RoboCupJunior Turkey 2011
CoSpace Dance Interview

Team Name: _____ Country: _____

JUDGE Initials:

	POINTS
Real robot /Virtual robot Design & Construction: The appearance and construction of the robot shows…	
Real robot(s) design & construction was largely students' own (Commercial robot (eg. AIBO) = 0; Commercial kit (eg. LEGO) = 1; Using existing instruction = 2; Own design and hand-built = 3-4. *Note: Significant mentor involvement will cause points reduction.)*	/4
Sensors for Real Robot(s): (eg. What types of sensors are on the robot? How do they function? How does the robot know its direction? 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. How did the robot avoid obstacles or another robot? Effectiveness of sensors used? How did you place your sensors? Did you encounter interference when the sensors were used?, etc.)	/3
Virtual robot(s) design: (eg. Are virtual robots designed with physical models? What type of sensors is installed in the virtual robot? Is the design creative?)	/5
Students successfully addressed problems of robot balance and structural soundness in design the performance application (eg. How did you stop x from becoming loose during the performance? What have you done to prevent your robot(s) falling over, or breaking if they fall?, etc.)	/2
Evidence of authenticity and evolution (Teams are strongly encouraged to produce an A4 paper sheet with a general summary of their robots including photographs of different stages of development. Logbook, journal, photographic record or similar documents should be presented to convey ideas tried and discarded, progressive evolution of students' design and original ideas.)	/2
Sub-Total	**/16**

Programming and Preparation (for both real and virtual robots): Through experience, research and teamwork the team shows …	
They can explain, describe and understand their program for both real and virtual robots thoroughly (eg. What does this section of program tell the robot to do? If I changed this part/instruction to become x, what effect would that have on the robot?)	/5
Complex, innovative or original programming used for age appropriate and level of expertise (eg. Simple commands only =1; Use of jumps/lands, loops, nested sections, creation of own icons or sequences = 2-3; Use of multiple languages/assembler and use of interrupts = 4-5)	/5
They shared the work and collaborated as a team (eg. How did you work as a team? Share the tasks? How did you make decisions? How many were really active in building or programming the robot? How did they solve problems as a team? Did they have sub-teams? If only one member of the team, If the team has only one student, ask how s/he has managed to successfully complete multiple tasks, and if s/he got any help/support from adults or/and friends. If yes, ask what/how.)	/2
Sub-Total	**/12**

Virtual Environment Design and Communication:	
The 3D virtual environment design: (e.g. use models from standard library with creative setup = 1 – 2; the models are mainly designed by the team and the setup is creative = 3 – 5;)	/5
The effective use of media (Able to use music, video to enhance the performance effectively.= 3)	/3
Communication: (What type of communication is used? How to set-up the communication between real robots and virtual robots/virtual environment? *Note: Not known the type of the communication used = 0; Able to configure the communication = 1; Able to establish the communicate between virtual robots/real robots/virtual objects = 2 – 4)*	/4
Sub-Total	**/12**

TOTAL SCORE: /40

Keep this team in mind for an award for

☐ Best Innovation Award