Criterion E – Evaluation

I contacted the client, Stephanie, to show her the finished product and ask her if the success criteria that were identified in Criterion A had been met. I first tested the program with Stephanie at her Chess Club, and then at home by myself. In both cases, all of the initially identified criteria were met.

Success Criteria	Feedback
The board is 8 by 8.	The board was 8 by 8, with a total of 64 squares.
Each piece is represented by its appropriate graphic.	Each piece was represented by an image, which was displayed in Gridworld. The king and the piece were each represented by different images.
The program has a menu interface that allows the user to choose their color and who will move first.	The program launches a GUI menu when the program is run, with the before-mentioned options. In addition, during the game, a menu is available in the background to restart or cancel the game.
The program will adhere to the modern rules of checkers.	The program uses all of the modern rules of checkers, and displays error messages when an illegal move is selected.
Players will click to select a piece and then click where to move it.	In order to make a move, the player must click a piece, click an empty location to move it, then press enter to confirm the move or backspace to cancel it.
Games end when a player cannot make any additional moves.	Whenever a player's turn begins, the program checks if the player has any possible moves. If not, a congratulatory message is sent, and no additional moves can be made, marking the end of the game.

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I then asked Stephanie if she had any suggestions for future projects.

NOTE: Documentation associated with feedback from the client is available in Appendix B.

Improvements

One of the most obvious improvements Stephanie suggested was to create not a checkers, but a chess program. Although playing checkers may be a step towards learning and playing chess, a chess program would allow the children Stephanie works with to have direct experience playing chess.

Another improvement that Stephanie suggested was to have a player versus computer mode. This would allow the children to practice checkers at home individually, which would allow for an increased level of practice.

A third improvement was to implement an illegal-move mode, that would explain to the player how a made they made was illegal. This would allow the player to understand checkers much more easily, and would decrease the frequency of illegal moves, increasing the players' skill level.

Another improvement that would be perfect for children would be to include a learning mode, which would give thorough instructions about how to play checkers. This would allow the player to play checkers even without being taught, and would allow players who have forgotten some of the rules to refresh their memories. Overall, this would increase the players' understanding and skill level of checkers and chess, which was the goal of this program.

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