**PERSUASIVE BROCHURE: ASSESSMENT TASK AND RUBRIC**

Choose a vulnerable or endangered bird, animal or plant from the Granite Belt region.

Create a **persuasive brochure** about this endangered species.

Use the language features of a persuasive text to convince the readers that this creature must be saved and protected.

Your brochure will contain:

* persuasive language features
* description and/or examples of features and behaviours that enable survival in its habitat
* some facts about the species that support your viewpoint.
* reason for its vulnerable or endangered status
* why it should be protected.
* how the reader can help
* photographs or illustrations
* colour and design

You may also include other areas of interest related to the plant, animal or bird.

**Resources:**

Fact Sheets

Websites

PowerPoint

Peers

Teacher

<https://www.youtube.com/watch?v=PWrS6JD5KjQ>

How to structure a trifold brochure

**PERSUASIVE BROCHURE - RUBRIC**

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| --- | --- | --- | --- | --- | --- |
| **Knowledge and understanding** | **A** | **B** | **C** | **D** | **E** |
| Students examine how particular structural features and behaviours of living things enable their survival in specific habitats. | Student comprehensively examines the features and behaviour of a species which enables their survival in specific habitats with supportive detail and/or examples. | Student comprehensively examines the features and behaviour of a species which enables their survival in specific habitats with some detail and/or examples. | Student examines how particular structural features and behaviours of a species enables their survival in specific habitats. | Student identifies some structural features and behaviours of a species that enables it to survive in their habitat. | Student is yet to grasp the structural features of a species that enable their survival in 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. |
| **Skills** | **A** | **B** | **C** | **D** | **E** |
| Students use the subjective language of persuasive text. | Student confidently, consistently and accurately uses subjective language of persuasive brochure. | Student confidently and with some accuracy uses subjective language of persuasive brochure. | Student uses subjective language of persuasive brochure. | Student sometimes uses subjective language of persuasive brochure. | Student does not use subjective language of persuasive brochure. |
| Students use language features of a persuasive text, including one point of view. | Student comprehensively uses language features of persuasive text, including a strong and inspirational viewpoint. | Student uses some language features of persuasive text, including a strong viewpoint., | Student uses language features of a persuasive text, including point of view. | Student sometimes uses language features of a persuasive text. | Student is yet to grasp the language features of a persuasive text. |
| Students implement the stages of a persuasive text. | Student has delivered a thoroughly planned persuasive text layout, with well-constructed, comprehensive notes,  sequential delivery of the argument and successful editing of the final copy. | Student has delivered a well-planned persuasive text layout, with comprehensive notes, sequential delivery of the argument and mostly successful editing of the final copy. | Student has planned, with a final working layout, sequential argument, notes and editing of final text. | Student has attempted to implement elements of the stages of persuasive text. | Student has not demonstrated understanding of the stages of a persuasive text. |