

RubiStar Rubric Made Using:
RubiStar (<http://rubistar.4teachers.org>)

Making A Game : Making a Loteria Card and Riddle

Teacher Name: **Mrs. Williams**

Student Name: _____

CATEGORY	4 Exceeds Standards	3 Meets Standards	2 Sub-Standard Work	1 Does Not Meet Standard
Card Design	The card is neatly drawn and colored. Extra effort was used in design and color. The design includes a number, a vocabulary word, and a picture.	The card is neatly drawn and colored. The design includes a number, a vocabulary word, and a picture.	Little effort was put into creating a neat and colored drawing. The design is missing either the number or the vocabulary word	No effort was made to create a drawing for the game.
Relevance to Story	It is clear that the card was inspired by some aspect of the story. Student made an effort to choose an image of unique symbolism in the story.	It is clear that the card was inspired by some aspect of the story. Possible choices could be animals, symbols, characters, plants, things that were important to the story.	The image on the card indicates no obvious connection with the story. The image is still an animal, plant, or thing.	No effort was made to draw an image that had some meaning in the story.
Paragraph Explanation	The paragraph clearly explains why the student chose the image on the card. Reasons for this choice are given from the book and class discussion. A connection is made between the image and a character or place.	The paragraph clearly explains why the student chose the image on the card. Reasons for this choice are given from the book and class discussion.	The paragraph is not well written and is only one or two sentences stating the reason for the image choice.	The paragraph was not attempted. Either no answer was written, or it was not written in sentence form.
Loteria Riddle	The student created a poem, riddle, or play on words that describes the image on the card without mentioning the word on the card. Couplets rhyme at the end. Riddles and puns show insight into the English language.	The student created a poem or riddle that accurately describes the image on the card without mentioning the word on the card. Couplets rhyme at the end. Riddles are in question form.	The student did not attempt to write the clue to the image in riddle or poem form. The clue is simply a synonym or definition of the image.	The student did not attempt to write a clue to the chosen image.
Presentation	The final product was very neat and presentable, with no stray marks or dirt. Extra care was made - such as enclosing project in a folder or page protector.	The final presentation was very neat and presentable, with no stray marks, creases, or dirt.	The final product was turned in with graffiti, smudges, or creases on the paper.	The final project was folded and creased and dirty. Or it had too many stray marks and inappropriate lettering.
Effort and Participation	The student spent extra time and chose the image after much research - and conceiving of more than one image. Effort was made to create a colorful and original clue to the image.	The student spent time wisely and chose the image after some research. If a traditional Loteria image was used, effort was made to change it for the project. The clue was well thought out and original.	The student was off task for some time during the project. Images were quickly chosen and showed no adaptation to fit the story. The clue was copied from another game or person.	Student made no effort to stay on task and was a distraction to others. Response to the assignment was minimal or copied or non-existent.

Date Created: **Feb 24, 2009 12:05 pm (CST)**