

Directions: For each skill area, clearly mark the box that best describes the team's accomplishments. If the team does not demonstrate skill in a particular area, then put an 'X' in the first box for Not Demonstrated (ND). Please provide as many written comments as you can to acknowledge each team's hard work and to help teams improve. *When you have completed the evaluation, please circle the team's areas of strength.*

| | Beginning | Developing | Accomplished | Exemplary | |
|--------------------|--|---|---|---|---|
| Inspiration | Discovery Balanced emphasis on all three aspects (Robot, Project, Core Values) of FLL; it's not just about winning awards | | | | |
| | N D | emphasis on only one aspect; others neglected | emphasis on two aspects; one aspect neglected | emphasis on all three aspects | balanced emphasis on all three aspects |
| | Team Spirit Enthusiastic and fun expression of the team identity | | | | |
| | N D | minimal enthusiasm AND minimal identity | minimal enthusiasm OR minimal identity | team is enthusiastic and fun; clear identity | team engages others in their enthusiasm & fun; clear identity |
| | Integration Application of FLL values and skills outside FLL (ability to describe current and potential examples from daily life) | | | | |
| N D | team does not apply FLL values and skills outside FLL | team able to describe at least one example | team able to describe multiple examples | team able to describe multiple examples, incl. individual stories | |

Comments:

| | | | | | |
|-----------------|---|---|---|--|--|
| Teamwork | Effectiveness Problem solving and decision making processes help team achieve their goals | | | | |
| | N D | team goals AND team processes unclear | team goals OR team processes unclear | clear team goals and processes | clear processes enable team to accomplish well defined goals |
| | Efficiency Resources used relative to what the team accomplishes (time management, distribution of roles and responsibilities) | | | | |
| | N D | limited time management AND unclear roles | limited time management OR unclear roles | excellent time management and role definition allows team to accomplish most goals | excellent time management and role definition allows teams to accomplish all goals |
| | Kids Do the Work Appropriate balance between team responsibility and coach guidance | | | | |
| N D | limited team responsibility AND excessive coach guidance | limited team responsibility OR excessive coach guidance | Good balance between team responsibility and coach guidance | team independence with minimal coach guidance | |

Comments:

| | | | | | |
|----------------------------------|--|--|---|---|--|
| Gracious Professionalism® | Inclusion Consideration and appreciation for the contributions (ideas and skills) of all team members, with balanced involvement | | | | |
| | N D | unbalanced team involvement AND lack of appreciation for contributions | unbalanced team involvement OR lack of appreciation for contributions | balanced team involvement AND appreciation for contributions of most team members | balanced team involvement AND appreciation for contributions of all team members |
| | Respect Team members act and speak with integrity so others feel valued-- especially when solving problems or resolving conflicts | | | | |
| | N D | not evident with majority of team members | evident with majority of team members | almost always evident with all team members | always evident, even in the most difficult situations |
| | Coopertition® Team competes in the spirit of friendly competition and cooperates with others | | | | |
| N D | not evident with majority of team members | evident with majority of team members | almost always evident with all team members | always evident, even in difficult situations--and team actively helps other teams | |

Comments:

| | | | |
|-------------------|--------------------|-----------------|----------------------------------|
| Strengths: | Inspiration | Teamwork | Gracious Professionalism® |
|-------------------|--------------------|-----------------|----------------------------------|

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| | | Beginning | Developing | Accomplished | Exemplary |
|-----------------|----------------------------------|--|---|---|--|
| Research | Problem Identification * | Clear definition of the problem being studied | | | |
| | N D | unclear; few details | partially clear; details missing | mostly clear; detailed | clear; very detailed |
| | Sources of Information | Types (e.g. books, magazines, websites, reports and other resources) and number of quality sources cited, including professionals in the field | | | |
| | N D | one type of information cited; minimal sources | two types of information cited; several sources | three types of information cited; many sources, including professionals | four(+) types of information cited; extensive sources, incl. professionals |
| | Problem Analysis | Depth to which the problem was studied and analyzed by the team | | | |
| | N D | minimal study; no team analysis | minimal study; some team analysis | sufficient study and analysis by team | extensive study and analysis by team |
| | Review Existing Solutions | Extent to which existing solutions were analyzed by the team, including an effort to verify the originality of the team's solution | | | |
| N D | minimal review; no team analysis | minimal review; some team analysis | sufficient review and analysis by team | extensive review and analysis by team | |

Comments:

| | | | | | |
|----------------------------|----------------------------|---|--|--|---|
| Innovative Solution | Team Solution * | Clear explanation of the proposed solution | | | |
| | N D | difficult to understand | some parts confusing | understandable | easy to understand by all |
| | Innovation | Degree to which the team's solution makes life better by improving existing options, developing a new application of existing ideas, or solving the problem in a completely new way | | | |
| | N D | existing solution/application | solution/application contains some original element(s) | original solution/application | original solution/application with the potential to add significant value |
| | Implementation | Consideration of factors for implementation (cost, ease of manufacturing, etc.) | | | |
| N D | minimal factors considered | some factors considered | factors well considered; some question about proposed solution | factors well considered and feasible solution proposed | |

Comments:

| | | | | | |
|---------------------|-----------------------------------|---|--------------------------------|---|--|
| Presentation | Sharing * | Degree to which the team shared their Project before the tournament with others who might benefit from the team's efforts | | | |
| | N D | shared with one individual | shared with one group | shared with one individual or group who may benefit | shared with multiple individuals or groups who may benefit |
| | Creativity | Imagination used to develop and deliver the presentation | | | |
| | N D | minimally engaging OR unimaginative | engaging OR imaginative | engaging AND imaginative | very engaging AND exceptionally imaginative |
| | Presentation Effectiveness | Message delivery and organization of the presentation | | | |
| N D | unclear OR disorganized | partially clear; minimal organization | mostly clear; mostly organized | clear AND well organized | |

Comments:

| | | | |
|-------------------|-----------------|----------------------------|---------------------|
| Strengths: | Research | Innovative Solution | Presentation |
|-------------------|-----------------|----------------------------|---------------------|

*Required for Award Consideration

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| | | Beginning | Developing | Accomplished | Exemplary |
|----------------------------------|-------------------------------|---|---|---|---|
| Mechanical Design | Durability | Evidence of structural integrity; ability to withstand rigors of competition | | | |
| | N | quite fragile; breaks a lot | frequent or significant faults/repairs | rare faults/repairs | sound construction; no repairs |
| | D | | | | |
| | Mechanical Efficiency | Economic use of parts and time; easy to repair and modify | | | |
| | N | excessive parts or time to repair/modify | inefficient parts or time to repair/modify | appropriate use of parts and time to repair/modify | streamlined use of parts and time to repair/modify |
| D | | | | | |
| Mechanization | Mechanization | Ability of robot mechanisms to move or act with appropriate speed, strength and accuracy for intended tasks (propulsion and execution) | | | |
| | N | imbalance of speed, strength and accuracy on most tasks | imbalance of speed, strength and accuracy on some tasks | appropriate balance of speed, strength and accuracy on most tasks | appropriate balance of speed, strength and accuracy on every task |
| D | | | | | |
| <i>Comments:</i> | | | | | |
| Programming | Programming Quality | Programs are appropriate for the intended purpose and would achieve consistent results, assuming no mechanical faults | | | |
| | N | would not achieve purpose AND would be inconsistent | would not achieve purpose OR would be inconsistent | should achieve purpose repeatedly | should achieve purpose every time |
| | D | | | | |
| | Programming Efficiency | Programs are modular, streamlined, and understandable | | | |
| | N | excessive code and difficult to understand | inefficient code and challenge to understand | appropriate code and easy to understand | streamlined code and easy for anyone to understand |
| D | | | | | |
| Automation/Navigation | Automation/Navigation | Ability of the robot to move or act as intended using mechanical and/or sensor feedback (with minimal reliance on driver intervention and/or program timing) | | | |
| | N | frequent driver intervention to aim AND retrieve robot | frequent driver intervention to aim OR retrieve robot | robot moves/acts as intended repeatedly w/ occasional driver intervention | robot moves/acts as intended every time with no driver intervention |
| D | | | | | |
| <i>Comments:</i> | | | | | |
| Strategy & Innovation | Design Process | Ability to develop and explain improvement cycles where alternatives are considered and narrowed, selections tested, designs improved (applies to programming as well as mechanical design) | | | |
| | N | organization AND explanation need improvement | organization OR explanation need improvement | systematic and well-explained | systematic, well-explained and well-documented |
| | D | | | | |
| | Mission Strategy | Ability to clearly define and describe the team's game strategy | | | |
| | N | no clear goals AND no clear strategy | no clear goals OR no clear strategy | clear strategy to accomplish the team's well defined goals | clear strategy to accomplish most/all game missions |
| D | | | | | |
| Innovation | Innovation | Creation of new, unique, or unexpected feature(s) (e.g. designs, programs, strategies or applications) that are beneficial in performing the specified tasks | | | |
| | N | original feature(s) with no added value or potential | original feature(s) with some added value or potential | original feature(s) with the potential to add significant | original feature(s) that add significant value |
| D | | | | | |
| <i>Comments:</i> | | | | | |
| Strengths: | | Mechanical Design | Programming | Strategy & Innovation | |