**DATE: 12/13/24**

**Instructions:**

Provide a rating on a scale of 1-5 for each checklist item in the table on the first page, where 5 indicates a strong implementation of the requirement, a 3 is moderate implementation of the requirement, and a 1 is a poor implementation.

5: No changes needed, it's great!

4: Good, but 1-2 changes can help

3: Almost meets the requirement but room for a 3+ changes to pass

2: Partially meets the requirement but heavy changes needed to pass

1: Requirement not covered at all, significant adjustment needed

\* A couple of the checklist items only require a simple Y/N, those are noted in the template.

For any items needing further explanation, please provide in the relevant section below the table.

| **Rating Scale** | **Specification Item** |
| --- | --- |
| 3 | Students should not be learning primarily through text-based instruction or assessment items. Students should learn and be held accountable through gameplay-based problem solving and experience. |
| 5 | All instruction is scientifically and mathematically correct. |
| Y | Confirm that the game is linked to 2/3 or 5 main concepts of the total, whichever is greater. Confirm that the linked main concepts are correctly covered in the game. |
| 5 | All on-screen words spelled correctly and grammatically correct. |
| 5 | Vocabulary and reading level appropriate for the lowest grade level within the target audience and grade band. |
| 5 | Game does not include material that is inappropriate for school. This includes, but is not limited to: violence, firearms, bombs, knives, daggers, blood, gore, smoking, vaping, drug use, any mind-altering substances, alcohol. |
| 5 | Game avoids any stereotypic presentation of gender, race, region, or culture. |
| 5 | Characters are diverse in gender, race, culture, and ability. |
| 5 | Students cannot simply click through and complete the game without learning. Players should be prompted to re-learn and re-do portions of the game where they had poor results due to less understanding of the academic material. |
| 5 | Academic problems are not consistently repeated. Students are presented with different problems to solve. |
| 3 | Gameplay mechanics reinforce the academic material, rather than being completely separate from instruction. I.e, there is a focus on academic reasoning rather than concept / question repetition. |
| 4 | Gameplay is intuitive and a player in the target age range can navigate the game and beat it with enough effort. |
| 4 | Games should be fun and interesting, designed as non-educational games are designed, with design to encourage players to keep playing. |
| Y | Game is between 5 and 25 minutes in duration. |

1. **Students should not be learning primarily through text-based instruction or assessment items. Students should learn and be held accountable through gameplay-based problem solving and experience.**

There is a lot of text in the game without enough gameplay or graphics to support it. It would be helpful if there were real pictures of energy being used in addition to the simulations in the game play. There is a lot of filler text that doesn't connect to the concepts that can be edited out as well. The text is also very slow to change/show a new text box.

1. **All instruction is scientifically and mathematically correct.**
2. **Confirm that the game is linked to 2/3 or 5 main concepts of the total, whichever is greater. Confirm that the linked main concepts are correctly covered in the game.**
3. **All on-screen words spelled correctly and grammatically correct.**
4. **Vocabulary and reading level appropriate for the lowest grade level within the target audience and grade band.**
5. **Game does not include material that is inappropriate for school. This includes, but is not limited to: violence, firearms, bombs, knives, daggers, blood, gore, smoking, vaping, drug use, any mind-altering substances, alcohol.**
6. **Game avoids any stereotypic presentation of gender, race, region, or culture.**
7. **Characters are diverse in gender, race, culture, and ability.**
8. **Students cannot simply click through and complete the game without learning. Players should be prompted to re-learn and re-do portions of the game where they had poor results due to less understanding of the academic material.**
9. **Academic problems are not consistently repeated. Students are presented with different problems to solve.**
10. **Gameplay mechanics reinforce the academic material, rather than being completely separate from instruction. I.e, there is a focus on academic reasoning rather than concept / question repetition.**

The concepts could be better used/further developed in the game play. For example, just turning dials to open light energy doesn't show where our light sources come from in the real world or apply to how it is used.

1. **Gameplay is intuitive and a player in the target age range can navigate the game and beat it with enough effort.**

It was sometimes confusing to know where to click or how to click things correctly to make them move. Specifically, this happened when moving the light with the gems and pulling the spring levers to make the rocks move.

1. **Games should be fun and interesting, designed as non-educational games are designed, with design to encourage players to keep playing.**
2. **Game is between 5 and 25 minutes in duration.**
   1. **If not, please indicate how long it took you to complete. (not including time to pause and take review notes).**