

10339PB-2016 Simulation and Animation Design Common Analytic Rubric

What is the evidence that the student has an understanding of...	No Evidence	Novice	Between	Intermediate	Between	Advanced
... audio design?		<ul style="list-style-type: none"> The student creates audio that requires reformatting before it can be used in a game engine. 		<ul style="list-style-type: none"> The student creates audio that can be used in a game engine. 		<ul style="list-style-type: none"> The student creates high-quality audio that can be used in a game engine.
		<ul style="list-style-type: none"> The student creates audio of low quality, incorrect format, uneven volume, or inappropriate length. 		<ul style="list-style-type: none"> The student creates audio of medium quality, correct format, even volume, and appropriate length. 		<ul style="list-style-type: none"> The student creates game-ready audio of high quality.
...video game programming?		<ul style="list-style-type: none"> The student breaks down a programmatic task into most of its component parts, but may overlook a key step or miss part of the logic. 		<ul style="list-style-type: none"> The student breaks down a programmatic task into its logical component parts to describe what is happening. 		<ul style="list-style-type: none"> The student breaks down a programmatic task into its logical component parts to describe what is happening in detail.
		<ul style="list-style-type: none"> The student writes pseudocode that contains incorrect syntax. 		<ul style="list-style-type: none"> The student uses correct syntax in pseudocode with minimal errors. 		<ul style="list-style-type: none"> The student uses correct syntax in pseudocode with no errors.

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What is the evidence that the student has an understanding of...	No Evidence	Novice	Between	Intermediate	Between	Advanced
...game development roles and responsibilities?		<ul style="list-style-type: none"> The student knows his or her role on the team but may not fulfill it. 		<ul style="list-style-type: none"> The student fulfills his or her role on the team. 		<ul style="list-style-type: none"> The student fulfills his or her role on the team and the work shows evidence of understanding others' roles on the team as well.
		<ul style="list-style-type: none"> The student plans for most phases of development and includes a timeline that is missing portions of the process or may not be realistic. 		<ul style="list-style-type: none"> The student plans for all phases of development and includes a realistic timeline for accomplishing the work. 		<ul style="list-style-type: none"> The student plans for all phases of development and includes a realistic timeline for accomplishing the work. Attention to detail is evident in the work.

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What is the evidence that the student has an understanding of...	No Evidence	Novice	Between	Intermediate	Between	Advanced
...the business of gaming?		<ul style="list-style-type: none"> The student can investigate the appropriate target audience for the game but may not choose appropriately. The student presents ideas for marketing the game that may not be appropriate for selling to the intended audience. 		<ul style="list-style-type: none"> The student can investigate and determines the appropriate target audience for the game. The student's ideas for marketing the game are appropriate for selling to the intended target audience. 		<ul style="list-style-type: none"> The student can investigate and determines the appropriate target audience for the game using research and clear documentation. The student's ideas for marketing the game are appropriate for selling to the intended target audience and the student provides evidence of research supporting the marketing plan.