**CARING FOR NATURE: Granite Belt Biodiversity & Endangered Species**

**Generic Assessment Rubric based on main CDs and themes in the unit PREP**

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| **Knowledge and understanding** | **A** | **B** | **C** | **D** | **E** |
| Students identify some familiar texts, such as stories and information texts, and their purpose.[*AC9EFLY01*](https://v9.australiancurriculum.edu.au/search?TTN=q%3DAC9EFLY01&on=AC&AC=q%3DAC9EFLY01%26pageOffset%3D0) | Student comprehensively identifies some familiar texts and their purpose.  | Student thoroughly identifies some familiar texts and their purpose. | Student identifies some familiar texts and their purpose. | Student partially identifies some familiar texts and their purpose. | Student is yet to identify some familiar texts and their purpose. |
| Students understand that texts can take many forms such as signs, books and digital texts[*AC9EFLA03*](https://v9.australiancurriculum.edu.au/search?TTN=q%3DAC9EFLY01&on=AC&AC=q%3DAC9EFLA03%26pageOffset%3D0) | Student comprehensively understands that texts can take many forms such as signs, books and digital texts. | Student thoroughly understands that texts can take many forms such as signs, books and digital texts. | Student understands that texts can take many forms such as signs, books and digital texts. | Student partially understands that texts can take many forms such as signs, books and digital texts. | Student is yet to understand that texts can take many forms such as signs, books and digital texts.affect everyday life. |
| Students observe external features of plants and animals and describe ways they can be grouped based on these features.[AC9SFU01](https://v9.australiancurriculum.edu.au/search?TTN=q%3DAC9EFLY01&on=AC&AC=q%3DAC9SFU01%26pageOffset%3D0) | Student comprehensively observes external features of plants and animals and insightfully describes ways they can be grouped based on these features. | Student thoroughly observes external features of plants and animals and describes ways they can be grouped based on these features. | Student observes external features of plants and animals and describes ways they can be grouped based on these features. | Student partially observes external features of plants and animals and describes ways they can be grouped based on these features. | Student is yet to observe external features of plants and animals and describe ways they can be grouped based on these features. |
| Students identify the features of familiar places they belong to, why some places are special and how places can be looked after[AC9HSFK03](https://v9.australiancurriculum.edu.au/search?TTN=q%3DAC9MFST01&on=AC&AC=q%3DAC9MFST01%26pageOffset%3D0) | Student comprehensively identifies the features of familiar places they belong to, why some places are special and how places can be looked after, with a number of examples. | Student comprehensively identifies the features of familiar places they belong to, why some places are special and how places can be looked after, with a few examples. | Student identifies the features of familiar places they belong to, why some places are special and how places can be looked after. | Student partially identifies the features of familiar places they belong to, why some places are special and how places can be looked after. | Student is yet to identify the features of familiar places they belong to, why some places are special and how places can be looked after. |
| **Skills** | **A** | **B** | **C** | **D** | **E** |
| Students collect, sort and compare data represented by objects and images in response to given investigative questions that relate to familiar situations.[AC9E1LY06](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/english/year-1/content-description?subject-identifier=ENGENGY1&content-description-code=AC9E1LY06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Student confidently, consistently and accurately collects, sorts and compares data represented by objects and images in response to given investigative questions that relate to familiar situations. | Student confidently and with some accuracy collects, sorts and compares data represented by objects and images in response to given investigative questions that relate to familiar situations. | Students collects, sorts and compares data represented by objects and images in response to given investigative questions that relate to familiar situations. | Student partially collects, sorts and compares data represented by objects and images in response to given investigative questions that relate to familiar situations. | Student is yet to collect, sort and compare data represented by objects and images in response to given investigative questions that relate to familiar situations. |
| Students pose questions and make predictions based on experiences [AC9SFI01](https://v9.australiancurriculum.edu.au/search?TTN=q%3DAC9MFST01&on=AC&AC=q%3DAC9SFI01%26pageOffset%3D0) | Student often poses insightful questions and makes valid predictions based on experiences.  | Student consistently poses questions and makes thoughtful predictions based on experiences.  | Student poses questions and make predictions based on experiences  | With support, poses questions and make predictions based on experiences | Student is yet to pose questions and make predictions based on experiences |
| Students engage in investigations safely and make observations using their senses. [AC9SFI02](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/foundation-year/content-description?subject-identifier=SCISCIFY&content-description-code=AC9SFI02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Student confidently and successfully engages in investigations safely and makes insightful observations using their senses.  | Student thoroughly engages in investigations safely and makes thoughtful observations using their senses.  | Student engages in investigations safely and makes observations using their senses.  | Student partially engages in investigations safely and makes observations using their senses.  | Student is yet to engage in investigations safely and makes observations using their senses. |