

Wi 06 CSE 682 Project Assessment

1 Introduction

The projects are organized by groups. Project assessment is based on the criteria itemized below. Scores range from 1 to 4 (1 being the worst and 4 being the best).

- Oral (For each student)
 - Organization and Mechanics [**O-O**]
 - Delivery and Relating to Audience [**O-D**]
- Written (For the whole group)
 - Research and gathering information [**W-R**]
 - Written Analysis and Evaluation [**W-E**]
 - Presentation of ideas and Organization of Paper [**W-O**]
 - Style [**W-S**]
- Project
 - Overall procedural elements (for the whole group) [**P-O**]
 - Is the project work load distributed, 1/n criteria (for each student). Website maintenance is taken into consideration here. [**P-N**]
 - Individual Procedural Elements (for each student) [**P-I**]

Within each project, the students are provided a rank based on their *procedural* work alone. Two or more students can hold the same rank. The contributions of each student are also listed within each group. Finally the groups are ranked based on their *procedural* elements alone. Some comments will also be listed at places needing some explanation. The design students are not listed in this assessment.

2 Theory Group

2.1 Student Contributions

- **S1:** Atomic structure, interstructural transitions and particle effects
- **S2:** Script, letters peeling and floating, collision detection between comet and planet, and galactic explosion.
- **S3:** Opening credits (moving letters over a set path and letter transitioning) and website management
- **S4:** Galaxy and planet, interstructural transitions, particle effects and explosion
- **S5:** Book shaking and web forum
- **S6:** Tornado, interstructural transitions, automate generation of 3 dim letters and opening credits

2.2 Student ranks

The student's are ranked are based on the *procedural* elements alone. The reason for their ranks are also listed. Please note that more than one student can have the same rank.

- *Rank 1* : **S1:** For good particle effects and atomic structure
- *Rank 1* : **S4:** For good particle effects and galaxy/planet
- *Rank 2* : **S6:** For tornado
- *Rank 3* : **S2:** For letters peeling
- *Rank 4* : **S3:** Moving letters
- *Rank 5* : **S5:** Not much procedural elements

2.3 Student Scores

Please see Section 1 for the expansion of abbreviations in the table.

Table 1: Oral, Written and Project Scores

| Name | O-O | O-D | W-R | W-E | W-O | W-S | P-O | P-N | P-I |
|------|-----|------|-----|-----|-----|-----|-----|-----|-----|
| S1 | 4 | 4 | 3.5 | 3.5 | 4 | 4 | 4 | 4 | 4 |
| S2 | 3 | 2.75 | 3.5 | 3.5 | 4 | 4 | 4 | 3.5 | 3.5 |
| S3 | 3.5 | 3.5 | 3.5 | 3.5 | 4 | 4 | 4 | 3 | 2.5 |
| S4 | 3.5 | 3 | 3.5 | 3.5 | 4 | 4 | 4 | 4 | 4 |
| S5 | 3.5 | 3 | 3.5 | 3.5 | 4 | 4 | 4 | 2.5 | 2.0 |
| S6 | 4 | 4 | 3.5 | 3.5 | 4 | 4 | 4 | 4 | 4 |

Details of why certain techniques were used (for example for the tornado) are not described. Code for the techniques are provided.

The project involves a lot of particle systems in different forms.

3 Revenge of the Bees Group

3.1 Student Contributions

- **S7:** Sparks, explosions, midi integration, intro 2D fluid animation and website documentation
- **S8:** Flocking and extra forces
- **S2:** Flocking, midi integration and midi chord effects
- **s9:** Wind (swaying leaves)
- **S10:** Wind, physics (falling beehives, leaf wind effects)
- **Wj:** Fire, lighting and texturing

3.2 Student ranks

The student's are ranked are based on the *procedural* elements alone. The reason for their ranks are also listed. Please note that more than one student can have the same rank.

- *Rank 1* : **S7:** For sparks and explosions
- *Rank 2* : **S11:** For fire
- *Rank 3* : **S2:** For flocking and midi chord effects
- *Rank 4* : **S8:** For flocking
- *Rank 5* : **S10:** For wind effect and for physics (beehives) - though not that good
- *Rank 6* : **s9:** Swaying leaves - very little

3.3 Student Scores

Please see Section 1 for the expansion of abbreviations in the table.

Table 2: Oral, Written and Project Scores

| Name | O-O | O-D | W-R | W-E | W-O | W-S | P-O | P-N | P-I |
|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| S7 | 4 | 3.5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| S8 | 4 | 3.5 | 4 | 4 | 4 | 4 | 4 | 3.5 | 3.5 |
| S2 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| s9 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 2.0 | 2.0 |
| S10 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 2.5 | 2.5 |
| S11 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |

Very good website. The project involved different procedural elements like sparks, fire, flocking, physics for wind/gravity and partial animation control via sound.

4 The Creature Group

4.1 Student Contributions

- **S12:** Rats/Flocking Behavior
- **S13:** Dust Particles and Smoke
- **S14:** Fluid and Steam
- **S15:** Swinging Lights
- **S15:** Procedural Environment Modeling, Texturing and Website
- **S16:** Cape

4.2 Student ranks

The student's are ranked are based on the *procedural* elements alone. The reason for their ranks are also listed. Please note that more than one student can have the same rank.

- *Rank 1* : **S14:** For fluid and steam
- *Rank 2* : **S16:** For cape simulation
- *Rank 3* : **S12:** For Rats/Flocking Behavior
- *Rank 4* : **S15:** Procedural modeling though, not animation
- *Rank 5* : **S15:** For swinging lights, not much though
- *Rank 6* : **S13:** For dust, not much though.

4.3 Student Scores

Please see Section 1 for the expansion of abbreviations in the table.

Table 3: Oral, Written and Project Scores

| Name | O-O | O-D | W-R | W-E | W-O | W-S | P-O | P-N | P-I |
|------|-----|------|-----|-----|-----|-----|-----|-----|-----|
| S12 | 3 | 3.5 | 3 | 3.5 | 4 | 3 | 2.5 | 3 | 2.5 |
| S13 | 3 | 3.5 | 3 | 3.5 | 4 | 3 | 2.5 | 2 | 2 |
| S14 | 3 | 4 | 3 | 3.5 | 4 | 3 | 2.5 | 3 | 3 |
| S15 | 4 | 2.5 | 3 | 3.5 | 4 | 3 | 2.5 | 2.5 | 2.5 |
| S15 | 3.5 | 4 | 3 | 3.5 | 4 | 3 | 2.5 | 3 | 2.5 |
| S16 | 3.5 | 2.75 | 3 | 3.5 | 4 | 3 | 2.5 | 3 | 3 |

Not much procedural elements in the project except for fluids and cloth using maya. Because of less procedural elements in the project, not much procedural animation details are listed on the website and the style of procedural logs (long) makes it hard to figure out the gist of the procedural animation elements.

5 Red and Blue Group

5.1 Student Contributions

- **S17:** Explosions
- **S18:** Not in credits: (Supposed to be lightning and cloud)
- **S19:** Force Fields to controls balloons and gravity for weapons
- **S5:** String Controls
- **SN:** Sweat, Rain and Blood

5.2 Student ranks

The student's are ranked are based on the *procedural* elements alone. The reason for their ranks are also listed. Please note that more than one student can have the same rank.

- *Rank 1* : **S17:** For good looking balloon explosions
- *Rank 2* : **SN:** For rain effects
- *Rank 3* : **S5:** For string effects
- *Rank 4* : **S19:** For force fields
- *Rank 5* : **S18:** Not in credits (probably dropped)

5.3 Student Scores

Please see Section 1 for the expansion of abbreviations in the table.

Table 4: Oral, Written and Project Scores

| Name | O-O | O-D | W-R | W-E | W-O | W-S | P-O | P-N | P-I |
|------|-----|-----|-----|-----|-----|-----|------|-----|-----|
| S17 | 4 | 3.5 | 4 | 4 | 4 | 4 | 3.75 | 4 | 4 |
| S18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| S19 | 4 | 4 | 4 | 4 | 4 | 4 | 3.75 | 3 | 3 |
| S5 | 4 | 4 | 4 | 4 | 4 | 4 | 3.75 | 3.5 | 3.5 |
| SN | 3.5 | 2.5 | 4 | 4 | 4 | 4 | 3.75 | 4 | 4 |

Nice website. Good looking balloon explosions and rain. Less number of people in the group (4) compared to other groups (6 or so).

6 Stick Group

6.1 Student Contributions

- **S1:** Fight Automation (Combat System)
- **T1:** Converted Rigid Body Dynamics C++ classes for Maya
- **T2:** Rag doll physics
- **T3:** Flocking
- **T4:** Flocking behavior
- **T5:** Rigid Body Dynamics/Collision Detection

6.2 Student ranks

The student's are ranked are based on the *procedural* elements alone. The reason for their ranks are also listed. Please note that more than one student can have the same rank.

- *Rank 1* : **T1:** For rigid body dynamics
- *Rank 1* : **T5:** For rigid body dynamics
- *Rank 1* : **T2:** For rigid body dynamics
- *Rank 2* : **S1:** For combat system
- *Rank 3* : **T3:** For flocking
- *Rank 3* : **T4:** For flocking behavior

6.3 Student Scores

Please see Section 1 for the expansion of abbreviations in the table.

Table 5: Oral, Written and Project Scores

| Name | O-O | O-D | W-R | W-E | W-O | W-S | P-O | P-N | P-I |
|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| S1 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| T1 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| T2 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| T3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| T4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| T5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |

Very nice and simple website. Everybody presented good. Style of film rendering and style of website are excellent. Lot of procedural elements such as rigid body dynamics, collisions, combat system and flocking. The scores are relatively a perfect 4.0.

7 Group Comparisons

The groups are ranked here based on *procedural* elements alone.

- *Rank 1* : **Stick Group**: For nice overall procedural elements with characters.
- *Rank 2* : **Theory Group**: For nice procedural elements but with only particles
- *Rank 3* : **Revenge of the Bees Group**: For different effects of fire/sparks, flocking; Repetitive and not completed due to time constraints.
- *Rank 3* : **Red and Blue Group**: For good balloon explosions and rain effects. Less number of people in the group.
- *Rank 4* : **The Creature Group**: Not many procedural elements in the animation.