

Rubric: Ecosystem Board Game

Create a board game that reflects aspects the specific ecosystem you have chosen. (Use this reference:<http://www.taasa.org/wp-content/uploads/2012/04/Working-on-the-Wow-Side-Handout-31.pdf>) Games must be portable and easily stored. Equal effort from both partners is required. Science content must include key vocabulary: producers, consumers, omnivores, herbivores, carnivores, scavengers, decomposers, & succession (secondary).

Ecosystem Board Game				
	Level 4 10 pts	Level 3 8 pts	Level 2 5 pts	Level 1 2 pts
1. Game Question Content (Science) 20 %	Level 4 Game elements demonstrate considerable knowledge one specific ecosystem and its component parts and roles. There should be no duplication of question content, and high order questioning is expected.	Level 3 Game elements demonstrate partial knowledge of specific ecosystem relationships OR those on the game board in particular. There is SOME duplication of questions, or only a few high level questions.	Level 2 Game elements demonstrate little knowledge of student chosen ecosystem and component parts. There is a great deal of duplication of questions, and most questions are recall.	Level 1 Game elements demonstrate little knowledge of the specific ecosystem components or application thereof. There are many duplicate questions, and all questions are recall.
2. Design of board game 10 %	Level 4 Design is a clear representation of the science content, easy to play and rules are well written, and thorough. The game board is very colorful, contains no grammatical errors, clearly demonstrates creativity.	Level 3 Design is partly representative of the science content, it may be a little confusing to play and rules are limited. Game board demonstrates some creativity, but all written aspects are without error.	Level 2 Design is somewhat representative of the science content, the game is difficult to play and rules are poorly written. Gameboard may be colorful but not very creative, or there are errors in grammar.	Level 1 Design is poor, with little or no relevance to topic. No rules or instructions evident. Gameboard is lacking creativity and/or color, and shows no evidence that it was proofread.
3. Spelling, punctuation & grammar 10 %	Level 4 Few, if any errors; these do not distract the game player. Occasionally misspells complex words.	Level 3 Few errors; these do not affect meaning. Appears to be carefully edited and proofread. Few spelling errors.	Level 2 Noticeable errors may cause confusion; often surface errors could be fixed by careful proofreading. May include careless errors.	Level 1 Frequent noticeable errors distract the players and may interfere with meaning. Many spelling errors.
4. Game pieces 10 %	Level 4 Game includes all of the necessary pieces to play the game. These represent the ecosystems included on the game board. There is a unique way to store the game pieces with the game board.	Level 3 Game is missing one of necessary pieces to play the game, or the game pieces have no relevance to the ecosystem. There is no storage system for game pieces.	Level 2 Game is missing two of the necessary pieces to play the game. They are unrelated to the ecosystem. There is no storage system for game pieces.	Level 1 Game is missing three or more of the necessary pieces to play the game. There is no storage system for game pieces.



<p>5. Number of ?'s 10 %</p>	<p>Level 4</p> <p>Game includes more than the required science questions (> 20 per partner.) Questions are neatly written and answers are on a separate answer key. All questions are labeled with the game name and student name.</p>	<p>Level 3</p> <p>Game has 16 - 19 questions per partner. answers. Questions are neatly written and answers are on a separate answer key. All questions are labeled with the game name and student name.</p>	<p>Level 2</p> <p>Game has 11 - 15 science questions per group member. Questions are somewhat neatly written and answers are on a separate answer key. All questions are labeled with the game name and student name.</p>	<p>Level 1</p> <p>Game has fewer than 11 science questions per group member. Questions and answers are difficult to read and/or the correct format was not followed. Or, questions do not have the student's name and/or the name of the game on them.</p>
<p>6. Balance 10 %</p>	<p>Level 4</p> <p>Game shows the correct balance of living and nonliving ecosystem components. Human impact to ecosystem (real or hypothetical is included.)</p>	<p>Level 3</p> <p>Game shows the correct balance of living and nonliving ecosystem components. Human impact to ecosystem (real or hypothetical) is included, but not clearly explained.</p>	<p>Level 2</p> <p>Game shows incorrect balance of living and nonliving ecosystem components. Human impact to ecosystem (real or hypothetical) is not included, or vague.</p>	<p>Level 1</p> <p>There is no evidence of balance of ecosystems in the game.</p>
<p>7. Punctuality 15 %</p>	<p>Level 4</p> <p>The game, pieces, cards, rules, and game board were completed and turned in DURING CLASS WHEN THEY WERE DUE.</p>	<p>Level 3</p> <p>The game, pieces, cards, rules, and game board were completed and turned in at the end of the class day on which they were due.</p>	<p>Level 2</p> <p>The game, pieces, cards, rules, and game board were completed and turned on the day following the due date.</p>	<p>Level 1</p> <p>The game, pieces, cards, rules, and game board were completed and turned in more than two days late.</p>
<p>8. Cooperative Group Effort 15 %</p>	<p>Level 4</p> <p>The partners worked well together.</p>	<p>Level 3</p> <p>With minor exceptions, the partners worked well together.</p>	<p>Level 2</p> <p>Partner disagreements hindered progress.</p>	<p>Level 1</p> <p>Partners disagreed frequently, and this delayed completion of the project.</p>

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