impact</b>	Presentation is appealing, creative and engaging to the audience. Presenter makes consistent eye contact. Notes are rarely used, if at all.	Presentation is appealing and engages audience. Presenter makes consistent eye contact. May use notes, but only as a quick reference.	Presentation makes attempts to engage and appeal to audience. Presenter makes intermittent eye contact. Uses notes, but does not simply read from them.	Little engagement of audience. Minimal eye contact. Relies heavily on notes.
<b>Comprehensibility</b>	Presentation is understood without difficulty by those accustomed to the speech of early language learners. Unfamiliar words are explained, in Spanish or acted out, to spectators.	Presentation is understood with only occasional difficulty by those accustomed to the speech of early language learners. Unfamiliar words are explained, in Spanish or acted out, to spectators.	Presentation is understood, although often with difficulty by those accustomed to the speech of early language learners. Unfamiliar words are explained, in Spanish or acted out, to spectators.	Presentation is difficult to understand and/or many unfamiliar words used that are not explained to spectators.
<b>Grammar control</b>	Presentation uses accurate structures. Some errors occur with more complex structures, but show no patterns of error. Errors do not impede understanding.	Presentation uses mostly accurate structures, with more errors occurring with more complex structures. Errors show no more than one pattern of error. Errors do not impede understanding.	Presentation uses mostly accurate structures, with more errors occurring with more complex structures. Errors show few patterns of error. Errors only slightly impede understanding.	Presentation uses many inaccurate structures, even on a basic level, showing multiple patterns of error. Errors do impede understanding.
<b>Vocabulary</b>	Presentation uses a rich variety of vocabulary appropriate to SPA 111.	Presentation uses a rich variety of vocabulary appropriate for SPA 111, for the most part. Vocabulary errors do not impede communication.	Presentation uses mostly appropriate vocabulary but lacks variety. Vocabulary errors may impede communication some.	Presentation uses inappropriate vocabulary and lacks variety. Vocabulary errors impede communication.

(\_\_\_\_ X 60)/20 + 30 = \_\_\_\_/90

Respectful listening and thorough notes \_\_\_\_/10

**Total** \_\_\_\_/100