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

Write an **information report** that will provide information and evidence about the species and its endangered status.

Your report will contain:

* language features and structure of an information report
* facts about the species
* description and/or examples of features and behaviours that enable survival in its habitat
* why it is vulnerable or endangered
* photo or illustration
* granite belt map showing location of habitats.
* what is being done to save the species
* how the readers can help

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

**Resources:**

Fact Sheets

Websites

PowerPoint

Peers

Teacher

**INFORMATION REPORT - RUBRIC**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 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. |