|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 someappropriate types of poeticforms. I may have too few stanzas or my poetry does not follow all rules for my types of poetry. | I can effectively use threeappropriatepoetic forms. | I can use appropriatepoetic forms creatively.My poetry is completed with some complexity or sophistication. |
| Word Usage | My use ofvocabulary isvery basic. | My use ofvocabulary ismore telling thanshowing. | My use ofvocabulary isroutine andworkable | My use ofvocabulary isprecise, vivid,and paints astrong clear andcomplete picturein my reader’smind. |
| PoeticTechniques(elements) | I use few poetictechniques such as figurative language. | I use some poetictechniques such as figurative language toreinforce thetheme. | I can use poetictechniques such as figurative language toreinforce thetheme. | I can effectively usepoetic techniques such as figurative languageto reinforce thetheme. |
| LanguageConventions(spelling,grammar,punctuation) | My poetry containsfrequent andnumerouserrors inspelling,grammar, andpunctuationthat interfereswith myreader’sunderstanding. | I may contain someerrors in spelling,grammar, and/orpunctuation thatinterfereswith my reader’sunderstanding. | I have mainly grade levelappropriatespelling,grammar, andpunctuation.someerrors do notinterfere with myreader’sunderstanding. | I have grade-levelappropriatespelling,grammar, andpunctuation.I have few, ifany, errors thatdo not interferewith my reader’sunderstanding. |
| Writing Process | My worklacksunderstandingof theassignment – no plan / there is little evidence of revision or editing | Student’s work GROWS: (My Next Steps)demonstratessomeunderstanding ofthe assignment – plan is vague or missing details / some evidence of revision or editing | Student’s workdemonstrates anunderstanding ofthe assignment – plan is complete; evidence of revision or editing | Student’s workdemonstrates acompleteunderstanding ofthe assignment. Plan is complete and revision/editing stages are very evident |