|  |  |
| --- | --- |
| |  | | --- | | **Board Game Rubric**  Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY** | **4** | **3** | **2** | **1** |
| **Creativity** | A lot of thought into making the game interesting and fun to play as shown by creative questions, game pieces and/or game board. | Some thought was put into making the game interesting and fun to play by using textures, fancy writing, and/or interesting characters. | Student tried to make the game interesting and fun, but some of the things made it harder to understand/enjoy the game. | Little thought was put into making the game interesting or fun. |
| **Attractiveness** | Contrasting colors and at least 3 original graphics were used to give the cards and/or game board visual appeal. | Contrasting colors and at least 1 original graphic were used to give the cards and/or game board visual appeal. | Contrasting colors and "borrowed" graphics were used to give the cards and/or game board visual appeal. | Little or no color or fewer than 3 graphics were included. |
| **Rules** | Rules were written clearly enough that all could easily participate. Typed and edited for errors. | Rules were written, but one part of the game needed slightly more explanation. Typed, but some errors. | Rules were written, but people had some difficulty figuring out the game. Typed or handwritten, but many typos. | The rules were not written. |
| **Accuracy of Content** | All information cards or game spaces made for the game are historically correct. | All but one of the information cards or game spaces made for the game are historically correct. | All but two of the information cards or game spaces made for the game are historically correct. | Several information cards or game spaces made for the game are not accurate. |
| **Knowledge Gained** | Game creation  demonstrates strong knowledge of historical content. Created a game that could challenge everyone – even those with great knowledge | Game creation  demonstrates knowledge. Good ideas for questions to help student know the historical content. | Game creation demonstrates adequate knowledge. Questions need a bit more work. | Game creation  does not demonstrate historical knowledge or the questions are off-topic/inappropriate. |

**TOTAL POINTS:**