

Board Game Scoring Guide

Category	4	3	2	1
Content	The project clearly shows understanding of the play. It reflects application of critical thinking skills; shows notable insight, and understanding of the play.	The project shows understanding of the play. It reflects at least one of the following: application of critical thinking skills and/or shows notable insight into the play.	There is a basic understanding of the play. The project presents information in an accurate and organized manner that can be understood by the intended audience.	The project shows little understanding of the play. There is an organizational structure though it may not be carried through in a consistent manner. There may be factual errors or inconsistencies.
Directions	Directions make it perfectly clear how to play the game. They are neatly typed without errors in conventions or grammar.	Directions are typed but have 2-3 minor grammatical errors. They are somewhat unclear or a step is missing	There are more than 3 errors. Directions are unclear and 2-3 steps could be added to clarify.	Errors in grammar interfere with understanding of the directions. Much revision is needed. Many steps are missing or incomplete and it is very difficult to understand how to play the game.
Design and Creativity	The board game is neatly and creatively constructed. The game is visually interesting, and the game pieces are designed with graphic appeal in mind.	Though neat and carefully constructed, the board lacks some visual appeal. Game pieces are functional but not creative.	The board game is basically constructed. Game pieces lack graphic elements and do not appeal to the player.	There is a game board, but it either lacks color or graphic interest. No extra efforts were made at creativity.
Presentation of Game	The student varied his/her pitch and spoke at a good rate and volume. He/she maintained eye-contact while using, but not reading, his/her notes.	The student's pitch was usually varied and he/she spoke a little faster or slower than necessary, or too quietly or loudly at times. He/she maintained eye-contact, but relied too much on notes.	The student spoke at a good rate and volume, but rarely varied pitch. He/she relied heavily on notes.	The student paid little attention to rate, volume, or pitch. He/she read nearly word for word from notes.
Length of Presentation	Presentation was at least 4 minutes long.	Presentation was at least 3 minutes long.	Presentation was at least 2 minutes long.	Presentation was less than 2 minutes long.

Comments: