| eam Number: | School: | |
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2016 Engineering Notebook Score Sheet

| obot (30 Points) | Possible Points | Score |
|---|-----------------|-------|
| RESEARCH PAPER (4 Points) | | |
| Correlation between game and how the science/technology is being used at a company/industry/research lab in the team's state or region | 10 | |
| Comments: | | |
| Any related information of game theme, such as history, famous inventor(s), or major milestones. | 10 | |
| Comments: | | |
| Creativity in linking game theme to appropriately related science content | 10 | |
| Comments: | | |
| Proper use of grammar and composition throughout paper, citations of sources used to gather information for paper, stayed within 2-5 page limit | 10 | |
| Comments: | | |
| DESIGN PROCESS (17 Points) Implementation of the Engineering Design Process | | |
| Evidence that the engineering process was effectively used. Comments: | 25 | |
| | | |
| Brainstorming Approaches How well organized and productive was the brainstorming approach used? How well was the brainstorming approach documented? | 25 | |
| How well organized and productive was the brainstorming approach used? How | 25 | |
| How well organized and productive was the brainstorming approach used? How well was the brainstorming approach documented? Comments: Analytical Evaluation of Design Alternatives | | |
| How well organized and productive was the brainstorming approach used? How well was the brainstorming approach documented? Comments: | 25 | |
| How well organized and productive was the brainstorming approach used? How well was the brainstorming approach documented? Comments: Analytical Evaluation of Design Alternatives Use of analytical and mathematical skills in deciding upon and implementing design alternatives | | |
| How well organized and productive was the brainstorming approach used? How well was the brainstorming approach documented? Comments: Analytical Evaluation of Design Alternatives Use of analytical and mathematical skills in deciding upon and implementing design alternatives | | |

| Software Design and Simulation (from additional scoresheet) Evidence of custom software design vs default program; Demonstration of software design process; Evidence of use of simulation (e.g., Simulink) to verify correct operation of robot program; Consideration of good software design practices such as comments, naming conventions, design simplicity, modularity, portability, etc. | 25 | |
|---|--------------|-------------|
| Comments: | | |
| (see Software Design and Simulation Scoresheet) | | |
| Safety Evidence that safety training occurred and safe practices were followed to prevent students' misuse of tools and other devices/equipment that may result in personal injury or damage to property Comments: | 20 | |
| | | |
| Support Documentation CAD/other drawings, photos, team organization, meeting minutes, test results, etc. that support the main document (max 20 double-sided pages) | 25 | |
| Comments: | | |
| OVERALL QUALITY AND COMPLETENESS OF NOTEBOOK (9 Points) | , | |
| Organization and appearance Table of contents, summary, page numbers, discussion of evaluation points, linkage to appendices | 30 | |
| Comments: | | |
| Adherence to specifications Standard binder, business font no smaller than 12 pt., double-spaced (single spaced ok in tables and outlines), 32 one-sided page limit for main section, 20 double-sided page limit for appendices, 1" margins, cover sheet and/or title page that identifies the school team name, teacher contact information, and team number. | 30 | |
| Comments: | | |
| Quality of content Well written descriptions, clear photo labels, lack of extraneous material such as community or promotional efforts, spirit development, team building, etc. | 30 | |
| Comments: | | |
| Total | 300 | |
| | <u>÷10</u> | <u>÷ 10</u> |
| Final score: | 30 | |