

CSE255 Introduction to Databases
Final Self Assessment of Teamwork and Semester Project

Each team member working on a semester project is to evaluate his or her self and fellow team members on the amount of overall contribution to the project. You are to perform this assessment in confidence, without talking to other team members, and are to send me email or deliver a hard copy document that contains the following:

1. Percentage breakdown of effort on project.

Examine the time and effort each team member of the project spent over the course of the semester, in the areas of:

- a) **Background preparation needed to get up to speed**
- b) **Contribution to Phase I Conceptual Design with UML Use-Case, State-Chart, and Activity Diagrams**
- c) **Contribution to Phase I Database Design ER and business process diagrams**
- d) **Contribution to Phase II Database Design (ER and relational) and normalization**

Be specific and provide both numbers (percentages) and explanation (prose). While it would be ideal if there was an equal percentage contribution, it wouldn't occur in practice. You also need to consider if all team members started with the same background. For example, if you did a project that was an multi-person web-based games with graphic/display requirements, and one team member needed background on Swing, another on JDBC, a third on RMI/servlets, etc., while two other team members were ready to go, then all team members contributed with the first three needing to acquire the background. Just because that is not counted in the final or interim documents that are developed, doesn't mean that the person did not do his/her fair share. The key is whether everyone put in the "same" effort and time commitment towards the project. You don't want to penalize someone that needed to acquire background. Likewise, if you feel that a team member did 10% and you and the rest of the team did 90% (e.g., 10%, 40%, 50% for a three person team), you must be honest in your self-assessment.

2. Documentation/lines of code/percentage breakdown on the prototyping.

This is a complement to 1., and focuses on the amount of documentation, lines of code, and effort on the prototyping.

- a) Which UML and/or ER diagrams were you primarily responsible for constructing? Note: Include other categories as needed.
- b) Which packages/classes were you primarily responsible for? Count lines of code using wc on unix or some other facility.
- c) Which packages/classes were you secondarily responsible for? Count lines of code using wc on unix or some other facility.
- d) Overall, estimate you percentage contribution in documentation and prototyping. Note: Include other categories as needed.

The team can decide as a group what details to report on for consistency.

3. Grading estimate for yourself and your team members. If you were grading each other on a scale of 1 to 100, what grades would you assign?
 - a) Give yourself and your team members each one grade for Phase I
 - b) Give yourself and your team members each one grade for Phase II
 - c) Give yourself and your team members each another grade for Phase III
4. Grading estimate on your overall project - again use a 1 to 100 scale.
5. Any other confidential comments you wish to share about the team experience and your project in particular. I am particularly interested in your view of the team as a cohesive (desirable) or disjoint (undesirable) unit over the course of the semester.

Final Comments on Self Assessment

This information, provided in confidence, is ADVISORY only. I may take it into consideration or I may not in your final project grade. I don't want people to team up and try to get another person on the team. I am looking for candid and honest assessment. For example, I used this approach with a team where one of the members honestly indicated that they didn't carry the load and did about 10%-20% of the work in a three person team. He self-graded himself at either a B- or C+ if I recall. This was echoed in a nice and constructive way by the other team members self assessment. Try to be constructive and fair in the process - as you leave UConn to take jobs, you'll be surprised the degree that assessment will play in your career.