Create a Game

- *Those students who wish to create and present a game presentation should turn in both a hard copy of their game and come prepared to present a five minute portion of their game via the ELMO or by making multiple copies to share with their peers in front of the class on their assigned date. Games are due on the common due date.*

CATEGORY	100-90	89-80	79-65	64-0
Quality	▪ All information cards made for the game are correct. (10) ▪ Support materials for the game reflect the content and are well constructed. (10)	▪ All but one of the information cards made for the game is correct. (9) ▪ Support materials for the game reflect the content and are generally well constructed. (10)	▪ All but two of the information cards made for the game are correct. (8) ▪ Support materials for the game sometimes reflect the content and are often well constructed. (8)	▪ Several information cards made for the game are not accurate. (6-0) ▪ Support materials for the game rarely reflect the content and are poorly constructed. (6-0)
Creativity	▪ The student clearly put a lot of thought and effort into making the game interesting and fun to play. (10) ▪ The game utilizes creative questions, game pieces, fun writing, interesting characters and/or game board. (10)	▪ The student put some thought and effort into making the game interesting and fun to play. (9) ▪ The game utilizes some creative questions, game pieces, fun writing, interesting characters and/or game board. (9)	▪ The student tried to make the game interesting and fun, but some elements made it harder to understand/enjoy the game. (8) ▪ The game used few creative elements. (8)	▪ Little thought was put into making the game interesting or fun. (12-0)
Rules	▪ Rules were written clearly. (10) ▪ Instructions are clear and support the content. (10)	▪ Rules were written, but one part of the game needed slightly more explanation. (9) ▪ Instructions support the content. (9)	▪ Rules were written, but people had some difficulty figuring out the game. (8) ▪ Instructions were attempted. (8)	▪ The rules were not written. (12-0)
Historical Accuracy	▪ All historical information appeared to be accurate and in chronological order. (10) ▪ Student included more information than was required. (10)	▪ Most historical information appeared to be accurate and in chronological order. (9) ▪ Student included the majority of the information than was required. (9)	▪ Some historical information appeared to be accurate and in chronological order. (7) ▪ Student included some of the information than was required. (8)	▪ Very little of the historical information was accurate and/or in chronological order. (6-0) ▪ Student included very little of the information than was required. (6-0)
Grammar & Spelling (Conventions)	▪ There are no errors in grammar, punctuation, penmanship (typing) or spelling that distracts the reader from the content or game. (10)	▪ There are 1-2 errors in grammar, punctuation, penmanship (typing) or spelling that distracts the reader from the content or game. (9)	▪ There are 3-4 errors in grammar, punctuation, penmanship (typing) or spelling that distracts the reader from the content or game. (8)	▪ There are more than four errors in grammar, punctuation, penmanship (typing) or spelling that distracts the reader from the content or game. (6-0)
Graphics	▪ All graphics are in focus, are well-cropped. (All graphics are clearly related to the game. (10)	▪ Graphics are in focus Most graphics are clearly related to the game.(9)	▪ 80-100% of the graphics are clearly related to the game. (8)	▪ More than 20% of the graphics are not clearly related to the game OR no graphics were used. (6-0)

Total Points Possible 100   Points Received