

Treasure Chest and Map Rubric/Checklist

Student Name: _____

- Brought this paper to school as evidence that the student was aware of how grading would occur.

Treasure Chest

- Created a treasure chest no larger than a shoebox.
- Treasure chest made to look like a treasure chest.
Chest contained 3 well-chosen, school appropriate, personal items.
 1. Item:
 2. Item:
 3. Item:
- Student brought the chest to school and presented using the items in the chest
- **and the given** Treasure Chest Script from online.
- Followed the script for first item.
Correct use of TENER and COLOR, and IMPORTANTE, or GUSTAR, or ENCANTAR
- Used the transition word: TAMBIÉN
- Followed the script for second item.
Correct use of TENER and COLOR, and IMPORTANTE, or GUSTAR, or ENCANTAR
- Used the transition word: TAMBIÉN
- Followed the script for the 3rd item.
Correct use of TENER and COLOR, and IMPORTANTE, or GUSTAR, or ENCANTAR

Treasure Map

- Map looked like an actual Caribbean Island that actually exists.
- Map was labeled with Spanish indicating the types of geography: rivers, mountains, beaches...
- Student used the given Script from online to talk about where he/she was **going to hide** the treasure chest.
 1. Correct use of IR + A + INFINITIVE
 2. Correct use of IR + A + INFINITIVE
 3. Correct use of IR + A + INFINITIVE
 4. Correct use of IR + A + INFINITIVE
- **Words were spoken clearly and with good pronunciation:**
 - **all the way through,**
 - **most of the time,**
 - **or words were not clear or pronunciation was not strong.**
- **Student presented:**
 - **without reading,**
 - **with a little reading,**
 - **or was reading most of or all of the time.**
- **Overall impression:**
 - **well prepared, with displays of confidence**
 - **semi-well prepared, somewhat confident**
 - **not as well prepared as could have/should have been, not convincing as to knowing the material**