

Artist \_\_\_\_\_

Spring 2017  
6<sup>th</sup> Mass Extinction Expedition

| Learning Target  | 4   | 3  | 2  | 1  |
|--|---|--|--|--|
| <b>I can show craftsmanship by illustrating my endangered animal in a realistic way.</b>       | <p>Proportions are correct.</p> <p>Details are carefully added – feathers, spots, fur, face, paws, etc.</p>                                 | <p>Proportions are mostly correct.</p> <p>Most details are carefully added.</p>  | <p>Proportions are only somewhat correct.</p> <p>Many details are left out. Only the basic parts are included. For example, a foot is represented as a basic circular shape.</p> | <p>Proportions are very incorrect.</p> <p>or</p> <p>Only basic shapes were added. No detail.</p>   |
| <b>I can use different watercolor techniques to paint a high quality picture of my animal.</b> | <p>Colors were carefully chosen.</p> <p>Blending techniques were used and watercolor is even.</p> <p>Watercolor stays within the lines.</p> | <p>Colors were carefully chosen</p> <p>Blending techniques were used a little, but there is some unevenness.</p> <p>Watercolor is mostly within the lines with a few exceptions.</p> | <p>Colors are mostly correct.</p> <p>Blending techniques were rarely used. Unevenness is frequent.</p> <p>Watercolor is out of the lines frequently.</p>                         | <p>Colors are incorrect.</p> <p>Or</p> <p>Blending was not used, paint is uneven and streaky</p> <p>Watercolor is almost always outside of the lines. The outline is not smooth.</p> |
| <b>I can revise and edit my work until I have a draft I am proud of</b>                        | N/A   | <p>3/4 Growth was made from draft to draft.</p> <p>Or</p> <p>Beginning drafts were already very high quality in the first place and above learning targets were met.</p>             | <p>Growth was made, but drafts were hurried. Student could have taken more time to improve themselves.</p>   | <p>No growth was made. Student did not work to improve their artwork. over time.</p>   |

Poet \_\_\_\_\_

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Biome \_\_\_\_\_

|  |  |
|--|--|
| Learning Target  |  |
| I can craft a poem with my group to educate our audience about our biome and animal/plant's unique features and how they are threatened in a way that is <i>specific</i> to our biome (the poem couldn't be applied to any biome). |  |
| <b>Collaboration:</b> I can contribute to my group's success by staying on task, sharing my ideas, and listening to other's ideas.   |  |
| I can present my poem in a clear way to show pride in my work and support for my animal or plant.  |  |