Software Maintenance, ESOF 326, Spring 2020
Sprint Reflection Paper, due by the beginning of class on Friday, April 22

Last updated: April 17, 2020

Quality of work and number of issues handled

List all issues that you planned to accomplish this sprint, along with the issue weight.

Please do the following:

- Describe what worked well or didn't work well with the issues that you worked on.
- Describe task challenges or surprises
- If any task was not completed, describe what happened

Inspection Preparation

Authors: Report on each merge request you authored.

Merge request number	Interesting interactions, changes, discussions

Inspectors: 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 efforts and time spent on GitLab.

	Time spent	Issue #	What accomplished
March 30 (Mon)			
March 31 (Tues)			
April 1 (Wed)			
April 2 (Thurs)			
April 3 (Fri)			
April 4 (Sat)			
April 5 (Sun)			
April 6 (Mon)			
April 7 (Tues)			
April 8 (Wed)			
April 9 (Thurs)			
April 10 (Fri)			
April 11 (Sat)			
April 12 (Sun)			
April 13 (Mon)			
April 14 (Tues)			
April 15 (Wed)			
April 16 (Thurs)			
April 17 (Fri)			

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

Team Work

Srum 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 excellent, 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', knows their customer and can explain the business value of a technical task, trust each other, update scrum board themselves, and spends 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 to improve team work in future classes.

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 sprint management in future software maintenance courses.

If you were a scrum manager, state this.

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 this and/or future classes.

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 future software maintenance classes.

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 in future classes.

Final Product

Being able to create take an existing project and either bring it to the next stage of completion or make major enhancements is part of this course.

- Describe the steps required to run the final product. You can assume that your reader has the necessary tools such as go, MySQL and angular installed and that your reader is adept at using these tools.
- Do the steps described in the previous bullet and describe your experience.
- Tell what went well and what didn't go well.
- Propose ideas for improvement in creating a final product in future classes.

Self-Reporting on Course Outcomes

Complete and include the following table. This table is for assessment purposed only and will not affect your grade, as long as it is completed and included in this reflection paper.

Student Outcome	**Rating** 1 - low 4 - high
My ability to work effectively in a team setting on a multi-programmer, multi-month, software project	1 2 3 4
My ability to use configuration management and continuous integration tools, along with agile software development in a team settings.	1 2 3 4
My ability to take an existing project and either bring it to the next stage of completion or made major enhancements.	1 2 3 4
My ability to communicate effectively with stakeholders, team members and team management, reflecting on technical and people aspects of a class maintenance project.	1 2 3 4
My ability to create and follow a software test plan, report failures, correct faults and resubmit test case results.	1 2 3 4
My understanding of the important of software metrics and knowledge of standard measures such as person hours, test code coverage, defect rates and velocity.	1 2 3 4
My ability to acquire and apply new knowledge as needed for a class maintenance project.	1 2 3 4

These reports are to read smoothly. They will be graded 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:** April 22, 2020

Student Name:

Project: AbOut, Sprint 3

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
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 and concluding paragraphs are 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

Final Product

Self-Reporting on Course Outcomes

This table is for assessment purposed only and does not affect your grade.

Student Outcome
My ability to work effectively in a team setting on a multi-programmer, multi-month, software project
My ability to use configuration management and continuous integration tools, along with agile software development in a team settings.
My ability to take an existing project and either bring it to the next stage of completion or made major enhancements.
My ability to communicate effectively with stakeholders, team members and team management, reflecting on technical and people aspects of a class maintenance project.
My ability to create and follow a software test plan, report failures, correct faults and resubmit test case results.
My understanding of the important of software metrics and knowledge of standard measures such as person hours, test code coverage, defect rates and velocity.
My ability to acquire and apply new knowledge as needed for a class maintenance project.

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.