Robot Performance Skit Project Rubric

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pd. \_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Topic | 10 Points | 7 Points | 5 Points | 2 Points | 0 Points | Total |
| Stage Layout and Robot Costume Design | A:  Planned carefully, made several sketches, and showed an awareness of the elements and principles of design; all costumes, props, and stage directions were clearly notated in plans and executed with few, if any mishaps. | B: Sketches showed that the skit was carefully planned; showed an awareness of size and weight of materials of costumes and props that could be attached to the robot; props were notated on stage plan; few mishaps with staging, costumes and props. | C: The student did the assignment adequately, yet it shows lack of planning. | D: The assignment was completed and turned in, but stage sketches did not adequately notate the actions of the robots or how props would be used on the stage plan; costume sketches did not clearly indicate how costumes would be attached to the robot. | F: The student did the minimum or the sketches were never completed. |  |
| Skit Script | A: Characters in the skit show clear relationships; music was added to elicit emotion and suspense; scene is clearly described, it’s easy to see where the performance is taking place and how the environment will affect the outcome of the performance. | B: Script is well thought out; a number of revisions were done and evident in the quality of the final draft; script clearly shows understanding of an aspect of life and how robots could interact with humans in a particular situation; dialogue is well thought out and relevant to the scene and action. | C: Objective is adequately indicated in the dialogue and action, yet skit shows lack of planning. | D: The skit is too long, more than 3 minutes, or too short. Dialogue and action express little, if any, mental, spiritual, or emotional characteristics of the performers (robots). | E: Student provided little if any information about the scene, characters, lighting, or costumes. Dialogue expresses little, if any action, and does not meet the minimum requirement of around 10 lines per character. |  |
| Creativity Originality | A: The student explored several choices before selecting one; generating many ideas; tried unusual combinations or changes on several ideas; made connections to previous knowledge; demonstrated understanding problem solving skills. | B: The student tried a few ideas before selecting one; or based his or her work on someone else's idea; made decisions after referring to one source; solved the problem in logical way. | C: The student tried an idea, and used it adequately, but it lacked originality; might have used an idea another student was using. | D: The student fulfilled the assignment, but gave no evidence of trying anything unusual. | E: The student showed no evidence of original thought. |  |
| Programming Code and Comments  *\*points in this section are doubled, as this is a programming course* | A: The program works and meets all of the specifications. Students showed used of advanced commands, such as lists and arrays. Student explored outside documentation and used commands that were not previously taught in the course. The documentation is well written and clearly explains what the code is accomplishing and how. | B: The program works and produces the correct results. The code is organized and easy to follow. Routines in the code could be reused. Comments are embedded in the code and are understandable, allowing users to easily step through the program. | C: The program works but does not produce the correct results. Conditionals, loops and parameters are used to reduce the amount of code; the performance exhibits many different robot commands learned by the students. The documentation is simple comments embedded in the code with some simple header comments separating routines. | D. The code is readable only by someone who knows what it is supposed to be doing. Few if any functions used to organize code; only command line code used during the performance. | E: The code is poorly organized and very difficult to read. Frequent mistakes in the code prevent the robot from working correctly. |  |
| Lighting, Music and Filming of Performance | A: Students used lighting in different parts of the performance to control the actions of the robots; students wrote and coded music for one of the characters (or robots) to perform; students used the camera on the robot fluke to take pictures of the performance and used code (list and/or array) to store, edit and create a movie of the performance. | B: Students used lighting in different parts of the performance to control the actions of the robots; students wrote and coded music for one of the characters (or robots) to perform; students used the camera on the robot fluke to take pictures of the performance and used code (list and/or array) to create a movie of the performance; students were unable to use code to adequately edit the images they collected from the robot. | C: Students used lighting to start the performance only; students programmed only beeps or short musical phrases to portray emotions from the robots or elicit emotions from the audience; students used a video camera to film the performance and used a program such as iMovie or Adobe Premier to edit their footage; editing was adequate. | D: Lighting was used only to illuminate the stage and not to control the robots; students used external music rather than programming the robot or laptop to add music to the performance; students used a video camera to film the performance; only raw footage was turned in, no editing. | E: Students forgot to include any music, lighting. Filming was done with not thought about how to capture the best parts of the performance. |  |
| Performance, Craftsmanship, Skill, and Consistency | A: The costume and props were beautiful and patiently done; human performance showed extensive practice with dialogue – excellent tone and intonation; emotions were organic and unforced; it was as good as hard work could make it. | B: Skit environment was maintained throughout the performance; skit proceeded at a believable pace and was not forced; no extraneous movements or dialogue was heard; however, with a little more effort, the work could have been outstanding; lacks the finishing touches. | C: The student showed average craftsmanship; human performers were not distracted by audience’s reactions; few extraneous movements or dialogue due to nervousness; performance was adequate, but not as good as it could have been, a bit careless. | D: Student (and robot) performance was, unfocused, human performers were difficult to understand because of a lack of tone and intonation; performance showed below average craftsmanship, lack of pride in finished work. | E: The student showed poor craftsmanship; evidence of being lazy or lack of understanding; performance had many mishaps |  |
| Group Cooperation Attitude | A: The student work toward group goals, effectively performed a variety of roles in group work, followed through on commitments, was sensitive to the feelings and knowledge level of others, willingly participated in necessary preparation or work for classroom. | B: The student participated enthusiastically, followed through with commitments, performed more than adequately, assisted in preparation and cleanup. | C: The student mostly allowed others in the group to make all the decisions, did his or her share of work adequately, assisted in preparation and cleanup when asked. | D: The student allowed others to do most of the work, did participate minimally, did the minimum amount. | E: The student was part of the group, but did almost nothing toward group goals, did a minimal amount of preparation and cleanup. |  |
| Comments: |  | | | | | |