# 2013 Team Exhibit and Interviews Scoring Rubric

This is a suggested rubric for scoring team exhibits. It is OK to use your own judgment in scoring and to adjust these suggestions up or down for factors that are not covered.

## Exhibit: Level & Quality of Information Presented on Promotion of BEST

**Sharing information and/or technology resources, and mentoring other schools**

15 - clear evidence they supported other schools with information, technology or encouragement

10 - there is some evidence they supported other schools

5 - other schools are mentioned

0 - no evidence of supporting other schools

**Presentations & robot demonstrations to other schools & community groups**

15 - clear evidence they did presentations or demos to other schools **and** the community

10 - evidence they did presentations or demos to other schools **or** the community

5 - you can tell they did a presentation or demo, but it is not clearly presented

0 - no evidence of presentations or demos

**Publicity generated within the school and within the community about BEST**

15 - clear evidence they did generated publicity to other schools **and** the community

10 - evidence they did generated publicity to other schools **or** the community

5 - you can tell they did some publicity, but it is not clearly presented

0 - no evidence of publicity

**Fund raising and/or sponsorship efforts**

15 - clear evidence of strategies to raise funds, fund raising events, allocation of funds and a budget

10 - some evidence of all the items above

5 - some evidence for a couple of the items above

0 - no evidence of fund raising

**Use of technology, display models or boards, or multi-media at exhibit to promote BEST**

20 - BEST as an organization is prominent at the exhibit

15 - BEST as an organization is presented

10 - the BEST logo is seen in multiple places

5 - the BEST logo appears once

0 - no mention of BEST

**Creativity in incorporating game theme into design and presentation of this exhibit**

40 - display is extremely original and creative, game theme is very prominent

30 - display is original and creative, game theme is visible

20 - display is somewhat creative, game theme is seen in places

10 - display is ordinary, game theme is mentioned

0 - display is poor, no mention of game theme

**Compliance with specifications**

10 - display fits within an 10'x10'x10' cube, area is neat, only 1 or 2 electric devices plugged in

5 - display exceeds one boundary or area is messy or many devices are plugged in

0 - display violates multiple specifications

## Interviews at Exhibit, in Pit, and in Stands

**Evidence of students' enthusiasm, learning experience, and understanding ...**

20 - students are clearly enthusiastic and eagerly discussed what they learned, they clearly understand the game

15 - students seem excited and do mention things they learned, they do understand the game

10 - excitement, learning **or** knowledge of the game is lacking

5 - two of the attributes above are missing

0 - no enthusiasm, learning or game knowledge evident

**Evidence that recruitment efforts for this team included multiple grade levels ...**

10 - students clearly identify specific efforts to promote grade and other types of diversity

7- some diversity effort is mentioned

3 - diversity is not mentioned, but you can tell it happened

0 - no evidence of diversity efforts

**Evidence that students were the primary designers and builders of the robot**

40 - students quickly and thoroughly answer technical questions about the robot and show a deep understanding of its design and construction, adult contributions are mentioned purely in an advisory capacity

30 - students are able to answer questions about the robot and show good understanding of its design and construction, adults seemed to have helped a little

20 - students hesitate when answering questions about the robot and seem to defer to adults

10 - students show little understanding when answering questions about the robot, adults are mentioned a lot in the answer

0 - students clearly don't know what is going on with the robot