

Salmon Unit Final Project

	Understanding of Topic	Ingenuity	Craftsmanship	Self-Discipline
4	<ul style="list-style-type: none"> -Expands on ideas taught in class (evidence of extra research) -Makes connections between ideas taught in class and new concepts -Key vocab. is defined 	<ul style="list-style-type: none"> -Extraordinarily clever and creative -Student uses individual strengths (i.e. multiple intelligences) to enhance project -Student adapts and overcomes challenges 	<ul style="list-style-type: none"> -Revisions and edits show exceptional care -Space is carefully planned and laid out well -Lettering and coloring creatively emphasizes what's important 	<ul style="list-style-type: none"> -Consistently makes smart choices, even when no one is looking -Opts to complete a second project when finished with the first
3 grade level	<ul style="list-style-type: none"> -Focuses on one H2O topic -Big ideas explained -Includes key vocab -Includes details, examples 	<ul style="list-style-type: none"> -Project is original (different enough from models given in class) -Project teaches an important salmon related idea in a fun and/or clever way 	<ul style="list-style-type: none"> -Revised and edited for 4th grade basics -Neatly written, typed, cut, drawn, etc. -Mistakes neatly corrected -Evidence student practiced choreography, singing, speech, etc. 	<ul style="list-style-type: none"> -On task -Resists distractions -Needs very few, if any, teacher reminders -Completed on-time
2	<ul style="list-style-type: none"> -Project suggests an understanding of the big ideas -Missing some details, examples, and/or key vocab 	<ul style="list-style-type: none"> -Project is very similar to a model in class (i.e. The Life of _____ the salmon) 	<ul style="list-style-type: none"> -Some parts look unplanned or rushed. -Corrected mistakes are easy to spot. There is no rough draft/ evidence of pre-planning 	<ul style="list-style-type: none"> -Needs occasional reminders to stay on task -Completed on-time
1	<ul style="list-style-type: none"> -Project suggests significant gaps in understanding -No details, examples, key vocabulary 	<ul style="list-style-type: none"> -Copied/Not own work -Project does not include a creative application of the big ideas in the water unit 	<ul style="list-style-type: none"> -Project is unfinished/looks like a rough draft. -Handwriting is messy or illegible. -Revising and editing is still required. 	<ul style="list-style-type: none"> -Needs repeated reminders to stay on task -Often distracting others -Project is not complete or not turned in on time

Salmon Unit Final Project

	Perseverance	Communication	Collaboration	Courage
4	<ul style="list-style-type: none"> - Views challenges as opportunities to learn more - Goes above and beyond minimum project requirements to do best work 	<ul style="list-style-type: none"> —Consistently uses appropriate communication avenues (i.e. conference list on board rather than interrupting ongoing teacher-student conferences) -Asks specific questions - Adapts presentation style for a variety of audiences. 	<ul style="list-style-type: none"> - Finds a balance of give and take when collaborating with peers. - Helps peers by asking questions rather than telling them what to change. 	<ul style="list-style-type: none"> -Presents to other classes, or at community meeting. -Chooses a project that involves considerable risk, stretching, learning.
3 grade level	<ul style="list-style-type: none"> -Reaches goal despite challenges -Makes progress each day, rather than cramming at the end 	<ul style="list-style-type: none"> -Asks for help from teachers and peers when needed -Explains new information clearly and effectively (in writing or aloud) 	<ul style="list-style-type: none"> -Shares ideas with others -Accepts feedback to improve project 	<ul style="list-style-type: none"> -Makes eye contact during presentation/song -Posture shows confidence -Takes a risk and challenges self with project or topic choice
2	<ul style="list-style-type: none"> Lack of resiliency (bounce-back) after set-backs means lost valuable project work time -Gets back on track after setbacks with extra teacher support 	<ul style="list-style-type: none"> - May interrupt other student-teacher conferences to seek help. -Verbal or written information is unclear or missing information (i.e. definitions/examples of vocabulary) 	<ul style="list-style-type: none"> - Copies more than collaborates - Reluctant to help others - Reluctant to accept feedback from others 	<ul style="list-style-type: none"> - Minimal eye contact during presentation. - Chooses project that involves minimal risk, stretching, learning.
1	<ul style="list-style-type: none"> - Gives up after setbacks and challenges. - Does not complete/turn in final project 	<ul style="list-style-type: none"> -When “stuck” waits for teacher to approach, rather than seeking help. - Significant gaps in verbal or written information make it difficult for an audience to understand the content. 	<ul style="list-style-type: none"> -Unwilling/unable to collaborate with peers -Unwilling/unable to accept feedback to improve project 	<ul style="list-style-type: none"> -Project is copied, not own work -Does not present project to others.