### Rubric Years 5&6: The Australian Tropical Savanna

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adaptation of plants in the tropical savanna</strong></td>
<td>Acknowledges there is a difference between habitats of different regions of Australia.</td>
<td>Has identified some key elements that affect the adaptation of plants in the tropical savanna.</td>
<td>Explains the relationship of climate, plants and the type of fires. Can identify some of the main plant adaptations for surviving fire.</td>
<td>Can also predict what adaptations are needed to survive in the tropical savanna.</td>
</tr>
<tr>
<td><strong>Describing the relationships between climate and environment</strong></td>
<td>Understands the concept of climate and environment, but does not make any connection between climate and environment.</td>
<td>Can show some links between the climate and environment. Can explain how temperature and rain affects the environment.</td>
<td>Can explain how seasonal changes affect the environment and how some plants and animals are adapted to these changes.</td>
<td>Explains how variations in climate impacts on the environment and predicts the kinds of changes to the environment that might be expected.</td>
</tr>
<tr>
<td><strong>Identify, interpret and judge the validity of a variety of geographical sources</strong></td>
<td>Only sometimes applies research skills to locate relevant information. The summarised text has not answered the required research task.</td>
<td>Needs some assistance to research skills to locate relevant information, organise and produce a summarised text.</td>
<td>Uses research skills to locate relevant information, organise and produce a summarised text.</td>
<td>Is able to identify the most authoritative sources when locating information and then organising and produce a summarising text</td>
</tr>
<tr>
<td><strong>Processing and analysing data and information</strong></td>
<td>Can’t link investigation and data with the investigation question.</td>
<td>Makes some links with information data to answer the investigation question.</td>
<td>Uses information and data to answer investigation questions.</td>
<td>Goes further by suggesting how the investigation can be modified to improve the outcome.</td>
</tr>
<tr>
<td><strong>Communication project</strong></td>
<td>Provided only a few examples of plants and animals in their diagram.</td>
<td>Used the most important plants and animals in their diagram and showed some links.</td>
<td>Used the most important plants and animals in their diagram and showed and explained many links.</td>
<td>The diagram represents a very detailed foodweb.</td>
</tr>
<tr>
<td><strong>Working in groups</strong></td>
<td>Is only sometimes focused on completing tasks and contributing to group work.</td>
<td>Works well with others most of the time with the occasional lapse.</td>
<td>Always contributes and completes work on time. Works well with their group.</td>
<td>Provides leadership and encouragement within their group by being positive and supportive.</td>
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</tbody>
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**Student’s name ____________________________**  **Unit of work ____________________________**  **Date ________**