**Solo taxonomy rubric**

Marine ecology comprehension

**Field trip:** *Pakake, New Zealand sea lions*

This rubric aligns with the New Zealand Curriculum's Te Ao Tūroa | Science and Te ao tangata | Social Sciences learning areas, facilitating ākonga exploration of marine ecosystems, taoka/taonga species, and conservation.

Use this rubric to assess ākonga's understanding as they engage in activities and discussions related to marine ecosystems, taoka/taonga species, and conservation. Modify discussions and activities to meet the needs of your class, your teaching objectives, and local conservation issues. Adapt it as needed.

**Level 1: Prestructural**

* Has yet to exhibit an understanding of marine ecosystems, taoka/taonga species, or conservation.
* Has yet to identify fundamental concepts linked to taoka/taonga species, or conservation.

**Level 2: Unistructural**

* Has a grasp of one or two key concepts of marine ecosystems, taoka/taonga species, or conservation.
* Can identify some basic elements but has yet to develop a profound understanding.

**Level 3: Multistructural**

* Exhibits an understanding of several key concepts related to marine ecosystems, taoka/taonga species, and conservation identified in the field trip.
* Can describe the significance of marine ecosystems, taoka/taonga species, and need for conservation. Although there is discernible understanding about the connections between concepts, further development may be needed.

**Level 4: Relational**

* Displays a robust understanding of marine ecosystems, taoka/taonga species, and conservation, successfully identifying connections between various concepts explored during the field trip.
* Can discuss the interrelationships between different elements, draw conclusions, and recognise the importance of these concepts in the context of kaitiakitanga | environmental stewardship.

**Level 5: Extended Abstract**

* Exhibits a sophisticated understanding of marine ecosystems, taoka/taonga species, and conservation. Ākonga can synthesise complex information, think critically about the topic, apply their knowledge to real-world situations, and reflect on the broader implications of conservation efforts.
* Demonstrates a deep appreciation of the interconnectivity of ecosystems and the significance of protecting taoka/taonga species in Aotearoa.