**Endangered! Information Report Name .....................................**

|  |  |
| --- | --- |
| Endangered animal, plant or bird is ........ |  |
| Location: |  |

|  |
| --- |
| **Description** |
| **Habitat** |

|  |
| --- |
| **Behaviour** |

|  |
| --- |
| **Feeding and Food Chain or Food Web** |

|  |
| --- |
| **Young** |

|  |
| --- |
| **Why is it endangered?** |
| **What can be done to protect this species? Why is this important?** |

**Assessment Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Knowledge and understanding** | **A** | **B** | **C** | **D** | **E** |
| Students explain roles and relationships of living things within a habitat. | Student comprehensively explains understanding of roles and relationships within a habitat with supportive detail and/or examples. | Student clearly explains understanding ofroles and relationships within a habitat with some detail and/or examples. | Student explains roles and relationships within a habitat | Student identifies some roles and relationships within a habitat. | Student is yet to grasp the roles and relationships within a habitat. |
| Students explain the importance of protection of species. | Student comprehensively explains the importance of protection of species with supportive detail, use of subject specific vocabulary and/or examples. | Student clearly explains the importance of protection of species with some supportive detail, and some use of subject specific vocabulary. | Students explain the importance of protection of species. | Student identifies the importance of protection of species. | Student is yet to grasp the importance of protection of species. |
| Students construct a food chain or food web with understanding of the movement of energy withing a habitat. | Student comprehensively and accurately, constructs a food web, with significant detail | Student comprehensively and accurately, constructs a food web. | Student constructs an accurate food chain or food web. | Student attempts to construct an accurate food chain, showing some understanding. | Student is yet to be able to construct or understand a food chain. |
| **Skills** | **A** | **B** | **C** | **D** | **E** |
| Students use the objective language of factual reporting | Student confidently, consistently and accurately uses objective language of factual reporting | Student confidently and with some accuracy uses objective language of factual reporting | Student uses objective language of factual reporting in the information report. | Student sometimes uses objective language of factual reporting | Student does not use objective language of factual reporting i |
| Students use language features of an information report | Student comprehensively uses language features, with clear and accurate sentences that are logically arranged under appropriate headings. | Student uses language features, with clear and accurate sentences that are logically arranged under appropriate headings. | Student use slanguage features of an information report. | Student sometimes uses language features of an information report. | Student is yet to grasp the language features of an information report |
| Students implement the stages of an information report | Student has delivered thoroughly planned report with an excellent layout, well-constructed, comprehensive notes and successful editing of the final copy. | Student has delivered a well-planned report and good layout, well-constructed notes and editing of final copy. | Student has planned, with a final layout, notes and editing of final report. | Student has attempted to implement all elements of the stages of an information report. | Student has not demonstrated understanding of the stages of an information report. |