



RUBRIC: STLP GAME DESIGN CHALLENGE

Live Performance at State Championship

Team Event

ONE TEAM PER SCHOOL ALLOWED TO APPLY

Middle and High School Only

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Ever wondered who was behind the games you play? Programmers and artists are just two that make a full team. Look at some of your games, notice who is credited. Study how the game works. It can be a board or software or an online game. Game design involves a rich array of knowledge and skills. Knowing how to put together a successful game involves system-based thinking, critical problem solving, art and aesthetics, writing and storytelling, interactive design, game logic and rules, and computer skills. The designer must also be a sociotechnical engineer, thinking about how people will interact with the game and how the game will shape both individual, competitive, or collaborative social interactions.

Teams make a oral presentation of their Game Design Concept.

First and second place will be recognized at the State Championship Awards.

What the STLP Coordinator/Coach/Teacher should do:

- Share the rubric with students
- Determine the students who should be on a team
- The game must be educational in nature and target one or more Learning Goals.
- Co-Sign with every member a statement of Student Originality (Something along the lines of, All work is student created and respects the Intellectual Property of others.) This statement **MUST be brought to the presentation at state finals.**
- Register the team online by deadline

What the student should do:

- Review the rubric
- Document your game as you develop it using the Game Concept Document below Team may also use the Game Design Toolkit available [here](#) (this option is recommended for High School teams that enter the challenge as part as a game design/development class.) High School teams can use the included Concept Document.
- The Game concept or prototype must be rated 'E' for Everyone as rated by Entertainment Software Rating Board
- (<http://www.esrb.org>)
- Have the Documentations and Pitch ready by State Championship

Game Concept Document

(Introduction, Background and Game Premise, and Game Features, Miscellaneous Issues)

This document is to be filled out in its entirety and be brought to State.

This is only a guide and only presented to generate the basic information needed. Teams are encouraged and expected to expand upon the answers to these basic questions.

Introduction

Why you choose the theme. Why did you make the design choices you did. How does this game help develop an understanding/ or enjoyment of the theme? Why this game, in this format. What interested you about the theme to create this game?

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Background and Game Premise

Game Theme: What is the game about or based on? What about the theme made you want to design a game about it?

Aspects of theme to be incorporated into game design:

What visual or narrative aspects of the theme will be incorporated into your design?

Game Features

Game Genre: *First person shooter, role-play, interactive board game, maze, etc....*

Description of Game Play and Game Goals

How goals and game play relate to theme *(self explanatory)*

Other aspects of goals and game play *(self explanatory)*

Key features: *What makes this game unique? What features would encourage someone to play this game?*

Target Audience: *Age level or grade or specialized (i.e.. people who have read The Lightning Thief).*

Game Technical Details: *If the Game were to be developed, what platform would you use? What would the Game play look like? What would the scoring look like? How would you address failure? How would you balance rewards and game complexity?*

Concept Art: *Attach any storyboards or drawing used to design the game (may not apply to all games, be prepared to answer why you didn't attach concept art)*

Miscellaneous Issues: *Any issues that presented roadblocks from concept to final product.*

Research references: *Any research done on the **content** of your game should be documented here. (May not apply to all games.)*

Other: *Anything else that would help the judges understands the concepts behind your design choices.*

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CATEGORY	1	2	3	4	Score
Learning Goal	Learning Goal(s) not clear or nonexistent	Learning goal(s) are identified but it is not clear how aspects of the design reflect the learning goal.	Learning goal(s) are somewhat identified and some aspects of the design reflect the learning goal(s)	Learning goal(s) are clearly identified and the design clearly reflects the learning goal(s) in the game play	
Learning Experience	It is not clear how the game provides experiences that enhance student learning	The game provides only one experience to enhance student learning	The game provides some experiences to enhance student learning	The game provides multiple experiences to enhance student learning.	
Story/World	Shows little to no evidence of creating an immersive experience that encompasses any aspects of the game play	Shows some evidence of creating an immersive experience that encompasses some aspects of the game play	Shows some evidence of creating an immersive experience that encompasses all aspects of the game play	Shows strong evidence of creating an engaging player experience	
Game Play	Shows little to no evidence of careful thought about aspects of the game play as it relates to a positive player experience.	Shows some evidence of careful thought about some aspects of the game play as it relates to a positive player experience.	Shows some evidence of careful thought about all aspects of the game play as it relates to a positive player experience.	Shows strong evidence of careful thought about all aspects of the game play as it relates to a positive player experience.	

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CATEGORY	1	2	3	4	Score
Production	Shows little to no evidence that Characters, settings, roles, rules, and other game elements show any relation to the learning goal, and game story	Shows some evidence that Characters, settings, roles, rules, and other game elements show some relation to the learning goal, and game story	Shows some evidence that Characters, settings, roles, rules, and other game elements show a direct relation to the learning goal, and game story	Shows strong evidence that all Characters, settings, roles, rules, and other game elements show a direct relation to the learning goal, and game story	
Creativity	Presentation shows little to no evidence of creativity in tying any game elements to the learning goal	Presentation shows some evidence of creativity in tying some game elements to the learning goal	Presentation shows some evidence of creativity in tying all game elements to the learning goal	Presentation shows strong evidence of creativity in tying all game elements to the learning goal	
Clear & Clever	It is not clear how any aspects of the game support the learning goal. The presentation lacks originality.	It is not clear how all aspects of the game support the learning goal. The presentation strives to be original.	Presentation clearly explains in a clever and original way how some aspects of the game support the learning goal.	Presentation clearly explains in a clever and original way in which all aspects of the game support the learning goal.	
Collaborative	Only one member of the group has a role in the presentation	Some members of the group have a role in the presentation.	Most members of the group have a role in the presentation.	All members of the group have a role in the presentation.	
Documentation	No Design Document Presented	Design Document Presented but all sections are not completed	Design Document Presented and all sections completed but lacking in detail.	The presented design document is complete with specific details regarding the game design.	
Copy Right/Intellectual Property	Copy Right/Intellectual Property Not Respected			Copy Right/Intellectual Property Respected	

Score

/44