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## R2 Presentation

Checklist of stuff to do:

* Updated design documents consistent with project. [3 points]
* Updated requirements document with any changes to user stories, story points, and schedule. [2 points]
* Updated test report for acceptance tests. [3 points]
* Updated project status document. [3 points]
* Bug tracking software was used to track bugs. [3 points]
* Automated tests [3 points]
* The code review. [3 points]

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| **Category**  | **1** | **2** | **3** | **4** | **5** | **Rating**  |
| **General Mechanics**  | Team completelyunprepared.Several topics not covered. | Teamunprepared,unable to set-up in a timelymanner. Some topics missed. | Some lack of flow. Teamfumbles at start.Evidence of poorpreparation. | Presentation flowsreasonablywell, each team member prepared. | Presentation flows very well, evidence thatteam rehearsed ahead of time. |  |
| **Delivery**  | Presenter simply reads the slides, oris completelyincomprehensible | Presenters mumbles,incorrectlypronounces terms, and speaks too quietly forthose in the back to hear. | Presenters incorrectly pronounce terms.Audience has difficulty hearing presentation. | Presenters speak clearly & loudly enough.Most words are pronounced correctly. | Presenters used clear voice andcorrect, precise pronunciation of terms. |  |
| **Participation**  | Several team members missing.Conflicts within team visible. | One speaker did all the talking, nointroductions.One or more team members missing. | Some attempt to have morethan one person speak, team introduced. | All team membersintroduced and participated. | Well-planned allocation ofpresentation al l team members. |  |
| **Organization**  | No organized presentation.Instructor needs to elicit the neededinformation with questions. | Audience cannotunderstandpresentationbecause there is no sequence of information. | Audience has difficultyfollowingpresentation because itjumps around(disjoint) | Information presented in logicalsequence which audience can follow. | Information presented in a logical,interestingsequence which audience can follow. |  |
| **Design Knowledge**  | Team does not havegrasp ofinformation; cannotanswerquestions about the design. | Team is uncomfortable withinformationand can only answer basic questions. | Some team members lackingknowledge of parts of the design. | Team is at ease with design, but fails to elaborate. | Team demonstratesfull knowledge withexplanations and elaboration. |  |
| **Prototype/Screenshot Demonstration**  | No prototype ready to demonstrate. | Prototype failsrepeatedly or in severaldistinct ways.Difficult to work around. | Prototype has minorglitches that can beworked around | Prototype demonstration without failure | Prototype demonstrationwithout failure& team uses test plan to drive demo. |  |
| **Functionality**  | Product does not have any significantfunctionality implemented. | Functionality has norelationship to plannedfeatures for this release. | Functionality differs (>2 features)from releaseplan, includes features not planned for | Functionality matchesplannedreleases with one or twounplanned or unfulfilled functions. | Functionality matches release plan exactly |  |
| **Design Document**  | Design documentmissing orcompletely useless. | Haphazardly completed, missing orincomplete sections. | Minimal effort atcompletingdocument, all sections addressed. | All sections completed, designaccuratelyreflects release contents | All sections completed, designaccuratelyreflects releasecontents. Design notesthoughtfully completed. |  |
| **Configuration Management**  | Inconsistent projectstructure;lack ofconfiguration management | Project has significantconfiguration management problems. | Minimal attempt to maintain orderly project structure. | Projects follow configuration management guidelines, properversioning techniques. | Clean project structure,documents,product code and test code thoughtfully organized. |  |
| **Active Group** **Communication**(this is per-person)  | Instructor did not see the individual communicate with the rest of the group, or “just once or twice” | Instructor saw the individual communicate a very small number of times | Instructor saw the individual communicate with the rest of the group, but in a passive and / or minimal way | Instructor saw the individual communicate well with the rest of the group | Instructor saw the individual do an excellent job of both leading discussions and supporting teammates |  |
| **Grade (out of 70):** |  |