

**Software Maintenance, ESOF 326, Spring 2020**  
**Sprint Reflection Paper, due by the beginning of class on Friday, March 27**

Last updated: March 25, 2020

**Quality of work and number of issues handled**

List all issues that your team planned to accomplish this spring, along with the issue weight. (Feel free to have one team member create the list and send it around, so you can all put it into this paper.) Copy all issues that your team developed for this sprint. (Feel free to have o

Please do the following:

- Describe how your team divided the tasks
- Describe what worked well or didn't work well with the task breakdown and task assignments
- Describe task challenges or surprises
- If any task was not completed, describe what happened

**Inspection preparation**

Report on each merge request you authored:

Merge request number	Interesting interactions, changes, discussions

Report on each merge request you inspected:

Merge request number	Time spent	Date	Useful findings

Times spent must be recorded on the merge request on the date given.

## Reporting on GitLab

Using the following calendar, show your reporting on GitLab.

	Time spent	Issue #	What accomplished
Feb. 28 (Fri)			
Feb. 29 (Sat)			
March 1 (Sun)			
March 2 (Mon)			
March 3 (Tues)			
March 4 (Wed)			
March 5 (Thurs)			
March 6 (Fri)			
March 7 (Sat)			
March 8 (Sun)			
March 9 (Mon)			
March 10 (Tues)			
March 11 (Wed)			
March 12 (Thurs)			
March 13 (Fri)			
March 14 (Sat)			
March 15 (Sun)			
March 16 (Mon)			
March 17 (Tues)			
March 18 (Wed)			

March 19 (Thurs)			
March 20 (Fri)			
March 21 (Sat)			
March 22 (Sun)			
March 23 (Mon)			
March 24 (Tues)			
March 25 (Wed)			
March 26 (Thurs)			
March 27 (Fri)			

Times spent must be recorded on the issue on the date given.

## Team Work

Scrum development teams are self-organizing, cross-functional, recognize no titles for development members other than developer, recognizes no sub-teams in the development team, individual members may have specialized skills and areas of focus, but accountability belongs to the team. Great scrum teams pursue technical excellence, apply team swarming – working on a few items at a time, use spike solutions, criticize ideas, not people, have fun with each other, don't have any Scrum 'meetings', know their customer and can explain the business value of a technical task, trust each other, update scrum board themselves, spend time on innovation

- Describe how the class worked as a team
- Describe how your sub-team worked as a team
- Describe what went well and what didn't go well concerning team work
- Propose ideas for improvement in team work for the next sprint.

## Sprint Management

Consider the management of this sprint. Note that the role of scrum masters is to be a servant leader, facilitator, coach, conflict navigator, manager, mentor, teacher to ensure that scrum is understood and enacted.

- Describe the quality of the scrum management
- Describe with what did and didn't go well
- Propose ideas for improvement in the management of the next sprint.

If you were a scrum manager, state this clearly.

## **Metrics**

Appreciating the importance of software metrics is part of this course.

- Describe the metrics kept during this sprint
- Concerning metrics, what went well and what didn't go well
- Propose ideas for improvement in the use of metrics for the next sprint.

## **Involvement of Stakeholders**

Appreciating the importance of early and continuous involvement of all system stakeholders during the development cycle is part of this course.

- Describe the involvement with system stakeholders during this sprint
- Describe what went well with stakeholders and what didn't go well
- Propose ideas for improvement in the involvement of stakeholders for the next sprint.

## **Testing**

Being able to create and follow a software test plan, report failures, correct faults, and resubmit test case results is part of this course.

- Describe the testing performed during this sprint
- Concerning testing, what went well and what didn't go well
- Propose ideas for improvement in testing for the next sprint.

These reports are to read smoothly. I will grade them using the usual department "Written Assessment Form".

**Software Engineering, ESOF 326, Spring 2020  
Reflection Paper Feedback**

**Project / Internship Assessment Form**  
Form updated: 4/21/2014

**Course Number:** ESOF 326 **Semester:** Spring 2020 **Date:** March 27, 2020

**Student Name:**

**Project:** AbOut, Sprint 2

**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
Technologies used are given	1 2 3 4
Pros and cons	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

**Quality of work and number of issues handled**

**Inspection preparation**

## **Reporting on GitLab**

## **Team work**

## **Sprint Management**

## **Involvement of Stakeholders**

## **Testing**

### **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.