**Algebra 1**

**Ratio, Rate, Proportion and Percent**

**Assessment**

**Name(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_**

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**Design Your Own Self-Check Learning Game**

Create a ratio, rate, proportion or percent game that can be used by an individual student or group of students to either:

* Help students learn about concepts
* Assesses knowledge of concepts
* Practice applying the concepts

Students may choose to create the game as individuals or in pairs.

Students may select from the list of games or create their own. Some games are:

* Flip-Chute
* Pick-a-Spot
* Floor Puzzle
* Learning Circle
* Answer Wheel
* Board game
* Puzzle Squares
* I have, who has…?
* Web-quest
* PowerPoint Game

The student or team will **provide** **this sheet** along with:

* An overview of the game that includes the target skill to develop or assess
* An instruction sheet
* A colorful and inviting game and everything needed to play (teacher can provide some supplies)
* One reflection from each team member addressing what he/she liked or didn’t like about the project, how this project helped him/her with ratio, rate, proportion and percent concepts, and what he/she would do differently if doing this project again.

**Games will be graded according to the rubric attached.**

**Name(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_**

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**Design Your Own Self-Check Learning Game**

**Grading Rubric…50 Points**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **10** | **8** | **6** | **2** |
| **Game Overview** | The students created an exemplary fully functional game that can realistically be played to practice, learn or assess the target skill. | The students created a fully functional game that can be realistically played and, the target skill is addressed but there are some oversights. | Students created a game but it cannot be realistically played, **OR** the target skill is not addressed. | Students gave a basic idea for a game. |
| **Game** **Design** | The game is extremely well designed, colorful, and inviting to play using an accurate self-check method. Exemplary design. | The game is well designed, colorful, and inviting to play using an accurate self-check method. | The game is not accurate in design **and/or** not colorful and inviting to play **and/or** self-check method is not accurate. | The game is designed but there is no self-check method. |
| **Instructions** | Written instructions are clear, precise and easy to follow. No additional help is needed to understand how to play. | Written instructions are somewhat clear and easy to follow, and minimal help is needed to understand how to play. | Written instructions are unclear and a verbal description of the game is necessary. | Instructions are incomplete. |
| **Neatness and****Organization** | The work is presented in a neat, clear, organized fashion and is easy to read.  | The work is presented in a neat and organized fashion and is usually easy to read. | The work is presented in an organized fashion but is hard to read at times. | The work appears sloppy and unorganized. |
| **Reflection** | The reflection clearly explains the student’s thought process during the project, and all the questions are addressed. | The reflection attempts to explain the student’s thought process during the project, and most of the questions are addressed. | The reflection attempts to explain the student’s thought process during the project, and a few of the questions are addressed. | Some attempt at a reflection is made. |

**TOTAL POINTS:**