

## Creating a Game Rubric: The Amazing Race to Your Career Space

Student Names \_\_\_\_\_

Criteria	6–5 pts.	4–3 pts.	2–1 pts.	0 pts.
<b>Knowledge gained about the career field information</b>	All students in the class can correctly state 10 facts about the career field without looking at the game.	All students in the class can correctly state 8 facts about the career field without looking at the game.	Most students in the class can correctly state 8 facts about the career field without looking at the game.	Several students in the class can correctly state facts about the career field without looking at the game.
<b>Accuracy of Knowledge:</b> 1. Study skills 2. Academic success 3. Career-field expectations 4. Courses and experiences 5. Traits and assets needed 6. Communication expectations	All information cards made for the game are correct and stretch across the six areas.	Most of the information cards made for the game are correct and stretch across the six areas.	Some of the information cards made for the game are correct and do not stretch across the six areas.	Information cards made for the game are not accurate and do not stretch across the six areas
<b>Attractiveness</b>	Contrasting colors and at least three original graphics were used to give the cards and game board visual appeal.	Contrasting colors and at least one original graphic were used to give the cards and game board visual appeal.	Contrasting colors and "borrowed" graphics were used to give the cards and game board visual appeal.	Little or no color OR fewer than three graphics were included.
<b>Rules</b>	Rules were written clearly enough that all could easily participate and learn.	Rules were written, but one part of the game needed slightly more explanation in order to play and learn.	Rules were written, but people had some difficulty figuring out the game rules and had limited learning.	The rules were not written; and learning not achieved.
<b>Cooperative work</b>	The group worked well together; all members contributed significant amounts of quality work.	The group generally worked well together; all members contributed some quality work.	The group worked fairly well together; all members contributed some work.	The group often did not work well together; only 1–2 students in the group worked
<b>Reflection and Program of Study</b> 1. Essay describing your traits and assets in relation to one career field 2. Program of Study (Individual Scores)	Five-paragraph essay criteria met that shows link between personal traits and assets and one career field. Program of Study clearly defined through postsecondary expectations.	Five-paragraph essay and Program of Study partially meet criteria.	Five-paragraph essay and Program of Study only slightly meet criteria.	Five-paragraph essay and Program of Study are poorly developed.
<b>Total Score</b>				