Self-assessment: Evaluate your game

Learning sequence: [CREATING A DIGITAL GAME](https://www.digitaltechnologieshub.edu.au/teachers/scope-and-sequence/5-6/creating-digital-solutions/creating-a-digital-game)

Self-assessment using a rubric

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| **Year**: 5-6 | **Title:** Self-assessment: Evaluate your game | | | **Student name:** | |
| **Summary** | | | | | |
| Students evaluate a game that they (or a peer) have created. | | | | | |
| **Achievement standard text** | | | | | |
| **Explain** how information systems and their solutions meet needs and consider sustainability. | | | | | |
| Bloom’s Taxonomy reference: *Understanding*  *Explain*: Make (an idea or situation) clear to someone by describing it in more detail or revealing relevant facts (ACARA). | | | | | |
| *Pre-structural* | *Unistructural* | *Multistructural* | *Relational* | | *Extended abstract* |
| The student can: | | | | | |
| *provide an evaluation of the game, but needs help to think of a reason for supporting their evaluation.* | *provide an evaluation of the game and gives a reason supporting their evaluation.* | *provide an evaluation of the game and gives several reasons supporting their evaluation.* | *provide an evaluation of the game and gives several reasons supporting their evaluation as well as justification for why these are important considerations for game design.* | | *provide an evaluation of the game and gives several reasons supporting their evaluation. They provide examples of evidence from the game design to support their evaluation, justifications for why this is important to game design and a summary evaluation bringing all the key points together.* |
| **Comments** | | | | | |

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