

Polished Assessment Tool

	Criteria	Select One from each Lettered Item	Notes
A	Measurement Achievements or		
	Completion Achievements?		<i>Consider using measurement achievements to increase intrinsic motivation through feedback.</i>
C	Are the achievements attainable but challenging?		
	No		<i>Consider a more balanced level of difficulty. Achievements viewed as too easy or too difficult will not be attempted again.</i>
E	Expected Achievements or		
	Unexpected Achievements?		
F	Immediate or		<i>Suitable for games with no clear break in the game. Helpful for new players.</i>
	Delayed Notifications?		<i>Suitable for games with clearly defined play sessions and those that require more concentration. Helpful for experienced players.</i>
G	Permanent Achievements or		
	-digitally tangible?		<i>Consider a stored list as this promotes reflection. Digitally tangible rewards would decrease intrinsic motivation.</i>
	-stored list?		
	Temporary Achievements ?		<i>Consider using verbal reinforcements to increase intrinsic motivation</i>
H	Incremental or Meta Achievements?		
	None		<i>Consider using these types of achievements to hold players' interest for longer periods of time.</i>
I	Does the game require any of the following type of "better hard work": high-stakes work, busywork, mental work, physical work, discovery work, teamwork, creative work?		<i>These types of hard work enable players to experience eustress, which increases motivation, optimism, and interest, and engagement in stressful situations. (McGonigal, 2011). This is important to path games because it holds the player's interest and keeps the player playing.</i>
	No		
		Yes	No
J	Does the game state clear goals and learning objectives?		
K	Is there an element of social interaction?		
L	Does the game elicit positive emotions from the players?		
M	Is the targeted learner clearly identified?		
N	Is the subject content clearly identified?		
O	Can the game be customized in order to adapt to the specific needs of the library or any particular staff's role?		
P	Does the game offer valuable feedback?		
References:			
Criteria A-H from:			
Kapp, K.M. (2012). The Gamification of Learning and Instruction: Game-Based Methods and Strategies for Training and Education. (Chapter 10). http://proquest.safaribooksonline.com.libaccess.sjlibrary.org/9781118191989/toc108			
Criteria I from:			
McGonigal, J. (2011). Reality is broken: Why games make us better and how they can change the world. NY: Penguin Press.			
Criteria J-Q from:			
Ak, O. (2012). A game scale to evaluate educational computer games. Procedia. 46:2477-2481. http://www.sciencedirect.com/science/article/pii/S1877042812016357			