

# Investigation 3 Educational entrepreneur

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

Due date: \_\_\_\_\_

Rubric

Step	Ability to...	A	B	C	D	E
Proficiency strands Understanding, Fluency and Problem Solving	Write a list of requirements for the game.	Interpreted the publisher's brief and examined a range of board games. Wrote an accurate and complete list of the requirements for a game.	Wrote an accurate list of requirements according to the publisher's brief. Needed prompting to include all items.	Read the publisher's brief and made a list of most of the requirements needed for the board game.	Was able to identify and list only some of the requirements of the publisher's brief.	Did not know where to look to find the requirements that the publisher listed. Needed help to make any sort of list for the board game.
	Draw a draft plan of a game board that meets all the publisher's requirements.	The comprehensive plan included all the mathematical requirements of the publisher as well as excellent details, eg size, shape, colour etc about the construction of the game.	The plan included all the mathematical requirements of the publisher. Details about the construction were brief but helpful.	The plan was a simple sketch including most of the mathematical requirements of the publisher. Basic details were provided about the construction of the board.	Needed help to draw a simple plan of the board. Was not always certain about the mathematical requirements. Details about the construction of the board were unclear.	Was unable to clearly visualise what a board might look like. Drew a very rough sketch of a plan. Did not provide details about the construction of the board.
	Construct the game and include appropriate questions or activities about the fractions.	The board was carefully and solidly constructed. All elements of a good game were obvious eg start, finish, direction of play etc. The game included a comprehensive range of questions or activities about fractions.	The board was well constructed. Needed reminding to include elements such as start, finish, direction of play etc. The game included a reasonable range of questions or activities about fractions.	The board was constructed. Needed help to build a board that contained elements to help the players understand what they had to do. Found or made most of the items needed to play the game.	Needed teacher guidance to make a board that could be used easily. Needed help with most aspects of the construction and labelling. Was unable to find or make all the items needed to play the game.	Was unable to build a board that could be used. Did not understand the need for detail on the board and was unable to find or make most items necessary to play the game.
	Write the rules and provide solutions or answers to the fraction questions or activities.	The rules were written clearly in active voice. The logical page layout and paragraph structure enabled the reader to easily find what they wanted. Solutions to fraction questions or activities were clearly explained and error free.	The rules were written clearly. The paragraphs could have been organised better to help the reader find what they wanted. Identified and corrected any errors when writing solutions to fraction questions or activities.	Needed help to organise ideas into a cohesive sequence. Was able to write the rules clearly once the pattern was set. Needed help to write clear and accurate solutions to fraction questions or activities.	Had trouble writing clearly, even when a structure and heading for the rules were provided. Needed guidance to write clear and accurate solutions to fraction questions or activities.	Had no idea where to start. The rules were confused and difficult to follow. Was unable to, or did not write solutions to fraction questions or activities.
	Use the checklist to evaluate your own game as well as the game of other groups.	Used their checklist to identify the strengths and weaknesses of the games they played. Discussed creative and workable improvements to the game and the rules of play.	Swapped games and played a selection. Identified some of their strengths and weaknesses. Was able to suggest some improvements to the games or the rules of play.	Played a selection of games from other groups and briefly described some of the more obvious strengths and weaknesses of the games. Suggested some basic improvements.	Needed help to describe the differences between the games. Was able to identify problems but was unable to suggest any improvements to the game.	Was unable to explain the differences between the games. Could not identify problems and was unable to suggest any improvements to the game.

## Teacher comments

Overall rating

