



# RoboCup Junior (Australia)

## 2006 DANCE INTERVIEW EVALUATION

Team Name: \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Division:      *Primary*      or      *Secondary* (circle one)

**TEAM ID**

tick number of points scored for each criteria

POINTS				<b>Robot Design &amp; Construction**</b>	TOTALS
0	1	2	3	<b>The appearance and construction of the robot shows...</b>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Design & construction was largely students' own <small>Commercial robot = 0, commercial kit (eg: Lego) = 1, hand-built = 3</small>	/3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Gearing, linkages, pivots, (other non-basic features) used in design and drive mechanisms (reward design for complexity IF it aids movement)	/2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students successfully addressed problems of robot balance and structural soundness in design <small>(eg: how did you stop x from becoming loose during the performance? What have you done to prevent your robot(s) breaking if they fall?)</small>	/3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Evidence of authenticity and evolution <small>(Logbook, journal, photographic record or similar provided to convey ideas tried and discarded, progressive evolution of students' design and original ideas.)</small>	/3
<b>TOTAL</b>					<b>/11</b>

POINTS				<b>Programming and Preparation</b>	TOTALS
0	1	2	3	<b>Through experience, research and teamwork the team shows:</b>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	They can explain, describe and understand their program thoroughly <small>(eg: what does this section of program tell the robot to do? If I changed this part to become x, what effect would that have on the robot?)</small>	/3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Complex, innovative or original programming used or programming level appropriate to age and expertise level <sup>1</sup> <small>(eg: use of jumps/lands, loops, nested sections, creation of own icons or sequences, etc)</small>	/3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	They are able to explain connections between the program and music selected <small>(eg: how do you get your robot to synchronise to the music chosen?)</small>	/1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	They were able to work as a team <sup>2</sup> <small>(eg: how did you share the tasks? How did you make decisions?)</small>	/2
<b>TOTAL</b>					<b>/9</b>

POINTS				<b>Sensors &amp; Technology**</b>	TOTALS
0	1	2	3	<b>Robot shows...</b>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use of sensors &/or communication: <small>(eg: programming to respond to sensors, use of sensors to trigger next part of performance, evidence of programming to keep the robot within the stage boundaries, effectiveness of sensors used, use of communication between robots to assist location, timing, etc)</small>	/3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use of other technologies: <small>(eg: use of unusual technologies such as infra-red, sonar, GPS, in-built timer to monitor duration of performance, etc)</small>	/3
<b>TOTAL</b>					<b>/6</b>

\*\* aspects of this section also assessed in performance

<sup>1</sup> Servo motors do not use programming structure comparable to rotary motors – judges should make allowance for this when scoring robots using such programs.

<sup>2</sup> if only one member in this team, delete this criteria and mark the section out of 7: indicate this on the sheet!

Keep this team in mind for an award for \_\_\_\_\_

**TOTAL SCORE**

**/26**