|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Diego** | **Gia** |  | **Alex** | **Zaya** |
| **Waylon** | **Nevaeh** | **Waylon** | **Sam** |
| **Anna** | **Erika** | **Caitlyn** | **Martin** |
| **Ryder** | **Cole** | **Josh** | **Hunter** |
| **Genesis** | **Kailei** | **Gaby** | **Julia** |
| **Marie** | **Addie** | **Riley** | **Demi** |

*Participating in Gallery Walk - Mo, Andres, Isaiah and Brayden*

**On Tuesday, share two PROJECTS with PEER ABOVE.**

**UN Sustainable Development Goal Mini Inquiry & Digital Poetry Collection**

**Using rubrics below, Gmail your partner/s back with QUALITY FEEDBACK.**

|  |  |
| --- | --- |
| Two things they did well (Stars) | Two ideas for growth (Stairs) |

**UN Sustainable Goal Mini Inquiry RUBRIC**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1**  **Beginning** | **2**  **Developing** | **3**  **Applying** | **4**  **Extending** |
| **I can access resources** | 1 Resource used; 0 cited. | 2 Resources used but may not be cited | 3 resources accessed & cited |  |
| **I can jot notes using a 3-Column chart to become an "expert" of one UN SDG** | I need much more information. Most words may be copy/pasted**.** | Some notes are in my own words. My information is adequate. | I can cite sources w/ author. I can put copied notes into my own words which are clear and understandable. I have gathered sufficient information to answer my 3 questions. |  |
| **I can design & create Short presentation on one UN SD Goal answering 3 key questions** | Readers may find my information difficult to follow or understand. | My information is understandable, but I needed more care with clarity and conventions. | I inserted my information in a way that is legible, clear (point form) and understandable (little mistakes with conventions). |  |
| **I can share my learning using a Google Slide Deck** | I shared little understanding and/or may not have finished | I shared showing some understanding. | I shared my Google Slide deck showing a good understanding of my UN Sustainable Development Goal Mini Inquiry. "I got into it"! |  |

**Poetry Rubric**

DIGITAL POETRY COLLECTION Name: 3 Poems

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Beginning**  **1** | **Developing**  **2** | **applying**  **3** | **extending**  **4** |
| **Form** | I may use little to no poetic forms or may use most poetic forms incorrectly.  . | I may use some  appropriate types of poetic  forms. I may have too few stanzas or my poetry does not follow all rules for my types of poetry. | I can effectively use three  appropriate  poetic forms. | I can use appropriate  poetic forms creatively.  My poetry is completed with some complexity or sophistication. |
| Word Usage | My use of  vocabulary is  very basic. | My use of  vocabulary is  more telling than  showing. | My use of  vocabulary is  routine and  workable | My use of  vocabulary is  precise, vivid,  and paints a  strong clear and  complete picture  in my reader’s  mind. |
| Poetic  Techniques  (elements) | I use few poetic  techniques such as figurative language. | I use some poetic  techniques such as figurative language to  reinforce the  theme. | I can use poetic  techniques such as figurative language to  reinforce the  theme. | I can effectively use  poetic techniques such as figurative language  to reinforce the  theme. |
| Language  Conventions  (spelling,  grammar,  punctuation) | My poetry contains  frequent and  numerous  errors in  spelling,  grammar, and  punctuation  that interferes  with my  reader’s  understanding. | I may contain some  errors in spelling,  grammar, and/or  punctuation that  interferes  with my reader’s  understanding. | I have mainly grade level  appropriate  spelling,  grammar, and  punctuation.  some  errors do not  interfere with my  reader’s  understanding. | I have grade-level  appropriate  spelling,  grammar, and  punctuation.  I have few, if  any, errors that  do not interfere  with my reader’s  understanding. |
| Writing Process | My work  lacks  understanding  of the  assignment – no plan / there is little evidence of revision or editing | Student’s work GROWS: (My Next Steps)  demonstrates  some  understanding of  the assignment – plan is vague or missing details / some evidence of revision or editing | Student’s work  demonstrates an  understanding of  the assignment – plan is complete; evidence of revision or editing | Student’s work  demonstrates a  complete  understanding of  the assignment.  Plan is complete and revision/editing stages are very evident |