

Category and Score	Beginning 1	Developing 2	Very Good 3	Exemplary 4	Score
Knowledge & Understanding (Characteristics of the species and its status)	Student demonstrates a limited understanding about the negative impacts of human interaction on their species. Student report has little or no clarity of ideas that focus on the species and its habitat.	Student demonstrates some understanding about the negative impacts of human interaction on their species. Student report has some clarity of ideas that focus on the species and its habitat.	Student demonstrates considerable understanding about the negative impacts of human interaction on their species. Student report has a general level of clarity of ideas that focus on the species and its habitat.	Student demonstrates thorough understanding about the negative impacts of human their species. Student report communicates strong clarity of ideas that focus on the species and its habitat.	%25
Thinking and Inquiry	Student rarely uses appropriate scientific vocabulary and concepts. Facts are inaccurate, misleading or incomplete.	Student occasionally uses appropriate scientific vocabulary and concepts. Some facts are accurate and relevant information.	Student often uses appropriate scientific vocabulary and concepts. Most facts are accurate and relevant information.	Student consistently uses appropriate scientific vocabulary and concepts. Facts are completely accurate and relevant.	%25
Communication (Expression and Organization of Ideas)	Student provides limited detail about the elements of their species. (Appearance, Habitat, Adaptations, Range, Food, Predators, Life Cycle, Human Impact, Current Status and Conservation Efforts). The length of the research report is inconsistent with the message. Student does not communicate the information in their own words.	Student provides some detail about the elements of their species. (Appearance, Habitat, Adaptations, Range, Food, Predators, Life Cycle, Human Impact, Current Status and Conservation Efforts). The length of the research report is somewhat appropriate to the message. Student communicates some of the information in their own words.	Student provides considerable detail about the elements of their species. (Appearance, Habitat, Adaptations, Range, Food, Predators, Life Cycle, Human Impact, Current Status and Conservation Efforts). The length of the research report is appropriate to the message. Student communicates most information in their own words.	Student provides thorough detail about the elements of their species. (Appearance, Habitat, Adaptations, Range, Food, Predators, Life Cycle, Human Impact, Current Status and Conservation Efforts). The length of the research report is very appropriate appropriate to the message. Student effectively communicates all information in their own words.	%25
Application	Student research is limited and not complete. Research was not done independently.	Student research is somewhat complete. Research was done independently.	Student research is complete. Research was done independently	Student research is complete with great detail. Research was done independently.	%25
				Total Score	%100

Conclusion

THANKS YOU FROM MOTHER NATURE
 Mother Nature thanks you for all your hard work during this quest... you have been a big help. Make sure to review your Research Booklet to ensure all sections have been completed, and then you can get started on your rough draft. Make sure you complete the Map as well. Upon completing this assignment, you should be closely familiar with your animal, its habitat, characteristics, and more... and most importantly is knowing how to save your animal from being endangered.

Teacher Page

Ontario Science & Technology Curriculum Specific Expectations: Understanding Basic Concepts~ classify organisms according to their role in a food chain (e.g., producer, consumer); ~ demonstrate an understanding of a food chain as a system in which energy from the sun is transferred eventually to animals, construct food chains of different plant and animal species (e.g., carrot’rabbit’fox), and classify animals as omnivore, carnivore, and herbivore; ~ describe structural adaptations of plants and animals that demonstrate a response of the living things to their environment (e.g., the height of a plant depends on the amount of sunlight the plant gets; many animals that live in the Arctic have white fur); ~ Developing Skills of Inquiry, Design, and Communication~ use appropriate vocabulary, including correct science and technology terminology, in describing their investigations, explorations, and observations (e.g., habitat, population, ecological niche, community, food chain); ~ Relating Science and Technology to the World Outside the School ~ describe ways in which humans can affect the natural world (e.g., urban development forces some species to go

elsewhere and enables other species to multiply too rapidly; conservation areas can be established to protect specific habitats);4s16 ~ show the effects on plants and animals of the loss of their natural habitat (e.g., nesting sites of ducks may be destroyed when a dam is built);4s18

Standards

Credits

Other