

# GamiCon2020

## Gamification Throwdown Scoring Rubric



Category	Excellent – 5	Very Good – 4	Good – 3	Acceptable – 2	Poor – 1	Not Included – 0
<b>Appearance</b>						
<b>Overall Appeal</b>	Initial impression says WOW.	Initial impression is strong.	Initial impression is good.	Initial impression is acceptable.	Initial impression is poor.	N/A
<b>Visual Design</b>	Professional look and feel. Consistent fonts, heading styles, colors, & graphic style. Effective images and illustrations	Accomplished look and feel. Consistent fonts, heading styles, colors, & graphic style. Good use of images/photos /illustrations	Well done look and feel. Consistent use of fonts, colors, and graphic styles. Uses appropriate images/photos /illustrations.	Acceptable look and feel. Fonts, graphics and images support the program.	Homegrown look and feel. May have mixed fonts, heading styles, inconsistent colors, or graphic styles. Graphics don't appear to serve a purpose.	No visuals.
<b>Planning</b>						
<b>Business Goal(s)</b>	Clear, SMART business goal(s) defined, may include KPIs or OKRs.	SMART business goal(s) defined.	Business Goal(s) defined.	Goal is only partially connected to the business.	Goal(s) are not focused on the business.	Not defined.
<b>Learning Outcomes</b>	All Learning Outcomes define KNOW and DO.	Most Learning Outcomes define KNOW and DO.	At least one learning Outcome defines KNOW and DO.	Goal is imparting information.	Goal(s) focus on “understanding”.	Not defined.
<b>Audience</b>	Clearly defined, incorporates personas.	Defined, includes personas.	Defined with characteristics.	Listed, no characteristics.	Audience is vague or generalized.	Not defined
<b>Motivation</b>	Creator defines motivational elements. Motivation is appropriate to the audience and	Motivation is appropriate to the audience and aligned with personas, includes	Motivation is appropriate for the audience.	Motivation seems contrived.	Game is required training.	Not defined.

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	aligned with personas, includes intrinsic and extrinsic forms	intrinsic and extrinsic forms.				
<b>Game Execution</b>						
<b>Game Elements</b>	Creator defines selected game elements. Elements are appropriate and work well together.	Elements are appropriate and work well together.	Game elements are appropriate for game.	Most elements are appropriate for the game.	Elements seem disjointed and don't help advance the game.	Not defined.
<b>Game Mechanics</b>	Creator defines selected game mechanics. Mechanics work together seamlessly to achieve the goal of the game.	Mechanics work together to achieve the goal.	Mechanics are appropriate for the game.	Most mechanics work in the game.	Mechanics seem randomly assigned.	Not defined.
<b>Assessment of Learning</b>	Learners demonstrate performance of the targeted behavior incorporated in the game; behavioral components may be segmented across the game. Behavior fits exceptionally well with the theme of the game. Incorporated as part of a challenge, and learners receive	Learners demonstrate targeted behavior as they complete challenges.	Learners demonstrate the target behavior within the game.	Learners demonstrate performance but it appears to be sandwiched in as an afterthought	Assessment is outside of the game i.e. multiple-choice test.	No assessment included or not defined.

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	a reward or advance as a result of completing the behavior.					
<b>Fun Factors</b>	Game is highly engaging, with a sense of fun throughout, or set for serious play.	Game is engaging, participants enjoy playing.	Game is engaging.	Parts of the game are engaging.	Game is boring.	Not defined.
<b>Story Components</b>						
<b>Narrative</b>	Narrative advances the game with a sequential flow. The story stands on its own if extracted from the game.	Narrative has a sequential flow.	Narrative has gaps or is confusing.	Narrative is disjointed and does not flow to tell a story.	Narrative seems unrelated to the game.	Not defined.
<b>Characters</b>	May include a variety of archetypes: antagonist, protagonist, etc.	Characters are well defined and appropriate to the game. They behave consistently throughout and are represented graphically.	Characters are defined and appropriate to the game.	Characters are used, but do not seem to fit together.	Characters seem to have no connection to the game.	Not defined.
<b>Setting</b>	Setting is well defined and appropriate to the game. All graphics support the location.	Setting is defined and appropriate to the story. Most graphics support it.	Setting is established for the story.	Setting is defined with a textual introduction only.	Setting seems to have no connection to the game.	Not defined.

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<b>Obstacles</b>	Obstacles provide appropriate challenges, causing the learner to struggle to learn.	Obstacles provide challenges the learner must work through.	Obstacles are provided.	Obstacles are obvious and require minimal interaction.	Obstacles have no struggle to bypass, i.e., click to remove.	Not defined.
<b>Climax</b>	Game has a well-defined, engaging climax.	Game has a good climax point.	Game has a climax.	Climax is weak.	Game has no climax.	Not defined.
<b>Story Outcome</b>	Game has a satisfying conclusion, or a cliff hanger to allow it to be continued in another game. Ties the game together well. May include a review and lessons learned to recap learning.	Game has an ending that ties the game together.	Game has a defined ending.	Game ends abruptly, appearing that it was tacked on prematurely and the game is unfinished.	Game has no finish.	Not defined.
<b>Results</b>						
Results	Clear, documented evidence that the game has been implemented with a variety of forms. May include lessons learned, evaluation scores, specific business results.	Documented evidence that the game has been implemented with 2 forms, i.e. level 1 smile sheet results and one other.	Documented evidence that the game has been implemented.	Designer's anecdotal notes that the game has been implemented.	The game has not been implemented or no evidence presented to indicate implementation.	Not defined.