

*Table 3 – Rubric example no. 1 (video game design)*

	Insufficient	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b>	<p>Game design shows an insufficient understanding of diversity issues in video games</p> <p>Game design shows an insufficient understanding of video game genres</p>	<p>Game design shows a beginning understanding of diversity issues in video games</p> <p>Game design shows a beginning understanding of video game genres</p>	<p>Game design shows a developing understanding of diversity issues in video games</p> <p>Game design shows a developing understanding of video game genres</p>	<p>Game design shows a competent understanding of diversity issues in video games</p> <p>Game design shows a competent understanding of video game genres</p>	<p>Game design shows a confident understanding of diversity issues in video games</p> <p>Game design shows a confident understanding of video game genres</p>
<b>Inquiry and Analysis</b>	<p>Game design does not successfully identify any ways in which video games communicate messages about diversity</p> <p>Game design demonstrates little or no analysis of how commercial pressures and medium and genre characteristics influence meaning</p>	<p>Game design successfully identifies <b>one way</b> video games communicate messages about diversity</p> <p>Game design demonstrates a beginning analysis of how commercial pressures and medium and genre characteristics influence meaning</p>	<p>Game design successfully identifies <b>two ways</b> video games communicate messages about diversity</p> <p>Game design demonstrates a developing analysis of how commercial pressures and medium and genre characteristics influence meaning</p>	<p>Game design successfully identifies <b>three ways</b> video games communicate messages about diversity</p> <p>Game design demonstrates a competent analysis of how commercial pressures and medium and genre characteristics influence meaning</p>	<p>Game design successfully identifies <b>four ways</b> video games communicate messages about diversity</p> <p>Game design demonstrates a confident analysis of how commercial pressures and medium and genre characteristics influence meaning</p>
<b>Application of Skills and Knowledge</b>	<p>Game design successfully uses <b>one or fewer</b> elements of the medium and genre studied in class</p> <p>Game design elements do not successfully communicate the student's understanding and analysis</p>	<p>Game design successfully uses <b>two</b> elements of the medium and genre studied in class</p> <p>Some game design elements are chosen to effectively communicate the student's understanding and analysis</p>	<p>Game design successfully uses <b>three</b> elements of the medium and genre studied in class</p> <p>Game design elements are mostly chosen to effectively communicate the student's understanding and analysis</p>	<p>Game design successfully uses <b>four</b> elements of the medium and genre studied in class</p> <p>Game design elements and other elements are chosen to effectively communicate the student's understanding and analysis</p>	<p>Game design successfully uses <b>five or more</b> elements of the medium and genre studied in class</p> <p>Game design elements and other elements are chosen to successfully communicate the student's understanding and analysis are used to create an appealing and creative product</p>

Source: <https://mediasmarts.ca/digital-media-literacy/general-information/digital-media-literacy-fundamentals/media-literacy-fundamentals>