

Rubric for Sequencing and Descriptive Language in Board Game Creation (3rd Grade)

Criteria	3 - Exceeds Expectations	2 - Meets Expectations	1 - Needs Improvement
Sequencing (First, Next, Then, Before, After, Finally)	Clear, logical use of sequencing words to guide players smoothly through the game steps with no confusion.	Uses sequencing words correctly, but some transitions may be slightly unclear or inconsistent.	Sequencing words are missing, incorrect, or used in a way that confuses the game flow.
Use of Nouns (People, Places, Animals, Food)	Includes a variety of specific and relevant nouns that clearly enhance the theme and story of the game.	Includes some nouns related to the theme but may lack variety or detail.	Few or no nouns are used, or the nouns do not relate well to the game theme.
Descriptive Language (Color, Verbs, Adjectives)	Uses vivid and varied descriptive words to clearly describe who, where, how, and what about animals/people.	Uses some descriptive words, but descriptions are basic or occasionally unclear.	Lacks descriptive words or descriptions are vague and do not enhance understanding.
Integration of Social Studies or Science	Incorporates accurate and meaningful social studies or science content that enriches the game's story.	Includes some social studies or science content, though it may be general or somewhat disconnected.	Social studies or science content is missing or incorrect.
Creativity	Shows outstanding creativity in game design, theme, and story details, making the game engaging and unique.	Demonstrates creativity in design and story, but ideas may be somewhat predictable or simple.	Shows little creativity; the game lacks originality or engaging elements.
Preparation to Share	Game is fully prepared with clear instructions and presentation, ready to share confidently with others.	Game is mostly prepared with instructions, but may need minor clarification before sharing.	Game is not ready for sharing; instructions are unclear or incomplete.