Game Design Project 2013-2014

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| Game Name: |  | | | | | | | | | | | | | | | | Period | |  | |  | | | Notes/Explanations. Ad. Bonus |
| Game Depth: | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Replayability: | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |
| Rule Specificity: | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Presentation | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Neat/Clean: | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Uniqueness | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Bonus-Vocab | 0 | 1 | 2 | 3 | 4 | 5 | TOTAL SCORE | | | | |
| Time/Effort: | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Bonus-Teaching | 0 | 1 | 2 | 3 | 4 | 5 |  | | | | |
| Student Names: |  | | | | | | | | | | | | | | | | | | | | | | |

* **Game Depth** – What is the depth of strategy needed to be successful in your game. Strategy in games allow for different players to choose different ways to try and win, which offers a more complete game experience and rewards strategy as well as talent within the game.
* **Rule Specificity** – You must submit a detailed set of rules with your game. The more specific your rules are, the higher this grade will be. There should be no questions about how I play the game after I have read your rules. I will play your game to grade it, so spend a good amount of time on this.
* **Neatness and Cleanness** – How clean is your game board, rules, etc.? How neatly have you done this project? How easy is it to read? Is your game visually pleasing to the eye? Neatness counts.
* **Uniqueness of design** – How unique is the game that you designed? This does not mean that you cannot use a game from our world as a basis, but how did you change to make it your own and different from other games. You game design should be your secret, so others can’t copy your ideas.
* **Depth of work showing Time and Effort put into Design**: How many things did you do from scratch to make this game. These things can include board and rule design, game pieces made, cards created for the game, etc. This is a two week project that will take time, and your effort should be rewarded. You have nearly two full weeks to make this game. You finished product should show extreme effort put in over that period of time.
* **Replayability of the game** – Is your game just as fun or more fun to play the second time? What about the third, fourth, or fifth time? Replayability is the most important factor of long term game success. If your game is exactly the same every time you play it, than it is not as fun and has low replayability. That is what this score is based on.
* **PowerPoint or Prezi Presentation**: You will present your game to the class. You can have posters and other handheld displays, but you must you a form of high technology (computer based) in your presentation. Your presentation should last about 6-8 minutes, with each team member talking a minimum of 2 minutes. Balance in the presentation is critical to this score. If only 1 person has done the work, that is not acceptable.
* **Vocabulary Usage** – This is a Bonus Area. We have a class vocabulary list. If you can find a way to use vocabulary terms and teach the definitions within your game design, you can earn up to 5 Bonus Points. Maximum of 20 words used for maximum bonus..
* **Ability of the Game to Teach someone the definitions** – If you are using vocabulary terms, but the game is not teaching the definitions, that is not an effective use of the terms within the game. In order to get points, your game must teach people what our vocabulary terms mean.
* **This project will be done in teams of three ideally. Some teams may only have two people in them because of class size.**
* A 100% score on this project is 80 points, but a maximum of 100 points is possible, or125% maximum.
* Each person in the group is expected to do an equal share of the work. A team project plan will be required early in the process to detail what each team member is doing within the project. **IT IS POSSIBLE** for team members do get unequal scores for unequal work or completeness.
* Your game design should not be some random activity. It should be a game with specific rules, ideas, strategies, etc. Additionally, your game cannot risk bodily harm to the people who are playing

Game Project Plan: **This plan is to be turned into the teacher TODAY**. You are expected to write down your individual responsibilities in your course Engineering Notebook. Consider all aspects of the design process as well as specific requirements for your design and list all responsibilities. **Be as specific as possible.** Who will be responsible for: board design, card design, card creation, rules, strategy layers, computer research, powerpoint/prezi creation, presentation script, game testing, statistical research, etc. There are many more options than those that were listed, but this should get you started. Be sure to complete the game overview section at the bottom of this page as well. This game overview is really important to this assignment.

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| --- | --- | --- |
| Student 1: | Student 2: | Student 3: |
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| Basic synopsis of your game (gameplay, strategy, how you win, etc.) | | |

Student Game Design Project Assessment 2013-2014

This assessment is worth 35 points. It is important that you think about each question and answer it to the best of your ability. The more that you explain your answer, the more points it is possible to gain on this project. If your answers total less than 20 total points on this assignment, you will be required to redo this assignment over again until you reach that minimum score. Your scores for all the different times that you did the assessment will be averaged to determine your gradebook score. You will type this paper in WordPad or Microsoft Word, and then send your file to me through the class website and attach your assignment. Please do not write on this paper. My website is [mmotta.weebly.com](mailto:michael.motta@evsck12.com) You can use the contact page to email your analysis responses.

PROJECT ANALYSIS

1. Consider the project that you just completed. **Discuss in detail the various pieces of depth and strategy involved in your design.** Remember that on this project, we classified game depth as:

* **Game Depth** – What is the depth of strategy needed to be successful in your game. Strategy in games allow for different players to choose different ways to try and win, which offers a more complete game experience and rewards strategy as well as talent within the game.

1. Creating high quality rules that are easy to understand is the most difficult part of a game design. **Choose the three (3) rules that you think made your game the most fun and enjoyable to play with as much depth as possible.** Finally, **what aspect of your game is still not perfect** within your rules and why is it a problem or difficulty.
2. In this project you were asked to create a unique game. **Discuss all the aspects of your game that made it unique.** This can include but is not limited to: Board design, gameplay, parts and pieces, cards, templates, rules, and strategies. **Select AT LEAST three (3)** different aspects of your game that made it unique. Remember that in our design constraints we defined uniqueness as:

* **Uniqueness of design** – How unique is the game that you designed? This does not mean that you cannot use a game from our world as a basis, but how did you change to make it your own and different from other games. You game design should be your secret, so others can’t copy your ideas.

1. Games are most fun when we can enjoy them again and again because they are different each time we play the game. No two games are ever alike. This concept is known as replayability. **What are AT LEAST three (3) things that were incorporated into your game that allow your game to be different every time you play.**

TEAM MEMBER WORK ANALYSIS

Next up, you need to assess your work and your teammates work during this process based on TIME and EFFORT. We will follow the scale shown here below:

5 = This person did all of this part of the project for the group.

4 = This person did most of this part of the project for the group. (two people shared work unevenly)

3 = This person did half of this part of the project for the group. (two people shared work evenly)

2 = This part of the project was done evenly by all three members of the group.

1 = This person did a little bit of the work on this while another member did most of it.

0 = This person did none of the work on this part of the project, OR we did not need to design this as part of our game. (example: a card game that does not need a game board would have zeros for game-board design).

If you can, please create the following Table for your analysis. If you can copy and paste it into your document, that would be okay too. Remember to follow the 0 to 5 scale above

|  |  |  |  |
| --- | --- | --- | --- |
| **Use 0 – 5 scale above** | Team Member 1 | Team Member 2 | Team Member 3 |
| Brainstorming Ideas |  |  |  |
| Game Board Design |  |  |  |
| Objects made for game (cards, pieces, etc.) |  |  |  |
| Game Rules Design |  |  |  |
| Game Play Testing Work |  |  |  |
| Class Presentation Work |  |  |  |

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| --- | --- | --- | --- |
| Lastly, on a scale of 0 to 10, where **ten (10) means** this person worked very hard and was very easy to work with and a **zero (0) means** this person did not try to help and would not help the team, **rate the EFFORT and TEAMWORK score** for each member of your team (including yourself). | | | |
|  | Team Member 1 | Team Member 2 | Team Member 3 |
| Teamwork/Effort Grade  (this grade only is 0 – 10) |  |  |  |

Assignment Rubric

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| --- | --- | --- | --- |
|  | Not Effective (0-2 pts) | Somewhat Effective (3-5 pts) | Highly Effective (6-8 pts) |
| Depth | Student does not analyze game design with much effort, cannot find at least 2 aspects of design that show depth. | Student analyzes some aspects of game design. Student finds 2-3 aspects of game that show depth. Student does not explain depth aspects with great detail. | Student analyzes various aspects of game design. Student finds 4-5 separate ideas that show depth. Student explains these aspects in great detail. |
| Rules | Student discusses no rules or does not examine any rules with thought to show how they affected gameplay. Student does not discuss areas of the game that can still be improved. | Student discusses one rule within the game and explains it well to show how they affected gameplay or two or more rules but are not examined thoroughly. Student somewhat discusses areas of the game that can still be improved. | Student takes three separate rules within the game design and explains them well to show how they affected gameplay. Student also discusses areas of the game that can still be improved well. |
| Unique | Student does not explain the unique aspects of their game design to the depth and thoroughness expected of their grade level. No deep thought is shown in their explanation. | Student takes at least two separate aspects of their design that makes their game unique and somewhat explains them within their game design. | Student takes at least three separate aspects of their design that makes their game unique and examines them thoroughly. |
| Replay-  ability | Student does not the replayability factors of their game design to the depth and thoroughness expected of their grade level. No deep thought is shown in their explanation. | Student takes at least two separate aspects of their design that makes their game replayable and somewhat explains them within their game design. | Student takes at least three separate aspects of their design that makes their game replayable and examines them thoroughly. |
|  | Not Effective (0-1 pts) | Somewhat Effective (2-3 pts) | Highly Effective (4-5 pts) |
| Grade  Analysis | Student does not accurately assess the work of their partners, nor themselves, with fairness and accuracy. | Student tries to affectively rate themselves and their partners, but overestimates their own effort and the “best buddies” effort at the expense of other partners. | Student makes an effort to accurately assess everyone in the group, including themselves, with fairness and honesty. |

Game Rules Format Example

Firstname Lastname Period 7

**Game Setup**

* Bulleted List of Items
* Bulleted List of Items
* Bulleted List of Items
* Bulleted List of Items
* Bulleted List of Items

**Game Object** or **Objective of Game**

* A two sentence explanation of what you are trying to do in this game. If you accomplish this you can win the game

**Gameplay** or **Game Rules**

* Bulleted List of Items
* Bulleted List of Items
* Bulleted List of Items
* Bulleted List of Items
* Bulleted List of Items
* Bulleted List of Items
* Bulleted List of Items
* Bulleted List of Items
* Bulleted List of Items
* Bulleted List of Items

**Winning**

* A short explanation of what it takes to win the game.
* If your game has places, what are the places determined by
* If there are calculations at the end of your game like in Yatzee, explain them.