

Educational Game Evaluation Rubric

This rubric is useful in determining whether or not an educational game is appropriate for use in the classroom. At the same time, it breaks down the development and design of the game so that someone could evaluate the game's features and goals. This rubric has ten different criteria. Use the rubric to assign a score to each criterion using the following categories: Needs Improvement = 1 point, Satisfactory = 2 points, Good = 3 points and exemplary = 4 points. This rubric makes it possible for one to determine the effectiveness of the game and the quality of the game. After assigning point values based on the criteria, total the score and rate the game using the rating scale listed below.

Rating Scale

40 – 33 = Exemplary game, this game is appropriate and can be seen as useful in an educational setting.

32 – 25 = Good game, this is not the first choice game, but if budget cuts and other constraints make it impossible to purchase a game in the exemplary category, these games are second best.

24 – 17 = Satisfactory game, this category of game is not necessarily suitable for use in an educational setting. This game is only satisfactory which means that it satisfies some criteria but lacks in the majority of the criteria needed.

16 or below = Needs Improvement game, this game should not be used at all. The game is not fully functioning and is not ready to be played. The game must be improved before being used in the classroom.

| Criteria | Needs Improvement = 1 pt | Satisfactory = 2 pts. | Good = 3 pts. | Exemplary = 4 pts. | Score |
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| Graphics and User Interface Design | Images do not connect to text or they are irrelevant. The interface is hard to comprehend, use, and it is inappropriate for the target audience. Screens are either cluttered or empty causing an imbalance between graphics. Nonexistent attention paid to graphics. Game design does not look good and game play is mired by the visuals. | Images are not always relevant. Text is not always present or doesn't connect to images. The interface is a bit challenging to comprehend, use, and it is difficult for the target audience to master. Screens are either cluttered or empty. Inconsistent attention paid to sizing, placement, and type of graphics and text used. The game looks OK but game play experience is not enhanced by the visuals. | Images and text are mostly relevant. The interface is fairly easy to comprehend, use, and target audiences should be able to master. Most screens contain well-placed graphics, with a balance of text and images with few inconsistencies. The game looks good and the play experience is weakly enhanced by the visuals. | Images and text are all relevant. The interface is easy to comprehend, use, and is well designed for the target audience. Objects on all pages are well thought out. Screens are not cluttered or empty. The game looks great and game play experience is strongly enhanced by the visuals. | |
| Functionality and Navigation | Necessary buttons or tools are missing or difficult to utilize. Navigating the game is puzzling and information cannot be found simply. Navigation from | Not all necessary buttons or tools are present. Navigation from screen to screen is difficult or confusing. Some navigation is uncertain, causing the user to | All buttons or tools are present but some are hard to use. Navigation from screen to screen is typically easy. Navigation is mostly | All buttons or tools are present making it easy to utilize. Navigation from screen to screen is consistently flawless. The game is well-organized and easy | |

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| | screen to screen is difficult or impossible. The game did not function properly. | become lost in a few places and the student requires help to navigate. An incomplete set of game components work, with minor functionality problems. | understandable and users can navigate with little assistance. Most components of the game work properly and support game play. | to navigate. Users can clearly understand where they are and where to go next and can navigate with no assistance. All components of the game work properly and support game play. | |
| Sound Design and Effects | Effects are limited or not present. The game has no sound or sound effects do not sound right. Game play is not enhanced by the sounds and/or music. | One or more than one type of effect is used; however, the effects detract from presentation. The game sounds OK. The play experience is not enhanced with many sounds and/or music. | More than one type of effect is used. Some effects detract from presentation while others enhance presentation. The game sounds good and the play experience is enhanced by the sound effects and/or music. | Effects are varied, yet interconnected, and they significantly enhance the presentation. The game sounds excellent and the play experience is enriched by the sound effects and/or music. | |
| Interactivity, Game Play, and Rules | Users from target audience are unable to figure out the game's goals, rules and features. They are very frustrated and have a hard time interacting due to the absence of defined rules. | Users from target audience have some difficulty figuring out the game's goals, rules and features. They are a little frustrated have a hard time interacting due to the vague definition of rules. | Users from target audience understand the game's goals but not all the rules and features. They take pleasure in figuring it out though. There is some missing information even though rules are given. | Users from target audience completely understand the game's goals, rules and features and take pleasure in using it. Every rule is clearly stated. | |
| Feedback for the User | No opportunities are presented to receive feedback on user performance. | There are few opportunities presented to receive feedback on user performance. | There are opportunities presented to receive feedback on user performance but they are not timely or consistent. | There are frequent opportunities for users to receive consistent and timely feedback on their performance. | |
| Motivation and Transfer to Real World Situations | The game's motivational components are vague and unconvincing. Game has no obvious applications to transfer to the real world. | There is significant uncertainty about the value or rationale behind the motivational components in the game. Game has obvious applications for the real world but users are unable to transfer knowledge to perform any tasks that are similar | There is a little to no uncertainty about the value or rationale behind the motivational components in the game. Game components make connections to real life, but students are unable to perform some of the tasks that | The game successfully motivates its intended audience. Knowledge and skills learned in the game can be easily connected with and transferred to real life situations. | |

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| | | outside the game. | are similar without the game. | | |
| Educational Value of Subject and Content | Information is brief or incorrect. Little comprehension of content is evident from presentation. The subject of the game is incomplete and the game misinforms the target audience or contains no educational content. | Some solid information presented; however, some information is brief and incorrect. The subject of the game is vaguely described and the game is not practical as a learning experience for the target audience. | Information is clear and correct throughout the majority of the presentation. The subject of the game is partially described and the game is useful as a learning experience for the target audience but learning content contains minor errors. | Information is well presented, clear, flawless, and correct throughout. The subject of the game is clearly stated and the game is a valuable resource as a learning experience for the user. | |
| Goals and Objectives | Goals are incomplete and there is no way to measure what the users must know to complete the game. Learning objectives are non-existent. | Goals are vague and it is unclear how to measure what the users must know to complete the game. Learning objectives are unclear. | Goals are partially described and partially measure what users must know in order to complete the game. Some learning objectives are identified but not all. | Goals are clearly stated and measure what users must know to be able to do to accomplish the game. Learning objectives are clearly identified. | |
| Higher Order Thinking Skills <ul style="list-style-type: none"> • Synthesis • Evaluation • Analysis | The game provides no activities to help users increase their higher order thinking skills. | The game provides limited activities to help users increase their higher order thinking skills. | The game provides some activities to help users increase their higher order thinking skills. | The game provides multiple activities to help users increase their higher order thinking skills. | |
| Learning Styles and Ease of Accessibility | The game provides activities that address the following learning styles: auditory, kinesthetic, textual and/or visual activities but they do not enhance user learning. No variation in skill levels, no control over presentation, and no accessibility options. | The game provides activities that address the following learning styles: auditory, kinesthetic, textual and/or visual activities but they provide limited enhancement of user learning. Little variation in skill levels, limited control over presentation, and limited options for accessibility. | The game provides activities that address the following learning styles: auditory, kinesthetic, textual and/or visual activities to enhance some aspects of student learning. Some variation in skill levels, control over presentation, and some options for accessibility. | The game provides activities that address the all of the following learning styles: auditory, kinesthetic, textual and/or visual activities to completely enhance student learning. Game provides a wide variety of skill levels and can be adapted to suit the needs of users on multiple developmental levels. | |
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