



Skills rubric sustainable learning - MEDIA LITERACY



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Skill	Entry educator	Entry youngster	Basic educator	Basic youngster	Advanced educator	Advanced youngster	Assessment educator	Assessment Youngster	Validation
Name of the skill	What does the educator do before starting	What does the youngster do before starting	What does the educator do to coach towards (self) awareness and self esteem	What does the youngster do to grow towards (self) awareness and self esteem. A youngster at a basic level should have practiced but still need coaching to perform independently.	What does the educator do to coach towards master the skill	What does the youngster do to master the skill. A youngster at this level can perform the skill independently in different situations. A youngster at this level can perform independently and reflect on their abilities.	What does the educator do to assess the skill?	What does the youngster do to get the skill assessed	
Media Literacy	The educator delves into the skill Media Literacy and the accompanying abilities. He thinks about how the skill can be useful for the youngsters. He processes the skill Media Literacy in a learning activity.	1. Think about what do I know about Media Literacy. 2. How am I with Media Literacy? 3. What do I want to know/learn?	The educator looks, after the activity at which Media Literacy abilities he has seen in the youngster. What can a youngster already do? He discusses this as concretely as possible with the youngster. This does not mean that a youngster should already be able to do everything, but that the educator focuses on which Media Literacy skills he has already seen.	Reflect after the activity. Do you have a better idea of what Media Literacy is and how you deal with Media Literacy? What can you do and what are you good at?	The educator knows which behavior goes with each ability of Media Literacy. He can discuss with a youngster what he/she has to do to achieve a skill. He uses the abilities as described in the Skills grid for Media Literacy. The educator uses the following basics: the youngster understands the different skills of the skill Media Literacy. He has applied the different skills in different situations. The youngster is able to reflect on his own actions.	Look at the different abilities of this skill and determine for yourself what you can already do and what you still need to learn. If necessary, discuss with your educator how you can work on an ability. Collect evidence of your acquired ability. This can be done in different ways.	Using the pre-established criteria per objective, see what evidence you want to see to determine whether a young person has mastered the skill. This involves: - Does a young person understand what it is about? - Has he applied the skill in different situations? - Can the young person reflect on his learning process and how he applies this skill?	Provide evidence of your proficiency. You may choose how you demonstrate that you are able to: - understand what Media Literacy is about and what abilities you need to master. - apply the abilities of Media Literacy in different situations. - reflect on your learning process and how you did this.	The abilities belonging to Media Literacy are described in BadgeCraft. The educator and the youngster have had instruction on how to use BadgeCraft. When a Youngster thinks he has mastered the ability, he goes to Badgecraft and provides proof of his acquired skill. The educator checks whether this is enough to award the badge or gives additional instruction.
1. Media Analysis & Interpretation	Collect information on: The ability to recognize different types of media (news, entertainment, advertisements, social media, etc.) and their purposes. The ability to assess the accuracy, reliability, and intent behind media messages. The ability to understand how culture, politics, and business influence media content. Decide how these abilities can be of use for the youngster and how you can integrate these abilities in a learning activity	1. Think about what do I know about Media Analysis & Interpretation. 2. How am I doing with Media Analysis & Interpretation? 3. What do I want to know/learn about Media Analysis & Interpretation?	Have you seen that a youngster is able to recognize different types of media (news, entertainment, advertisements, social media, etc.) and their purposes? Is he able to assess the accuracy, reliability, and intent behind media messages? is he able to understand how culture, politics, and business influence media content? If so, reflect on this with the youngster and be as concrete as possible.	Do you know more about Media Analysis & Interpretation? During the activity (or in other situations) have you been able to recognize different types of media (news, entertainment, advertisements, social media, etc.) and their purposes? Been able to assess the accuracy, reliability, and intent behind media messages? and intent behind media messages? politics, and business influence media content? What can you already do? <b>Requirements:</b>  Recognizing Media Types – Can identify common types of media like news, ads, and entertainment, and has a basic understanding of their general purposes.  Understanding Media Messages – Can tell when a message is trying to inform or persuade but may need help checking if it's accurate, reliable, or biased.  Noticing Media Influence – Aware that media can be shaped by outside factors like money or opinions, but may need support to understand how culture, politics, or business play a role.	Discuss with the youngster how he can practice with the ability to recognize different types of media (news, entertainment, advertisements, social media, etc.) and their purposes. The ability to assess the accuracy, reliability, and intent behind media messages. The ability to understand how culture, politics, and business influence media content. In what kind of situations can he practice this and how can others see that he uses these abilities?	Have a look at your ability to recognize different types of media (news, entertainment, advertisements, social media, etc.) and their purposes. Your ability to assess the accuracy, reliability, and intent behind media messages. Your ability to understand how culture, politics, and business influence media content. What have you already mastered and what do you need to practice. Discuss with your educator how you can practice the ability. In what kind of situations can you practice this and how can others see that you use these abilities? <b>Requirements:</b> Recognizing Media Types – Clearly distinguishes between various forms of media (e.g., news, opinion, advertising, social media, satire) and understands the specific purpose and target audience of each.  Understanding Media Messages – Critically evaluates the accuracy, reliability, and intent behind media content, identifying techniques used to persuade, inform, or manipulate.  Noticing Media Influence – Analyzes how cultural norms, political agendas, and commercial interests shape media content and influence public perception and behavior.	Did the youngster show the ability to recognize different types of media (news, entertainment, advertisements, social media, etc.) and their purposes. Show the ability to assess the accuracy, reliability, and intent behind media messages. Show the ability to understand how culture, politics, and business influence media content. Does he know what the ability is about. Is he able to apply the ability in different situations? Is the youngster able to reflect on his own actions?	Collect evidence of your development and ability in Media Analysis & Interpretation. Show that you understand what it entails. That you have applied these skills in different situations: the ability to recognize different types of media (news, entertainment, advertisements, social media, etc.) and their purposes. The ability to assess the accuracy, reliability, and intent behind media messages. The ability to understand how culture, politics, and business influence media content. And indicate how you think your development has progressed.	The youngster can upload his collected evidence in BadgeCraft and the educator can judge on this basis (and what he has seen in practice) whether the youngster has achieved the ability or whether he needs to do something additional. If the ability is achieved, the educator can award the Open Badge.
2. Bias & Misinformation Detection (Critical thinking: 3. Information Evaluation & Objectivity)									
3. Digital Citizenship & Ethical Media Use	Collect information on: The ability to engage respectfully and safely in digital spaces. The ability to protect personal information and understand data tracking. The ability to recognize, prevent, and address online harassment. Decide how these abilities can be of use for the youngster and how you can integrate these abilities in a learning activity.	1. Think about what do I know about Digital Citizenship & Ethical Media Use? 2. How am I doing with written Digital Citizenship & Ethical Media Use? 3. What do I want to know/learn about Digital Citizenship & Ethical Media Use?	Have you seen that a youngster is able to engage respectfully and safely in digital spaces? Is he able to protect personal information and understand data tracking? Is he able to recognize, prevent, and address online harassment? If so, reflect on this with the youngster and be as concrete as possible.	Do you know more about Digital Citizenship & Ethical Media Use? During the activity (or in different situations) have you been able to engage respectfully and safely in digital spaces? Been able to protect personal information and understand data tracking? Been able to recognize, prevent, and address online harassment? What can you already do? <b>Requirements:</b> Being Respectful Online – Can participate politely in digital spaces and follows basic rules, but may need reminders to stay respectful and safe when communicating online.  Protecting Personal Information – Understands not to share personal details like full name, address, or passwords, but may need help recognizing how apps and websites track data.  Handling Online Harm – Can recognize obvious bullying or mean behavior online and knows to tell a trusted adult, but may need support in knowing how to respond or prevent it.	Discuss with the youngster how he can practice with the ability to engage respectfully and safely in digital spaces. The ability to protect personal information and understand data tracking. The ability to recognize, prevent, and address online harassment. In what kind of situations can he practice this and how can others see that he uses these abilities?	Have a look at your ability to engage respectfully and safely in digital spaces. Your ability to protect personal information and understand data tracking. Your ability to recognize, prevent, and address online harassment. What have you already mastered and what do you need to practice. Discuss with your educator how you can practice the ability. In what kind of situations can you practice this and how can others see that you use these abilities? <b>Requirements:</b> Being Respectful Online – Engages thoughtfully and respectfully in digital spaces, contributes to positive online communities, and understands the impact of digital actions on others.  Protecting Personal Information – Actively manages privacy settings, avoids oversharing, and understands how personal data is collected, used, and potentially exploited online.  Handling Online Harm – Recognizes different forms of online harassment, takes steps to prevent or de-escalate situations, and supports others by reporting and responding appropriately	Did the youngster show the ability to engage respectfully and safely in digital spaces. Show the ability to protect personal information and understand data tracking. Show the ability to recognize, prevent, and address online harassment. Does he know what the ability is about. Is he able to apply the ability in different situations? Is the youngster able to reflect on his own actions?	Collect evidence of your development and ability in Digital Citizenship & Ethical Media Use. Show that you understand what it entails. That you have applied these skills in different situations: the ability to engage respectfully and safely in digital spaces. The ability to protect personal information and understand data tracking. The ability to recognize, prevent, and address online harassment. And indicate how you think your development has progressed.	The youngster can upload his collected evidence in BadgeCraft and the educator can judge on this basis (and what he has seen in practice) whether the youngster has achieved the ability or whether he needs to do something additional. If the ability is achieved, the educator can award the Open Badge.

4. Media Production & Content Creation	Collect information on: The ability to create engaging and responsible media content. The ability to respect intellectual property and use media legally. The ability to manage one's online presence responsibly. Decide how these abilities can be of use for the youngster and how you can integrate these abilities in a learning activity.	1. Think about what do I know about Media Production & Content Creation? 2. How am I doing with Media Production & Content Creation? 3. What do I want to know/learn about Media Production & Content Creation?	Have you seen that a youngster is able to create engaging and responsible media content? Is he able to respect intellectual property and use media legally? Is he able to manage one's online presence responsibly? If so, reflect on this with the youngster and be as concrete as possible.	Do you know more about Media Production & Content Creation? During the activity (or in different situations) have you been able to engage in meaningful discussions and respond appropriately, been able to adjust communication style based on the audience and context, been able to handle disagreements constructively through communication? What can you already do? <b>Requirements:</b> Creating Media – Can make simple, age-appropriate media (like videos, posts, or presentations) and tries to share ideas clearly, but may need guidance to do so responsibly.  Respecting Ownership – Understands that copying others' work without permission isn't okay, but may need reminders to give credit and use content legally.  Managing Online Presence – Aware that what's shared online can be seen by others, but may need help making safe choices and thinking about long-term effects.	Discuss with the youngster how he can practice with the ability to create engaging and responsible media content. The ability to respect intellectual property and use media legally. The ability to manage one's online presence responsibly. In what kind of situations can he practice this and how can others see that he uses these abilities?	Have a look at your ability to create engaging and responsible media content. Your ability to respect intellectual property and use media legally. Your ability to manage one's online presence responsibly. What have you already mastered and what do you need to practice. Discuss with your educator how you can practice the ability. In what kind of situations can you practice this and how can others see that you use these abilities? <b>Requirements:</b> Creating Media – Produces thoughtful, engaging, and responsible digital content with clear purpose, considering audience, tone, and potential impact.  Respecting Ownership – Consistently respects intellectual property by properly citing sources, using licensed or original content, and understanding copyright and fair use.  Managing Online Presence – Actively manages a positive and professional digital footprint, makes informed choices about what to share, and reflects on how online actions shape reputation.	Did the youngster show the ability to create engaging and responsible media content. Show the ability to respect intellectual property and use media legally. Show the ability to manage one's online presence responsibly. Does he knows what the ability is about. Is he able to apply the ability in different situations? Is the youngster able to reflect on his own actions?	Collect evidence of your development and ability Media Production & Content Creation. Show that you understand what it entails. That you have applied these skills in different situations: the ability to create engaging and responsible media content. The ability to respect intellectual property and use media legally. The ability to manage one's online presence responsibly. And indicate how you think your development has progressed.	The youngster can upload his collected evidence in BadgeCraft and the educator can judge on this basis (and what he has seen in practice) whether the youngster has achieved the ability or whether he needs to do something additional. If the ability is achieved, the educator can award the Open Badge.
5. Critical Thinking & Media Influence Awareness	Collect information on: The ability to recognize marketing strategies, propaganda, and persuasive techniques. The ability to critically assess how media influences opinions, behaviors, and purchasing decisions. The ability to form well-reasoned opinions rather than being passively influenced by media. Decide how these abilities can be of use for the youngster and how you can integrate these abilities in a learning activity.	1. Think about what do I know about Critical Thinking & Media Influence Awareness? 2. How am I doing with Critical Thinking & Media Influence Awareness? 3. What do I want to know/learn about Critical Thinking & Media Influence Awareness?	Have you seen that a youngster is able to recognize marketing strategies, propaganda, and persuasive techniques? Is he able to critically assess how media influences opinions, behaviors, and purchasing decisions? Is he able to form well-reasoned opinions rather than being passively influenced by media? If so, reflect on this with the youngster and be as concrete as possible.	Do you know more about Critical Thinking & Media Influence Awareness? During the activity (or in different situations) have you been able to recognize marketing strategies, propaganda, and persuasive techniques? Been able to critically assess how media influences opinions, behaviors, and purchasing decisions? Been able to form well-reasoned opinions rather than being passively influenced by media? What can you already do? <b>Requirements:</b> Recognizing Persuasion – Can notice obvious ads or attention-grabbing messages, but may need help identifying more subtle marketing strategies or propaganda techniques.  Understanding Media Influence – Aware that media can affect what people think or buy, but may need support to understand how this influence works or to spot it in daily life.  Thinking for Yourself – Can share simple opinions, but may need guidance to question media messages and explain their thinking rather than just accepting what they see or hear.	Discuss with the youngster how he can practice with the ability to recognize marketing strategies, propaganda, and persuasive techniques. The ability to critically assess how media influences opinions, behaviors, and purchasing decisions. The ability to form well-reasoned opinions rather than being passively influenced by media. In what kind of situations can he practice this and how can others see that he uses these abilities?	Have a look at your ability to recognize marketing strategies, propaganda, and persuasive techniques. Your ability to critically assess how media influences opinions, behaviors, and purchasing decisions. Your ability to form well-reasoned opinions rather than being passively influenced by media. What have you already mastered and what do you need to practice. Discuss with your educator how you can practice the ability. In what kind of situations can you practice this and how can others see that you use these abilities? <b>Requirements:</b> Recognizing Persuasion – Identifies a wide range of marketing strategies, propaganda techniques, and persuasive language used to influence emotions, beliefs, and actions.  Understanding Media Influence – Critically analyzes how media shapes public opinion, consumer behavior, and social norms, and reflects on its impact at both personal and societal levels.  Thinking for Yourself – Forms independent, well-reasoned opinions by evaluating media messages, questioning underlying motives, and using evidence to support personal viewpoints.	Did the youngster show the ability to recognize marketing strategies, propaganda, and persuasive techniques. The ability to critically assess how media influences opinions, behaviors, and purchasing decisions. The ability to form well-reasoned opinions rather than being passively influenced by media. Does he knows what the ability is about. Is he able to apply the ability in different situations? Is the youngster able to reflect on his own actions?	Collect evidence of your development and ability in Critical Thinking & Media Influence Awareness. Show that you understand what it entails. That you have applied these skills in different situations: the ability to recognize marketing strategies, propaganda, and persuasive techniques. The ability to critically assess how media influences opinions, behaviors, and purchasing decisions. The ability to form well-reasoned opinions rather than being passively influenced by media. And indicate how you think your development has progressed.	The youngster can upload his collected evidence in BadgeCraft and the educator can judge on this basis (and what he has seen in practice) whether the youngster has achieved the ability or whether he needs to do something additional. If the ability is achieved, the educator can award the Open Badge.