

Board Game Rubric

Student Page: _____

Teacher Name: _____

Your game will be graded according to the rubric below. By default, the game will get a single grade for the group. If I see too much input about the contributions of any individual, your team and will adjust the group grade upward or down for individuals if necessary.

CARD GAME	4	3	2	1
Creativity (20)	A lot of thought into making the game interesting and fun to play as shown by creative quantifying, game pieces and/or game board. 10	Some thought went into making the game interesting and fun to play by using tables, creative writing, and/or interesting characters. 5-20	Student created more the game interesting and fun, but some of the things made it harder to understand/play the game. 5-5	Little thought went into making the game interesting or fun. 1-20
Visual Appeal (20)	Colorful, clear and at least 5 original graphics were used to give the cards and game board visual appeal. 10	Colorful, clear and at least 5 original graphics were used to give the cards and game board visual appeal. 5-20	Colorful, clear and "functional" graphics were used to give the cards and game board visual appeal. Some content, metaphors. 5-5	Little or no color and/or elements of the content were nearly derivative and not related to the topic. 1-20
Rules (20)	Rules were written clearly enough that an adult could participate, typed and edited for errors. 10	Rules were written, but one part of the game needed slightly more explanation, typed, but some errors. 5-10	Rules were written, but people had some difficulty figuring out the game, typed or handwritten, many errors. 5	The rules were not written/typed and/or were confusing, handwritten, no errors. 1-5
Accuracy of Content (20)	All information cards made for the game are correct. 10	All but 1 of the information cards made for the game are correct. 5	Two of the information cards made for the game are correct. 5	Several information cards made for the game are not accurate. 1
Knowledge Demonstrated (20)	Game creation demonstrates strong knowledge of the unit of study. Created a game that could challenge someone who knows the unit with great knowledge. 10	Game creation demonstrates knowledge. Good ideas for questions to help student review the unit of study. 5	Game creation demonstrates adequate knowledge. Questions/answers need a little work. 5	Game creation does not demonstrate knowledge of the unit of study or the quantifiers are off/typo/misplaced/other. 1
Mathematical Effectiveness (20)	Winning the game requires learning to understand the unit of study. The rules are mathematically complete. 10	Winning is learning, and clearly stated and, though some mental effort is spent on aspects that are just about the game. 5	Significant effort is spent on things that have nothing to do with the unit of study. 5	The content is incidental. One can play the game without knowing/learning about the unit of study. 1

Total Score: _____ /100

Create A Board Game Assignment Rubric

Jonathan Reams



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AI Classroom Companion for Teachers: 200+ Prompts for Core Lessons, Enrichment, Student Support & Communication ReguReady, 2025-09-07 The AI Classroom Companion for Teachers offers 200 carefully crafted prompts to simplify planning teaching and communication Designed for busy educators each prompt includes instructions expected outcomes and sample outputs so you can confidently use AI without wasting time This book organizes prompts into 5 teacher centered categories Core Teaching daily lessons units organizers scripts Enrichment passion projects debates research fairs student showcases Student Support SEL activities scaffolds for ESL ADHD peer mentoring Assessment Tools pre tests post tests rubrics reflection trackers Communication Partnerships newsletters permission slips parent updates alumni outreach Every section ends with workflow recipes that show you how to chain prompts together for maximum impact It s the perfect companion for teachers tutors and homeschool families looking for time saving AI resources [Board Games in the CLIL Classroom](#) Thomai Alexiou, Athanasios Karasimos, 2023-12-18 The present book explores how modern board gaming and language teaching can be beneficially combined to achieve optimal impact Modern board games have a lot to offer language learners and teachers and they should play a much more significant role in what has been labelled Content and Language Integrated Learning or CLIL Modern board games require cooperation problem solving active discovery interpretation and analysis Most importantly modern board games allow students to explore a hypothetical environment without the risk of language errors The key ingredient of the present book is game based learning and teaching theory or GBLTT a theoretical framework which measures learning outcomes based on gaming and learning procedures GBLTT is focused on balancing information and gameplay as well as putting a focus on the ability of each learner to retain language competence and to put their subject to realistic situations *Choreographing Creativity* Jennifer Lynne Bird, 2009-12-03 *Choreographing Creativity Teaching as Artistic and Technical within the Curriculum of Composition* views teaching as a combination of artistic and technical elements similar to a figure skating or dance routine Dr Jennifer Bird presents a fictional story founded in factual teaching methods to illustrate this concept The fifteen teachers in Cohort for Change join her on this journey to share snapshots of their classroom experiences and advice for educators who wish to reclaim classroom creativity in the current teach to the test culture of education **Virginia Journal of Education** , 2006 **Maturing Leadership** Jonathan Reams, 2020-04-03 We ve known for years now that demands on leaders are only increasing Yet we have lacked rigorous ways to support development for leaders to meet these demands In *Maturing Leadership* Jonathan Reams brings together a cast of expert contributors to explore the value of a developmental approach to these issues **Activities for a Differentiated Classroom: Level 3** Wendy Conklin, 2011-02-01 Easily implement grade appropriate lessons suitable for Grade 3 classrooms Based on current research these easy to use lessons are based on a variety of strategies to differentiate your instruction Activities are included to allow access to all learners ZIP file contains interactive whiteboard compatible

resources including sample projects templates and assessment rubrics This resource is correlated to the Common Core State Standards and is aligned to the interdisciplinary themes from the Partnership for 21st Century Skills **Evaluating**

Students Alex Shirran,2006 Marks and letter grades are not simply assigned In our high stakes testing era teachers need to be well versed in the theory practice and politics of marking and be able to justify and defend their evaluation and teaching practices Based on years of classroom experience this timely book uses compelling case studies and suggests specific strategies for clarifying classroom assessment and advancing the teacher s relationship with students parents and administrators This book presents an overview of the basic conditions and criteria of marking It includes details on calculating grades that range from weighting course marks and determining report card marks to reflecting the role of effort in assigning grades This teacher friendly book also explores the many issues around the role of standardized tests This remarkable handbook will show new and experienced teachers that a marking process that is research driven transparent and universally applied is the best way to defend their decisions Publisher s description from p 4 of cover *Grade 3*

Science Cross-Curricular Project ,2001 For grades K 6 *The Wisconsin Environmental Education Board ... Grant Recipients* Wisconsin Environmental Education Board,2000 **Inquiry Learning Through Librarian-Teacher**

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Language Arts and Literacy in the Middle Grades Margaret J. Finders,Susan Hynds,2007 From two prominent scholars in the field of literacy comes a middle school teacher preparation text that offers important innovations not usually found in traditional secondary methods texts The book is rife with concrete examples of teaching literacy and language arts in middle school contexts but is relevant to preservice and practicing teachers at middle and high school levels This edition includes a stronger focus on culturally relevant pedagogy and the needs of English Language Learners as well as a Standards in Practice feature which helps teachers incorporate state and national standards in teaching and planning The book is based on a teacher as inquirer model A fieldwork component provides tools for classroom inquiry and reflection in each chapter The book is timely and relevant with classroom cases written by experienced and new middle school language arts teachers

Standards-based Activities with Scoring Rubrics: Performance-based portfolios ,2002 **Becoming a Middle Level Teacher** Cathy Vatterott,2007 Becoming A Middle Level Teacher outlines an approach to student focused instruction that can provide greater academic success for the most students and at the same time assist early adolescents in navigating the difficult transition of puberty With over 50 learning activities in language arts social studies science math art music and

physical education from 20 practicing middle school teachers the text is full of examples of actual programs and practices from several outstanding middle schools **The Science Teacher** ,2005 SCC Library has 1964 cur **Block Sched Hnbk Ctf 2003** Holt Rinehart & Winston,2002-02-22 *Call to Freedom* ,2003 Educational Psychology Jeanne Ellis Ormrod,2006 Educational Psychology Developing Learners is known for its exceptionally clear and engaging writing its in depth focus on learning and its extensive concrete applications Its unique approach helps teachers understand concepts by encouraging them to examine their own learning and then showing them how to apply these concepts The book gives an in depth understanding of the central ideas of educational psychology and moves seamlessly between theory and applications including innumerable concrete examples video cases written cases artifacts and more to help the reader connect educational psychology to children and classrooms Connected Mathematics ,2004 Contains a complete sixth grade mathematics curriculum with connections to other subject areas

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