Supporting Documentation for 2019 Botball Onsite Presentation

This year KIPR is having teams focus on documenting iterations and reflecting on progress to inform decision making processes. To accomplish this, teams will need to address goals and strategies at the beginning of the season, and capture their growth and progress during the course of the competition. We have provided a rubric that we encourage teams to use throughout the season as a way to reflect throughout the season. However, teams can use whatever methods work best for them.

One of the aspects of the preparation for the onsite presentation will be to share both team and individual team member's learning goals. At the beginning of the Botball season, we are asking teams to discuss and develop a team learning goal. This can be anything that expands the team's knowledge, skills, or abilities. Teams can refer back to it throughout the season and make adjustments as needed. It will be important for the teams to document and explain the choices they made during the course of the season. In addition, we want to encourage team members to create an individual learning goal(s) and track these throughout the season.

Students are encouraged to review the Onsite Presentation Rubric at the beginning of the season so they are aware of what will need to be covered at the onsite presentation.

The emphasis of this year's onsite presentation will be the review of the project iteration. Although all the areas are equally important, the presenters are encouraged to focus on what they feel is most important to their team's progress. Specifically this mean that students don't have to spend equal amount of time addressing each rubric objective but should still be addressed, even if briefly.

In the presentation rubric the term "mid-season" is not meant to reference a halfway point between kickoff and a tournament, but instead designate whatever the team identifies as a significant point in their decision process.

Team Number:

Date:

Sprint Review Rubric	
Learning Goals	⓪ - ① - ② - ③ - ④
The team clearly and thoroughly articulated their learning goals. Explicit tradeoffs resulting from a particular focus were clearly identified (eg. desire to produce a robust final product exhibiting a high degree of finish vs. tackling a technically ambitious/challenging problem).	
Integrated Project Increment/Iteration	⓪ - ① - ② - ③ - ④
The team has progressed towards an integrated increment of their project. The deliverable demonstrated functionality spanning all subsystems (eg. electrical, firmware, hardware, mechanical). The sprint iteration represents an improvement over previous sprint deliverables.	
Identification of Risk	⓪ - ① - ② - ③ - ④
The team identified aspects of the projects that represent the greatest risk to achieving their learning goals. The steps laid out to mitigate the risk are appropriate.	
Decision	⓪ - ① - ② - ③ - ④
The team demonstrated learning by using evidence presented as a basis for making a decision about how to improve their project going forward.	
Next Sprint Goal	⓪ - ① - ② - ③ - ④
The goal for the next sprint was clearly articulated, and the team put the sprint goal in the context of the larger schedule for the project. The goal is singular, and the team presented a reasonable plan for achieving it.	
Communication	⓪ - ① - ② - ③ - ④
The presentation was structured well and the ideas were clearly presented through objectives, experiments, results, and interpretation of data, design models, etc.	
Comments:	