

# RoboCup Junior (New Zealand)

## 2012 THEATRE INTERVIEW

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

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

(tick one)

PRIMARY

SECONDARY

TEAM ID

JUDGE ID

<b>Robot Design &amp; Construction</b>	<b>TOTALS</b>
<b>The appearance and construction of the robot shows...</b>	
Design & construction was largely students' own <small>Commercial robot = 0, commercial kit = 1-2, hand-built = 3-4</small>	/4
Design & construction resulted in a stable build	/2
Gearing, linkages, pivots, (other non-basic features) used in design and drive mechanisms <small>(reward design for complexity IF it aids movement or has solved a problem)</small>	/4
Students successfully addressed problems of robot balance and structural soundness in design in performance application <small>(eg: What problems did you have with your robot build once you started to program? What solutions did you find? )</small>	/4
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>	/6
<b>TOTAL</b>	<b>/20</b>

<b>Programming and Preparation</b>	
<b>Through experience, research and teamwork the team shows:</b>	
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>	/4
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, blocks, switch statements, creation of own icons or sequences, etc)</small>	/4
They are able to explain connections between the program and music selected <small>(eg: How did you program your robot movements to be appropriate for different parts of the performance.</small>	/2
They learnt from their experience in preparing for the competition?	/2
They shared their learning with others? <small>(eg: How did you work as a team? Share the tasks? How did you make decisions? If only one member of the team, what did you do to share your learning with others?)</small>	/2
<b>TOTAL</b>	<b>/14</b>

<b>Sensors &amp; Technology</b>	<b>TOTALS</b>
<b>Robot shows...</b>	
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, in-built timer to monitor duration of performance, use of communication between robots to assist location, timing, etc)</small>	/3
Use of other technologies: <small>(eg: use of unusual technologies such as infra-red, sonar, GPS etc)</small>	/3
<b>TOTAL</b>	<b>/6</b>

<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.

<b>TOTAL SCORE</b>	<b>/40</b>
--------------------	------------