

When choosing a game or simulation to be used in the classroom, many things need to be considered in order for the game/simulation to be an effective classroom tool. The game play, navigation, interface tools, educational content, Bloom's Taxonomy, Thoughtful Education strategies, differentiation of instruction, teacher guidance, and resources must all be considered. The following rubric can be used to evaluate games and simulations for use in the elementary classroom.

Explanation of Points

19-27: Game/Simulation has value on multiple levels and can be used in the classroom for student learning enhancement. The game/simulation uses teacher resources, Bloom's taxonomy, current and proven research-based education practices. It also has teacher resources and supplements to help integrate the game/simulation into the classroom. This game also scaffolds and differentiates play for all learners including ELL students, Exceptional Education learners, below grade level, on level, and above level learners including Gifted Students. It also requires the student to use a variety of strategies and skills in order to complete the goals and objectives. It is also user friendly, tracks student progress, and engages students on multiple levels.

10-18: Game/Simulation meets at least 5 categories of criteria. It can be used in the classroom as a supplement but not as the main lesson. It uses some research-based education practices and provides some material to be used in lesson plans and game play. The teacher may still need to bring in additional material to integrate the game or simulation in the classroom. It engages students' on a few levels and is mostly user friendly. Tracks some student progress but does not gather data. Game/Simulation may differentiate for some students, but not all students. Students may use 1-2 strategies in order to complete game play but not a variety of skills.

0-9: This game/simulation should not be used in the classroom or for learning purposes.

Game Simulation/Evaluation Rubric for Educational/Classroom Purposes K-6

Criteria	Title of Game/Simulation Website Address:			Score
	Scoring Rubric			
	Needs Improvement 1	Satisfactory 2	Exemplary 3	
Game Play	<p>Game or simulation is not age appropriate. There is questionable language or action. The story is not simple and easily understood. Goals and objectives for the student are unclear or not displayed. The game demographic is not the student's age level. There are too many choices and the student does not have control over their path. Dialog is not simple or understood between the students and the characters in the game. Instructions are hard to follow or not easily understood. Graphics and sounds are not aligned with the game or the story of the game. There is not an easy way for a student to recall information needed for game play. There is no tutorial mode or instructions given for game play.</p>	<p>Game is age appropriate for majority of target demographic. There is no questionable language or actions to be taken by students. The story is somewhat simple and easy to understand. Goals and objectives for each level are clear and attainable for the student to achieve. Game/Simulation attempts to integrate different levels of learning and student ability levels. Graphics and sound mostly go with game play but may have a few "empty" screens and sounds. Sounds do not always match up with screens or may be slow in loading. Some game screens may have "extra" items but does not interfere in game play. There is a place for students to collect and store items and can easily recall information needed for game play throughout. There is a short tutorial mode that explains most of the navigation and game play.</p>	<p>Game or Simulation is age appropriate. There is no questionable language or action. The story is simple and easy to understand. Goals and objectives for each level are explicit to the student's learning abilities. Storyline and character interaction is easily understood. There are limited choices and at least two-three different outcome paths. Students have control over which direction and path their character can take. Dialog between students and characters or instructions are simple for student to understand. Graphics and sound work with the game and there are no "extras" unless needed in the levels of game play or the simulation. There are places for students to store tools and items collected or a place to drop items no longer needed. Students have the option to go through a tutorial mode to understand game play and navigation.</p>	
Summary of Game Play				

Navigation	The student struggles with navigation which does not allow for easier game play. Tools and buttons are not within easy reach and so students cannot navigate easily. There is no audio option available to read students dialog or other game information if needed. Students are given a generic avatar to play game. Too much thought is required to navigate game pathways causing interruption in game play for the student.	Navigation is somewhat intuitive for the student or age group. Tools and buttons are simple but may not be easily reached by all students. There is some thought required by students to navigate but it does not interfere in game play. Students have more than once choice if the Avatar is a generic one. They can customize the Avatar somewhat. Audio is available only in some parts of the game. Tools and buttons are somewhat intuitive and do not interfere in game play.	Navigation is intuitive to the age group. Tools and buttons are within easy reach of students. Minimum thought required by students to use tools to navigate their Avatar through game screens and interact with game characters. Audio available for lower level learners and ELL students. Tools and buttons are intuitive to the student playing so as not to interfere in game play or thought process.	
Summary of Navigation				
Interface Tools	Keyboard and other navigational tools are complicated or hard to use through the screens and levels. Uses keyboard letters or keys that are too spread out interfering in game play and natural flow of the game. There are no hints or ways to indicate to students' important information.	Medium difficulty in keyboard and mouse controls. Allows some point and click action to move through screens but may need the keys such as W, S, A, D in order to move forward, backward and left and right. May require the student to practice more with the controls in order to navigate the game. There is a hint box available in some parts of the game such as new levels or new quests. Tutorial can be repeated but may interfere in game play.	Easy keyboard or mouse controls to move through screens and levels. Uses point and click and indicator arrows for important information and has a "hint" box students can use to prevent frustration and allow students to stay engaged in game. Hint box needs specific types of items collected to use which are indicated in the game tutorial. Hint box must "reload" in order to use.	
Summary of Interface Tools				
Educational Content	Game has no educational content or concepts that integrate into teachers' planned curriculum. Game is not aligned with Common Core Standards or Next Generation Science Standards.	Game has some educational value and can be identified as a useful tool in some content areas. Game may be somewhat aligned with Common Core Standards but not	Game or simulation is clearly aligned with Common Core Standards or Next Generation Science Standards. Teacher can easily integrate game into lesson plans and classroom activities.	

		with Next Generation Science Standards. Teacher may need to pull supplemental material in order to integrate game into lesson plans and classroom activities.		
Summary of Educational Content				
Bloom's Taxonomy	Only the lower levels of Bloom's taxonomy are used. These include remembering, understanding, and applying.	Some higher level Bloom's taxonomy is addressed but game is mostly middle to lower level Bloom's. These include applying, remembering, understanding, and some evaluation and analyzing of game situations in order to solve problems and combine multiple pieces of information in order to complete game. Does not allow students to create items or completely customize their Avatar.	The higher order thinking skills of Bloom's taxonomy are required for students' to play the game. These include evaluating, synthesizing, and analyzing multiple pieces of information and multiple parts of the game in order to solve problems. Allows students to create items including their Avatar to engage students.	
Summary of Bloom's Taxonomy				
Thoughtful Education Strategies	There are no thoughtful education strategies integrated into game play and other research based strategies are not used	Some thoughtful education strategies are used and integrated into the game play. May introduce students to new concepts such as word relationships but does not allow comparison between relationships.	Thoughtful Education strategies and other researched based criteria are subtly integrated into game play such as being introduced to new concepts and ideas using comprehension strategies in relation to Bloom's taxonomy. These may include new vocabulary concepts, word and situation relationships and comparing a new situation to a previous situation.	
Summary of Thoughtful Education Strategies				

Differentiation of Instruction	Game play only has one level of play and does not allow for multiple or diverse groups of students the ability to play. The levels may be defined as Easy, Medium, and Difficult but does not allow students to move between them based on performance.	Game play has two or three levels of play and allows for some multiple or diverse groups of students the ability to play. Levels may be defined as Easy, Medium, or Difficult but there is very little scaffolding or difference in all three levels. Does not allow for movement between levels based on performance.	Game play or simulation allows for students to work on multiple levels and platforms to solve problems and resolve situations in the game. There levels may be defined as Easy (below grade level and simple directions); Medium (on grade level); and Difficult (above grade level and challenging) in order to engage students on multiple levels of performance. Scaffolding allows students to flow between difficulty levels based on their performance.	
Summary of Differentiation of Instruction				
Teacher Interface	No teacher interface allowing teacher to track student progress or get statistical information on students' comprehension of game concepts. No mini-lessons or the teacher interface interrupts game play and disengages student in game.	Interface allows teacher to look at progress of students but does not provide strategies or mini-lessons in order to help students through a difficult part of the game. Does not allow students to practice problem solving. The teacher needs to pull in additional information and create own lessons based on student trouble-spots in the game. Teacher may have to watch student play game in order to identify trouble-spots.	Interface allows cloud navigation to track student progress through simulation or game play and present teaching strategies to help a student through a difficult task or situation in the game play while still allowing the student opportunities to practice problem-solving. Shows teacher the specific mini-lesson that can be used to help a student at a particular level.	
Summary of Teacher Interface				
Game Resources	Game or simulation has no teacher resources to be used with students in the classroom to help integrate game into lesson plans.	Some graphic organizers for student usage during gameplay. Instructions or Teacher Resource book included. May not include lesson plan activities for integration into classroom and teacher may have to pull in and create own resources.	Includes thoughtful education graphic organizers students can use during game play and mini-lessons that teachers can use to help students through a particular difficult concept. Supplements include videos and activities that can be used to integrate game into classroom lessons.	

Summary of Game Resources		
Total Score		

Points: Summary of Evaluation

Comments on Strengths, Weaknesses, Improvements, and Effectiveness go here

Strengths:

Weaknesses:

Improvements:

Effective Simulation?