

**Software Engineering, EOSF322, Fall 2019**  
**Sprint 1 Reflection Paper, due Oct. 11**

Write a paper reflecting on the sprint 1. Please address all of the following:

- Your team and the issue(s) that you were assigned
- Issues that you personally worked on
- For each issue that you worked on in this sprint:
  - Describe the issue.
  - Who you worked with (if anyone)
  - Give the time estimated and time spent on this issue with a discussion on time usage and effort estimation. Of the actual time, tell approximately what percentage of time was spent on researching the issue, coding it, testing it, documenting it, and inspecting it.

| • Issue # and description | Estimated time | Actual time | Percentage difference | # defects during inspection |
|---------------------------|----------------|-------------|-----------------------|-----------------------------|
|                           |                |             |                       |                             |
|                           |                |             |                       |                             |
|                           |                |             |                       |                             |
|                           |                |             |                       |                             |
|                           |                |             |                       |                             |
| <b>Total</b>              |                |             |                       |                             |

Calculate the “Estimation Percentage Error”:

$$[(\text{Estimated} - \text{Actual}) / \text{Actual}] * 100,$$

or 0% if Estimated = Actual = 0.

If Estimated > 0 and Actual = 0, write undefined.

A positive percentage indicates an over estimation; a negative percentage indicates an under estimation.

In the total row, give the sum of the estimated times, the sum of the actual times, and the average of the absolute value of the Estimated Percentage Error.

Percentage differences do not affect your grade, as long as they given, accurate and reported correctly.

- Discuss how the sprint went – what went well, what didn’t go well, suggestions for future sprints
- How your team worked together
- Describe any new technologies that you learned working on this project
- Discuss if you were able to acquire and apply new knowledge as needed, using appropriate learning strategies.
- Discuss if you were able to use current techniques, skills, and tools necessary for computing practice.

- Discuss if you were able to identify, formulate and solve engineering problems, or your ability to analyze, design, verify, validate, implement, apply, and maintain software systems

This paper should read smoothly and not just be a list of answers. It should be organized into sections with headings. An introduction containing an overview of the paper should be included. I will grade them using the usual department “Written Assessment Form”.

Software Engineering, ESOF 326, Spring 2019  
Reflection Paper Feedback

**Project / Internship Assessment Form**

Form updated: 4/21/2014

**Course Number:** ESOF 322 **Semester:** Fall 2019 **Date:** Oct. 11, 2019

**Student Name:**

**Project:** AbOut Refactor, Sprint 1

**Paper type:** Personal

**Content**

1 = Poor, 2 = Needs Improvement, 3 = Good, 4 = Excellent, NA = Not Applicable

|                                                         |         |
|---------------------------------------------------------|---------|
| Material is relevant to topic*                          | 1 2 3 4 |
| Topic is explored in depth                              | 1 2 3 4 |
| Issues are described and discussed                      | 1 2 3 4 |
| What went well with sprint and what didn't, suggestions | 1 2 3 4 |
| Sprint management is discussed                          | 1 2 3 4 |
| Paper is accurate                                       | 1 2 3 4 |

**Organization**

|                                                                      |         |
|----------------------------------------------------------------------|---------|
| Title and subheading are used*                                       | 1 2 3 4 |
| Appropriate introductory paragraph is given*                         | 1 2 3 4 |
| Paragraphs are cohesive                                              | 1 2 3 4 |
| Paper flows in a logical sequence*                                   | 1 2 3 4 |
| Sections and paragraphs work together to support the paper's purpose | 1 2 3 4 |

**Mechanics**

|                                                 |         |
|-------------------------------------------------|---------|
| Paper tone is appropriate for the topic         | 1 2 3 4 |
| Grammar, spelling, and punctuation are correct. | 1 2 3 4 |

**Student Outcomes**

This portion is for assessment purposes only. It does not affect your grade.

\* See notes on the back.

## **Comments:**

### **Notes**

#### **Content**

- Material is relevant to topic – Paper addresses the topics listed in the reflection paper description.

#### **Organization**

- Title and subheadings are used – Paper has a title and at minimum three sub-headings: an introduction, conclusion, and at least one sub-heading for the body.
- Appropriate introductory paragraph is given – The introductory paragraph summarizes the paper's topic and scope.
- Paragraphs are cohesive – all of the sentences in each paragraph are related to a single theme or subject. One way to do this is to begin the paragraph with a topic sentence which has a subject and a claim. Every sentence in the paragraph relates to the initial topic sentence. The paragraph ends with a concluding or transitional sentence.
- Paper flows in a logical sequence – Paper flows smoothly from one topic to the next without backtracking and unneeded repetition.

#### **Mechanics**

- Grammar, spelling, and punctuation are appropriate for a professional, reviewed journal - Avoid slang, clichés and directly addressing the reader.
- Paper is the appropriate length – Paper is 1500 words (within 5% on the low side and 15% on the high side). Papers way out line will be scored "poor" on this attribute.

## **Student Outcomes**

EAC 1 An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.

CAC 1 An ability to analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.

EAC 2 An ability to apply engineering design to produce solutions that meet specified needs with considerations of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

CAC 2 An ability to design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.

EAC 4 An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and social contexts.

CAC 9 An ability to analyze the local and global impact of computing on individuals, organizations, and society.

EAC 7 An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

CAC 7 An ability to use current techniques, skills, and tools necessary for computing practice.