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| **2020 GCER Botball Onsite Presentation Rubric** | |  | | | | |
| Team#: | | | | |
| These questions pertain to the period between regionals and GCER.  (Prompt-refers to the judges having to prompt the student to provide the answer) | | **Yes** | | **No** | |  |
| **Introduction**  Presenters are ready to present at assigned time. | | 2 | | 0 | |  |
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|  | Presenters introduce themselves to judges. | 2 | | 0 | |  |
| **Team Knowledge**  **Structure and Organization**  Description provided detailing team demographics (#, gender, grade level). | | 2 | | 0 | |  |
|  | Described process for meeting (in-class, extracurricular, after school, weekends). | 2 | | 0 | |
| Described how the team was organized (officers, leaders, committees, etc.). | 2 | | 0 | |
| **Teamwork**  Description of the decision making process the team used when deciding on strategy and/or robot design. | | 4 | | 0 | |
|  | At least one example of how the team handled conflict. | 4 | | 0 | |
| A brief discussion of the team's goals/strategies at the beginning of the season and how they did or did not change over the building and programming period.  Description of how division of labor was accomplished. | 2 | | 0 | |  |
|  |
| 2 | | 0 | |  |
| **Robot Design**  **Description of the overall robot system (students may use robot of choice).**  Provided overview of the robot's mechanical systems. | | 4 | | 0 | |  |
|  | Included explanation of how the mechanical design supports sensors. | 4 | | 0 | |
| Included explanation of how the mechanical design supports effector. | 4 | | 0 | |
| Provided at least one example of how the robot was tested. | 4 | | 0 | |
| Provided detail of test data analysis used such as; average, mean, max. or min. | 4 | | 0 | |
| Provided at least one example of actual robot code and explained what it does by pointing out what sensors are being used and what motors are being driven. | 8 | | 0 | |
| Provided a description of a tough problem encountered with the design and a brief explanation of how it was solved. | 4 | | 0 | |  |
| Provided a description of an elegant solution to a problem encountered in design or construction. | 4 | | 0 | |  |
| **Supporting Documentation (ELECTRONIC PRESENTATIONS ALLOWED)**  Includes at least one: Photograph or CAD or Drawing or Physical Model. | | 4 | |  | |  |
|  | |
|  | Item was used to effectively support ANY idea/concept on rubric. | 2 | |
| Includes a Flow Chart that shows **computer program** flow. | 4 | |
| Item was used to effectively support program flow | 2 | |
| Includes a Graph. (Must include units and enough data to describe the distribution; include measure(s) of central tendency-avg. mode, median, etc.) | 4 | |  |
| Effectively used to describe data distribution in support of concept. | 2 | |  |
| **Communication Skills**  Presentation followed a logical progression (overall quality of presentation). | |  | | | |  |
| 2 | 4 | 6 | 8 |  |
| **Overall Quality of Presentation**  **Knowledgeable in Q & A responses**  Thoroughly covered OR effectively answered questions about team structure and organization. | | 2 | |  | |  |
|  | |
| Thoroughly covered OR effectively answered questions about mechanical design. | | 2 | |
| Thoroughly covered OR effectively answered questions about robot code. | | 2 | |
| **Social Media Impact** How has your team promoted robotics, your team, or your school? | | 4 | |  |
| **Finished in Allotted Time** (8 minutes) | | 6 | |
| **Judge's Comments** (Remember these are optional & students **will** be able to read them) | | | | | |  |
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