PECC Assessment Template

PLAYING/CREATIVITY (Game Play)

Genre 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	
Theme 1:crime/detective, 2:science fiction, 3:fantasy, 4:romance, 5:sports, 6:nature, 7: space, 8:realistic, 9:horror, 10:comic	
Goal 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	
Main character	
Others e.g., restart button, storyline, …	
Deviations from the original storyboard/idea (yes/no)	

DESIGN ELEMENTS x=used

		Planned game elements	Implemented game elements	Postponed game elements	Added game elements via game dev.
"Shape of a Game"	Title screen				
	Introduction screen				
	End screen				
Sound / Visual Design	Own artwork				
	Edit looks				
	Painted looks (painting tool)				
	Internet sources				
	Media library				
	Sound				
	Total				

GAME ELEMENTS x=used

		Planned game elements	Implemented game elements	Postponed game elements	Added game elements via game dev.
Level of Control	Animation (1 point)				
	Touch sensor (1 point)				
	Inclination sensor (2 points)				
	Buttons (2 points)				
	Clones (3 points)				
	Physical properties (3 points)				
Mechanics	Levels				
	Increase in difficulty				
	Points/life				
	Countdown				
	Virtual goods				
Dynamics	Choose a player				
	leaderboards				
	Visual / tactile feedback				
	Sound feedback				
Aesthetics	Sensation				
	Narrative				
	Discovery				
	Total				

ENGAGEMENT (optional)

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

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

CODING (complexity)

Code/Brick Statistics * depreciated on average	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	
Formel Editor	Use of functions random, substring, etc.	
	Change of object properties size, position, look, physical properties	
	Broadcast messages	
	Total	

Design Elements	
Game Elements	
Engagement	
Complexity	
Total	