**Financial Planning**

**Income Statement Game Assignment #3 Rubric**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CATEGORY |  | **20** |  | **15** |  | **10** | **5 or less** |  |
| **Knowledge** |  | All students in group |  | All students in the |  | Most students in the | Several students in |  |
| **Gained** |  | could easily and |  | group could easily |  | group could easily | the group could NOT |  |
|  |  | correctly state |  | and correctly state 1- |  | and correctly state 1- | correctly state facts |  |
|  |  | several facts about |  | 2 facts about the |  | 2 facts about the | about the topic used |  |
|  |  | the topic used for the |  | topic used for the |  | topic used for the | for the game without |  |
|  |  | game without looking |  | game without looking |  | game without | looking at the game. |  |
|  |  | at the game. |  | at the game. |  | looking at the game. |  |  |
|  |  |  |  |  |  |  |  |  |
| **Accuracy of** |  | All information cards |  | All but one of the |  | All but two of the | Several information |  |
| **Content** |  | made for the game |  | information cards |  | information cards | cards made for the |  |
|  |  | are correct. |  | made for the game |  | made for the game | game are not |  |
|  |  |  |  | are correct. |  | are correct. | accurate. |  |
|  |  |  |  |  |  |  |  |  |
| **Rules** |  | Rules were written |  | Rules were written, |  | Rules were written, | The rules were not |  |
|  |  | clearly enough that |  | but one part of the |  | but people had some | written. |  |
|  |  | all could easily |  | game needed |  | difficulty figuring out |  |  |
|  |  | participate. |  | slightly more |  | the game. |  |  |
|  |  |  |  | explanation. |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Cooperative** |  | The group worked |  | The group generally |  | The group worked | The group often did |  |
| **work** |  | well together with all |  | worked well together |  | fairly well together | not work well |  |
|  |  | members |  | with all members |  | with all members | together and the |  |
|  |  | contributing |  | contributing some |  | contributing some | game appeared to |  |
|  |  | significant amounts |  | quality work. |  | work. | be the work of only |  |
|  |  | of quality work. |  |  |  |  | 1-2 students in the |  |
|  |  |  |  |  |  |  | group. |  |
|  |  |  |  |  |  |  |  |  |
| **Creativity** |  | The group put a lot |  | The group put some |  | The group tried to | Little thought was |  |
|  |  | of thought into |  | thought into making |  | make the game | put into making the |  |
|  |  | making the game |  | the game interesting |  | interesting and fun, | game interesting or |  |
|  |  | interesting and fun to |  | and fun to play by |  | but some of the | fun |  |
|  |  | play as shown by |  | using textures, fancy |  | things made it |  |  |
|  |  | creative questions, |  | writing, and/or |  | harder to |  |  |
|  |  | game pieces and/or |  | interesting |  | understand/enjoy the |  |  |
|  |  | game board. |  | characters. |  | game. |  |  |
|  |  |  |  |  |  |  |  |  |

**Total Score \_\_\_\_\_\_\_**

**Maximum 100 Points**