**DATE: 12/15/24**

**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** |
| --- | --- |
| 5 | 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. |
| 4 | 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. |
| 4 | 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. |
| 5 | 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.**
2. **All instruction is scientifically and mathematically correct.**
3. **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.**
4. **All on-screen words spelled correctly and grammatically correct.**

There were a few grammatical/spelling errors that had to be fixed.

1. **Vocabulary and reading level appropriate for the lowest grade level within the target audience and grade band.**
2. **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.**
3. **Game avoids any stereotypic presentation of gender, race, region, or culture.**
4. **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.**
6. **Academic problems are not consistently repeated. Students are presented with different problems to solve.**
7. **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 arrow to move the contraption around looks a bit shaky. Can this be smoothed out so that it doesn’t look drawn?

The bell does not really sound like a bell, but more like a guitar string or a piano note. Please adjust accordingly. The second bell sounds like a drum. Again, please adjust.

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

The game opens with a dark screen with what looks like a brain that the character calls “Aries.” We are supposed to wake him up but then the game kind of just fades to the next screen in the sky. What does that mean? Please clarify. Did we wake him up?

This theme is very cool. However, I do not really know what it is…are they aliens? Astrology symbols? Add a little more to the storyline so students better understand.

At the end I did not realize I had to move the wires so all three circles were connected. I thought it was like a chain reaction. Please make that more clear.

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).**