

Roman Empire Educational Board Games

Score /35

Name _____ and _____ Block _____

Category	5	4	3	1-2
Knowledge	Game provided thorough and meaningful information. Players were able to find all the answers to the quiz directly from game.	Game provided some meaningful information that related to the quiz. Players may have had a slight challenge with the quiz.	Game provided some information but players had challenges using the information to answer the quiz questions.	Game did not meet the educational objectives. Players did not learn anything nor were able to answer the questions from the quiz with the game.
Accuracy of Content	All information provided on the game was correct.	Most of the information was accurate.	Several pieces of information given were inaccurate.	Most of the information given was inaccurate.
Rules	Rules were written very clearly that all players could participate easily from start to finish.	Rules were mostly written clearly but players faced challenges in one part.	Rules were not written clearly and players had challenges trying to follow them.	Rules were so confusing that players were not able to play the game at all.
Spelling and Grammar	There were no errors in spelling, grammar or punctuation.	There were few errors in spelling, grammar or punctuation.	There were several errors in spelling, grammar or punctuation.	There were so many errors that it was difficult to understand the information.
Style and Neatness	Game was exceptionally attractive and neat. It was colorful and everything was typed and made with straight lines.	Game was attractive and neat. It was fairly colorful and most parts were typed and had straight lines.	There was an attempt to make it attractive and neat but it was plain and slightly sloppy.	There were no signs that neatness and attractiveness were taken into consideration. The game was sloppy and unattractive.
Creativity	Students put a lot of thought into making the game interesting, fun and unique. It had creative rules, information and questions.	Students put some thought into making the game interesting, fun and unique.	Students attempted to make the game fun and interesting but it was not very unique.	Very little thought was put into making the game interesting, fun and unique.
Authenticity and Application	All aspects of the game demonstrated that students applied knowledge of the Roman Empire. i.e. design, rules, game pieces, prizes	Most aspects of the game demonstrated that students applied their knowledge of the Roman Empire.	Some aspects demonstrated application of knowledge into the creation of the game.	There was no or very little application of knowledge into the creation of the game.