

Black Rhino (*Diceros bicornis*)

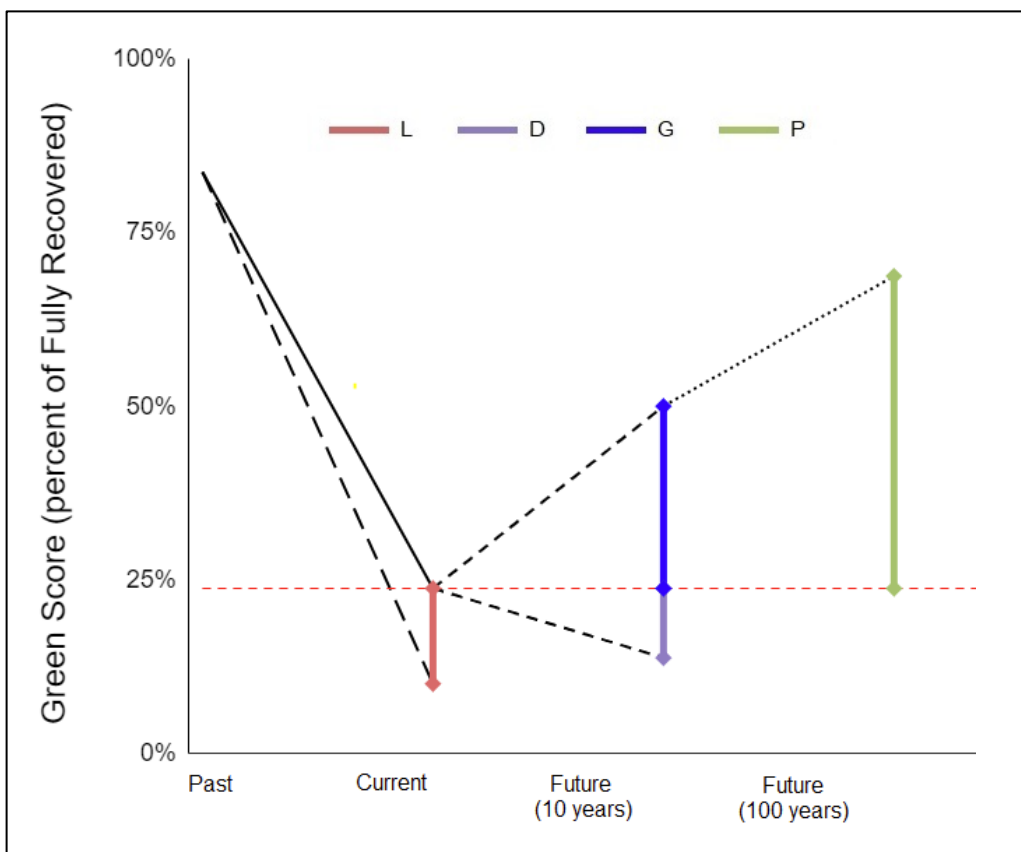


Figure S1. Graphical representation of the conservation metrics based on the Green Scores. Key: Vertical arrows represent the four conservation metrics: L – Conservation Legacy (may not appear if current and counterfactual states are the same); D – Conservation Dependence (may not appear if current and future-without-conservation states are the same); G – Conservation Gain (may not appear if current and future-with-conservation states are the same); P – Recovery Potential (may not appear if current and potential states are the same). The horizontal red dashed line represents the Current Green Score. Solid black line: observed change in the Green Score of the species (ignore it if "Former" state is not specified). Long-dashed black line: (counterfactual) past change expected in the absence of past conservation efforts. Dashed black lines: future scenarios of change expected with and without current and future conservation efforts. Dotted black line: long-term potential change expected with future conservation innovation and efforts.

Appendix 1. Assessor Self-Review

1. **Disclose any potential conflicts of interest which could bias the assessment.**

None

2. **Is there any discrepancy between this assessment and the Red List assessment for the species? If so, comment on the likely reason for this discrepancy.**

In the four years between this assessment and the subspecies Red List assessment for *D. b. minor*, the population has continued to improve. The rate of decline within the window of time covered by the previous three generations no longer meets the threshold for CR based on past declines, so this spatial unit is assessed as EN. The difference is highlighted in the justification for the current state in the South-central spatial unit.

3. **Review the impact that you assigned to the various threats and conservation actions. Would the trajectory of the species be very different if other choices were made? If so, review your justification for these choices. If appropriate, widen the bounds on tabs 4 and 5-8 (change the lower and upper plausible values) to reflect the uncertainty introduced by the possibility of these other choices. How, if at all, did this review question cause this assessment to change? If no changes were needed, please write "no changes".**

No changes.