

# PECC-Assessment template

## PLAYING/CREATIVITY (DESIGN ELEMENTS)

<b>Genre</b> 1:action, 2:adventure, 3:puzzle, 4:quiz, 5: simulation/racing, 6: strategy/skill, 7:platform/jump'n'run, 8: action shooter 9:RPG adventure, 10:text adventure/storytelling	
<b>Theme</b> 1:crime/detective, 2:science fiction, 3:fantasy, 4:romance, 5:sports, 6:nature, 7: space, 8:realistic, 9:horror, 10:comic	
<b>Goal</b> 1:capture/avoid/destroy, 2: territorial, 3: acquisition, 4: collection, 5: solve, 6: chase/racing/escape, 7: spatial alignment, 8: build, 9: negation of another goal, 10: no goal/animation	
<b>Shape of a game</b> (yes/no) title scene, introduction scene, game scene(s), end scene	
<b>Level of control</b> e.g., sensors, keys, buttons,...	
<b>Visual design</b> 1:handmade artwork, 2:painting app/tool, 3:internet, 4:media library, 5:own photograph, 6: photoshop	
<b>Sound design</b> 1:own records, 2:internet, 3: media library	
<b>Main character</b>	
<b>Others</b> e.g., restart button, timer progress bar, difficult levels,...	
<b>Deviations from the original storyboard/idea</b> (yes/no)	

## GAME ELEMENTS (MDA) x=used

	<b>Planned game elements</b>	<b>Implemented game elements</b>	<b>Postponed game elements due resource limits</b>	<b>Added game elements through game development</b>
Levels/reward				
Points/status				
Challenges/achievements				
Virtual goods				
Self-expression				
Leaderboard/competition				
Sensation				
Fantasy				
Narrative				
Fellowship				
Discovery				
Expression				
Feedback (for the player)				

## TEAMWORK

<b>Group composition</b> SG: small group, PW: pair work, I: individual	
<b>Role/responsibility within the group</b>	

## ENGAGEMENT / CODING

Scale 1-4 (1=lowest, 4=highest)

<b>Collaboration</b> Observations regarding collaboration, support, and interaction in classes with other students while coding.	
<b>Teacher intervention (positive intervention/mentoring)</b> Taking into account the interest shown in class as well as the questions and interactions of the student with the teacher.	
<b>Match of (learning) goals &amp; gaming objectives</b> Achievement of the pre-defined learning goals (defined by the teacher). Adherence to the academic theme or content that needs to be learned by the student.	
<b>Match of gaming objectives</b> Game's appearance and used MDAs, and game design aspects.	
<b>Game originality</b> Originality of the game, or how the academic concept "is gamified".	
<b>Complete/sequence /flow/story structure</b> How the concept and its different areas/parts are represented in the game (use of the "Shape of a game")	
<b>Work defense</b> Presentation of the game, "defend" the performed work, and answer to questions.	

## CODING

Use of template/framework (yes/no)	
Number of scripts/classes	
Number of bricks/functions	
(...)	
Number of objects	
Number of looks	
Number of sounds	
Number of global variables	
Number of local variables	