

GDD Rubric

Criterion	Exemplary (10)	Proficient (7-9)	Developing (4-6)	Insufficient / Common Issues (0-3)
Tagline & Concept Art	Creative, compelling tagline that clearly captures the simulation’s purpose; concept art clearly conveys the core idea, setting, or key interaction. Even rough sketches are easy to interpret.	Tagline and/or concept art are present and generally understandable, but may be vague, generic, or only loosely connected to the simulation idea.	Tagline or concept art are confusing or only partially related to the project; viewer has to guess what the simulation is about.	Tagline and concept art are missing, extremely unclear, or obviously rushed (e.g., placeholder text only). Ex: “cool AR game” with no real content.
Simulation Overview	Clearly explains what the simulation teaches or trains and why it matters to the client/user. Explicitly identifies target learners and notes any important sensitivities or risks (e.g., safety, health), with at least a brief connection to how design choices address these. References appropriate content sources or SMEs listed in the “Content Sources and Grounding” section.	Simulation purpose is mostly clear and relevant; target learners are mentioned, but sensitivities and/or the design response are only briefly addressed. Content sources/SMEs are present but not strongly connected to the overview or learning goals.	Overview is vague, missing context, or does not clearly identify target learners; little or no attention to sensitivities. Content sources are listed elsewhere but not clearly tied back to what the simulation is teaching.	Overview is extremely brief, confusing, or missing; no sense of who the simulation is for or why it is important. Ex: describes features instead of the training need.
Learning Objectives	Lists 2–4 specific, observable, and realistic objectives that clearly state what learners will be able to do after using the simulation. Objectives align with the client need and the content sources.	Objectives are present and generally aligned with the project, but may be somewhat broad, overlapping, or not obviously tied to the simulation’s interactions or content sources.	Objectives are too broad (“understand safety”), vague, or only partially relate to the simulation’s purpose; mapping to interactions is unclear.	Objectives missing, extremely vague, or unrelated to the proposed simulation. Ex: descriptions of features instead of learner outcomes.
Tutorial Storyboard	Steps are clearly presented in order and align closely with the simulation process and learning objectives. The storyboard would be easy to turn into a tutorial video or in-simulation guidance.	Most steps are clear and in order, but some transitions or details are underdeveloped; the connection to objectives is present but not always explicit.	Storyboard is incomplete, out of order, or confusing; several steps do not clearly support the objectives or omit key actions.	Storyboard is missing, extremely brief, or impossible to follow. Ex: “user does stuff” without concrete steps.
(XR) Interaction Plan	User actions and system responses are clearly described and well thought out. Each major interaction links to at least one learning objective and fits the storyboard. Edge cases	Most interactions and responses are clear and appropriate; some links to objectives or storyboard are implied rather than explicit.	Several key interactions are missing, unclear, or do not obviously support the learning objectives or storyboard;	Interaction plan is minimal or missing. Ex: lists features (“scan thing”) without describing the user/system exchange.

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	or error feedback are considered where appropriate.		feedback to the user is not well described.	
Quiz Plan	Includes 3–5 meaningful True/False or Multiple Choice questions that clearly connect to the learning objectives. Questions are clearly written, unambiguous, and appropriate for the target learners.	Includes 3–5 questions that generally relate to the objectives, but some may be weakly aligned, unclear, or too easy/hard for the audience.	Fewer than 3 questions, or several are vague, misaligned with objectives, or poorly written (e.g., multiple correct answers, confusing wording).	Quiz plan missing or not usable. Ex: questions that repeat the tutorial text without checking understanding.
Technical Details	Device/platform selections (e.g., Meta Quest, desktop) and tools (e.g., Unity, specific packages) are realistic, accessible, and well justified for the project and context. At least one potential technical risk or limitation is identified.	Tools and platforms are listed and mostly appropriate; justification is brief or generic, and technical risks are only lightly addressed.	Tools/platforms are incomplete, mismatched to the goals, or not clearly tied to the project needs or available resources.	Technical details missing or clearly infeasible for the course. Ex: planning for devices/software the team cannot access.
UI Sketches	Sketches or mockups clearly show key screens or UI elements and support the user experience. Even if rough, they align with the goals, storyboard, and interaction plan.	Sketches are present and generally related to the project, but may be rough or missing some key UI elements; alignment with goals is implied rather than explicit.	Sketches are unclear, incomplete, or disconnected from user needs (e.g., generic menus that do not reflect the interaction plan).	UI sketches missing or too minimal to be useful. Ex: “we’ll have a menu” with no visual or details.
Group Roles & Timeline	Roles and responsibilities for each team member are clearly listed/realistic. Timeline includes major milestones (prototype, first playable, playtest, revision/polish) with feasible dates.	Roles and timeline are mostly clear; some roles overlap or some milestones are underspecified, but overall plan is workable.	Roles are generic (“developer”) or incomplete; timeline is very broad or unrealistic for the scope (e.g., all work at end of term).	Roles/timeline missing or not credible for the project. Ex: no one clearly responsible for client or documentation tasks.
Professionalism & Organization	Document is polished, well-organized, and easy to read. Uses appropriate headings, consistent formatting, and mostly error-free grammar and spelling. Tone is professional and client-ready.	Generally clear and readable with some minor formatting or grammar issues; tone is appropriate for a class project but could be more polished.	Formatting or organization makes the document harder to follow (e.g., missing headings, wall of text); multiple grammar/mechanics errors.	Document is very hard to read, informal in tone, or has frequent mechanical errors that distract from content.

Simulation GDD (Condensed)

Criterion	Exemplary (10)	Proficient (7-9)	Developing (4-6)	Insufficient / Common Issues (0-3)	Grade
Tagline & Concept Art	Clear, compelling tagline; concept art clearly communicates core idea/interaction.	Present and understandable but generic or loosely tied to idea.	Confusing or only partially related to project.	Missing or extremely unclear; “placeholder” quality.	/10
Simulation Overview	Clear purpose; target learners + sensitivities named; briefly ties design to those and to content sources/SMEs.	Purpose clear; learners named; sensitivities/sources only lightly discussed.	Vague overview; learners unclear; little/no attention to sensitivities or grounding.	Very brief/confusing; no sense of who it’s for or why.	/10
Learning Objectives	2–4 specific, observable objectives aligned with client need and simulation.	Objectives present and mostly aligned but somewhat broad/overlapping.	Objectives vague, too broad, or weakly tied to simulation.	Objectives missing or unrelated to learning.	/10
Tutorial Storyboard	Clear step-by-step flow aligned with process and objectives; easy to turn into tutorial.	Mostly clear flow with some gaps; overall understandable.	Incomplete, out of order, or confusing; weak link to objectives.	Missing or unusable storyboard.	/10
AR Interaction Plan	User actions and system responses clearly described; major interactions tied to objectives/storyboard.	Interactions generally clear; some links to objectives/storyboard implied.	Several interactions missing/unclear or not obviously supporting goals.	Minimal or missing plan; feature list only.	/10
Quiz Plan	3–5 clear T/F or MC questions that align with objectives and audience.	Questions present and generally relevant; some unclear or weakly aligned.	Too few or poorly written/misaligned questions.	Quiz plan missing or not usable.	/10
Technical Details	Tools/platforms realistic and justified; at least one technical risk noted.	Tools listed and mostly appropriate; limited discussion of risks.	Tools incomplete or poorly matched to project.	Missing or clearly infeasible tools.	/5
UI Sketches	Sketches clearly support UX and align with goals/interaction plan.	Sketches present and relevant but rough/gappy.	Sketches unclear, incomplete, or loosely connected to needs.	Sketches missing or too minimal.	/5
Group Roles & Timeline	Clear, specific roles for each member and feasible milestone timeline.	Roles/timeline mostly clear; some overlap or vague phases.	Roles generic or incomplete; timeline broad/unrealistic.	Roles/timeline missing or not credible.	/10
Professionalism & Organization	Well-formatted, professional tone; easy to read; few minor errors.	Generally clear; some formatting/grammar issues.	Harder to follow due to organization/tone; multiple errors.	Very difficult to read or highly informal.	/10

Comments:

Grade: