GamiCon
Gamification Throwdown Scoring Rubric

Scores will be weighted according to this schedule.

Appearance	15%
Planning	30%
Execution	30%
Results	25%
Total	100

Appearance

Category	Excellent – 5	Very Good – 4	Good – 3	Acceptable – 2	Poor – 1	Not Included – 0
Overall Appeal	Initial impression says WOW.	Initial impression is strong.	Initial impression is good.	Initial impression is acceptable.	Initial impression is poor.	N/A
Visual Design *What impression does your product give the viewer? What makes it look professional vs homegrown?*	Utilizes captivating aesthetics and theme that resonate with learners, enhancing immersion and enjoyment. 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.

Planning

Category	Excellent – 5	Very Good – 4	Good – 3	Acceptable – 2	Poor – 1	Not Included – 0
Business Goal(s) *What is the business need? What is the problem to be solved?*	Clear, business goal(s) defined, may include metrics, KPIs or OKRs. OR well-defined problem statement	-	Business Goal(s) or problem statement defined.	-	Goal(s) are not focused on the business and is a training goal.	Not defined.
Learning Outcomes *What will they be learning? What will they be able to do?*	All Learning Outcomes define KNOW and DO, and behaviorally based	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.
Audience *Who are you building for? Experience? Age?*	Clearly defined, detailed descriptions. May incorporate personas. It is evident an audience analysis has been conducted.	Clearly defined, detailed descriptions.	Defined broadly with a few characteristics.	Listed, no characteristics.	Audience is vague or generalized.	Not defined

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Category	Excellent – 5	Very Good – 4	Good – 3	Acceptable – 2	Poor – 1	Not Included – 0
Motivation *How do you meet the needs and desires of the audience? What engages them to keep going?*	Motivational elements are clearly defined. Motivation is appropriate to the audience and aligned with personas/audience description, includes intrinsic and extrinsic forms as appropriate.	Motivation is appropriate to the audience and aligned with personas/audience, includes intrinsic and extrinsic forms as appropriate.	Motivation is appropriate for the audience.	Motivation seems contrived.	Game is required training.	Not defined.
Challenges *What opportunities are there for learners to discover, fail or succeed and learn from it?*	Offers well-paced challenges that adapt to individual skill levels, with appropriate difficulty levels, encouraging engagement and facilitating growth.	Provides challenges with appropriate difficulty levels, encouraging engagement and facilitating growth.	Offers challenges, but they may lack adaptability or appropriate difficulty levels, somewhat maintaining engagement and promoting growth.	Challenges are either too easy or too difficult, hindering engagement and impeding growth.	Challenges are poorly designed or absent, failing to engage learners and hindering growth.	Not defined.
Assessment of Learning *How do learners demonstrate what they have learned? How do you know that they gained the intended skill? How is this measured? What kinds of scores or feedback demonstrate learning?*	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 a reward or advance as a result of completing the behavior.	Learners demonstrate targeted behavior as they complete challenges of increasing difficulty	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.
Evaluation/Assessment Plan *How will you know if you met your goals?*	Clear demonstration of success is identified, demonstrating mastery of the target behavior, and incorporated within the game. Learner knows what is expected.	Demonstration of success is identified and incorporated in the game.	Success is identified and planned for in the game.	Success is identified and touched on at some point in the game.	Assessment is akin to a multiple choice quiz at the end or assessment is based only on learner liking/disliking or having fun.	Not defined

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Game Execution

Category	Excellent – 5	Very Good – 4	Good – 3	Acceptable – 2	Poor – 1	Not Included – 0
Game Elements *What are the tangible components of the game? Points, dice, game pieces, avatars, board, etc* *Identifies the WHAT*	Custom elements developed for the game. They are appropriate and work together well as a cohesive whole.	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.
Game Mechanics *What strategies are you executing? What are the game mechanics? Competition? Challenges? Leaders? Collaboration?* *Identifies the HOW*	A rich variety of game mechanics is seamlessly integrated, enhancing learning experiences and fostering engagement.	Game mechanics are well-implemented, providing diverse opportunities for engagement and enhancing learning experiences.	Game mechanics are adequately integrated, offering some opportunities for engagement and contributing to learning experiences.	Game mechanics are implemented inconsistently, limiting opportunities for engagement and detracting from learning experiences.	Game mechanics are poorly implemented or absent, failing to engage learners and detracting significantly from learning experiences	Not defined.
Fun Factors *What makes the game enjoyable?*	Game is highly engaging, with a sense of fun throughout, or set for serious play.	Game is engaging, participants enjoy playing.	Game is engaging.	Game may be overly complex and difficult to get into play because of the rules.	Game is boring.	Not defined.

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Results

Category	Excellent – 5	Very Good – 4	Good – 3	Acceptable – 2	Poor – 1	Not Included – 0
Overall Results *How many participants played your game? How do you know whether your game was successful or not?*	Clear, documented, quantified evidence that the game has been implemented with a variety of forms, including number of participants. May include evaluation scores, specific business results.	Documented evidence that the game has been implemented with 2 forms of evaluation, 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.
Feedback Analysis *What kind of feedback did you receive from the learners? What kind of feedback did you receive from the stakeholders? How did you analyze that feedback and what, if any actions did you take on that information?*	Direct data or anecdotal evidence of the feedback received from both the stakeholders and learners is provided. Analysis is included, and recommendations for improvements are documented, if applicable.	Feedback samples are included documenting insights from stakeholders and learners. Overall analysis is included identifying possible improvements.	Feedback summary is included, with entrant's analysis of the results.	Feedback analysis is provided.	Feedback appears to be cherry picked, and there is no analysis given.	Not provided.
Lessons Learned *What were your takeaways after reviewing your results and implementing your game?*	Entrant documents the lessons learned along the way and as a result of building the game, and its implementation. Includes what went well, not so well, and things to be done differently next time, or modified in the game.	Entrant documents what was learned in the process and from the results and identifies things to be done differently in the future.	Entrant documents what was learned in the process and from the results.	Entrant documents what was learned.	Entrant made no discoveries.	Not provided

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Optional – Not all gamification includes a narrative. For those that do, it will be evaluated toward the Best Use of Narrative Award using this rubric.

Story Components						
Category	Excellent – 5	Very Good – 4	Good – 3	Acceptable – 2	Poor – 1	Not Included – 0
Narrative *Provide a synopsis of the story.*	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.
Setting *What is the setting for the game? How is it appropriate for the story and the needs of the game?*	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.
Characters *Describe the characters and their roles.*	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.
Obstacles *What challenges did the characters need to overcome? How do they aid the learning?*	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.
Climax *What is the climax of the story?*	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.
Story Outcome *What is the ending or conclusion of the story? How does it tie the game together?*	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.