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| **Criteria** | **Below Basic 0-50** | **Basic 51-100** | **Proficient 101-150** | **Advanced 151-200** |
| **Knowledge Gained**  | Several students in the group could NOT correctly state facts about the topic used for the game without looking at the game. | Most students in the group could easily and correctly state 1-2 facts about the topic used for the game without looking at the game. | All students in the group could easily and correctly state 1-2 facts about the topic used for the game without looking at the game. | All students in group could easily and correctly state several facts about the topic used for the game without looking at the game. |
| **Accuracy of Content**  | Several information cards made for the game are not accurate. | All but two of the information cards made for the game are correct. | All but one of the information cards made for the game are correct. | All information cards made for the game are correct. |
| **Attractiveness**  | Little or no color or fewer than 3 graphics were included. | Contrasting colors and "borrowed" graphics were used to give the cards and game board visual appeal. | Contrasting colors and at least 1 original graphic were used to give the cards and game board visual appeal. | Contrasting colors and at least 3 original graphics were used to give the cards and game board visual appeal. |
| **Rules**  | The rules were not written. | Rules were written, but people had some difficulty figuring out the game. | Rules were written, but one part of the game needed slightly more explanation. | Rules were written clearly enough that all could easily participate. |
| **Creativity**  | Little thought was put into making the game interesting or fun. | The group tried to make the game interesting and fun, but some of the things made it harder to understand/enjoy the game. | The group put some thought into making the game interesting and fun to play by using textures, fancy writing, and/or interesting characters. | The group put a lot of thought into making the game interesting and fun to play as shown by creative questions, game pieces and/or game board. |
| **Cooperative work**  | The group often did not work well together and the game appeared to be the work of only 1-2 students in the group. | The group worked fairly well together with all members contributing some work. | The group generally worked well together with all members contributing some quality work. | The group worked well together with all members contributing significant amounts of quality work. |

**Board Game Rubric**