# *Lab 2 – User Stories*

Date Assigned: Tuesday, August 27

Date due: **Tuesday, August 27 end of lab**

**Learning Objectives**

Upon successful completion of this lab exercise, the student will be able to:

* Understand how to write a user story;
* Break a user story into smaller user stories applying different strategies;
* Write functional and non-functional acceptance criteria for user stories;
* Break a user story into tasks; and
* Estimate the relative size of tasks.

To Start:

1. Download a copy of the Lab 2 file from the Moodle page.
2. Save this document as a Word document named YourUserName\_K30\_L02\_user\_Stories.docx in your 420-K30 folder on your home drive. The document will hold your answers for your lab.
3. Research from class notes and resources, and online resources to help with the questions.
4. Write your answers to the lab questions in the appropriate locations in this file and be sure to save.
5. When you are ready to have your lab marked, notify the professor.
6. When you are finished, submit to Moodle.

To Do:

**Part A – HVK User Stories (Group)**

1. Capture your user stories here:

|  |  |  |
| --- | --- | --- |
| User Story # | User Story | Acceptance Criteria |
| 1 | As a customer I want to be able to create a reservation so that I don’t have to call |  |
| 2 | As a customer I want to be able to delete a reservation so that I don’t have to pay a late fee |  |
| 3 | As an employee I want to be able to create a reservation so that if a customer calls I can book it |  |
| 4 | As an employee I want to be able to delete a reservation so that I can free that space for another customer |  |
| 5 | As a customer I want to be able to make an account so that I can make a reservation |  |
| 6 | As an employee I want to be able to allocate runs so that I can see what runs are available |  |
| 7 | As a customer I want to create a pet so that I can reuse info on separate bookings |  |
| 8 | As a customer I want to update a pet so I can keep their information up to date |  |

1. Do your User stories follow the INVEST guidelines? Explain why, why not.

All of them do except for number 6 because the business reason isn’t the greatest

1. Do your Acceptance criteria follow guidelines (see rubric)? Explain why, why not.

Yes they do because they follow the INVEST guidelines, an they are simple and unambiguous

**Part B – HVK User Stories Estimation (Group)**

1. Capture your user stories here:

|  |  |  |  |
| --- | --- | --- | --- |
| User Story # | User Story | Estimation points - Poker | Estimation points - RTT |
| 1 | As a customer I want to be able to create a reservation so that I don’t have to call | 20 | 20 |
| 2 | As a customer I want to be able to delete a reservation so that I don’t have to pay a late fee | 2 | 2 |
| 3 | As an employee I want to be able to create a reservation so that if a customer calls I can book it | 20 | 20 |
| 4 | As an employee I want to be able to delete a reservation so that I can free that space for another customer | 2 | 2 |
| 5 | As a customer I want to be able to make an account so that I can make a reservation | 2 | 3 |
| 6 | As an employee I want to be able to allocate runs so that I can see what runs are available | 5 | 8 |
| 7 | As a customer I want to create a pet so that I can reuse info on separate bookings | 13 | 1 |
| 8 | As a customer I want to update a pet so I can keep their information up to date | 1 | 20 |

1. Analyze- is there a difference between the results of both estimation techniques?

Yes, some of the results are dramatically different

1. Analyze – Which estimation technique would you prefer to generate good estimates and why?

I think that using both would be a good idea so that you can compare your results and try and see why there is a difference.

1. Analyze – Explain how story points and sprint velocity relate

The sprint velocity depends on the story points because those are what allocates how much time is needed for each PBI and also how many resources to allocate to each

**Part C - Practice with User Stories (individual)**

Write user stories (using the format taught in class) for the following scenarios.

1. For a website that sells books, write a user story that describes the ability of a shopper to be able to see reviews from other shoppers.
   1. First, write a high-level user story for this scenario.

As a shopper I want to be able to see reviews from other shoppers so that I can decide if I want to buy the book

* 1. Now break this user story into 3 smaller stories.
     + As a shopper I want to be able to see the number of stars a customer rated a book so that I can easily determine if the review is positive
     + As a shopper I want to be able to see an in depth review of a book so that I can see why they gave it that review
     + As a shopper I want to be able to see who posted a review so that I can determine if they are real reviews or not
  2. Write at least 1 functional and 1 non-functional acceptance criteria for each user story in b. Make sure you use different non-functional examples for each.
     + User story 1
       1. The book review section mush display a star rating from 1 to 5 next to each review
       2. The stars for the rating must be yellow
     + User story 2
       1. Each book review must be visible when a user clicks to expand or view the full review
       2. The review text should be displayed in a legible font size
     + User story 3
       1. Each review must display the reviewers username alsongside the review
       2. The reviewers name must be displayed in a legible font size
  3. Explain what approach you took for breaking down the user story and why?
     + I took the bigger user story and tried to find each individual functionality that it has because the bigger user story does not follow the INVEST method (operational decomposition)

1. For a Course Management System (like Moodle), write a user story that describes the capability of a student to be able to access course material and submit assignments.
   1. First, write a high-level user story for this scenario.
      * As a student I want to be able to be able to access course material and submit assignments so that I can do my assignments and have the teacher grade it
   2. Now break this user story into 3 smaller stories.
      * As a student I want to be able to access course material so that I can review the content needed for my assignments
      * As a student I want to be able to submit my assignments online so that I can ensure they are delivered to my teacher for grading
      * As a student I want to be able to view my grades and feedback on submitted assignments so that I can understand my mark
   3. Write at least 1 functional and 1 non-functional acceptance criteria for each user story in b. Make sure you use different non-functional examples for each.
      * US 1
        1. The srudent must be able to upload their assignment files and receive a confirmation message
        2. The assignment submission should be able to accept multiple file types
      * US 2
        1. The student must be able to see the material based on a specific course
        2. The course material header should indicate what course they are viewing
      * US3
        1. The student must be able to view grades and feedback for a submitted assignment
        2. The grade should be written in a legible font
   4. Explain what approach you took for breaking down the user story and why?
      * I took the bigger user story and tried to find each individual functionality that it has because the bigger user story does not follow the INVEST method

**Part D – User Stories, Tasks, Estimates (individual):**

1. Now using an example from the familiar HVK world, given the high-level user story: *As a clerk I want to be able to search for a customer so I can find their reservation information:*
2. Break this user story into 3 smaller stories.
   1. As a clerk I want to be able to be able to type a customers name into the search bar so that I can search for a specific customer
   2. As a clerk I want the reservations that apply to the customer that I searched to appear so that I can see what reservations that customer has
3. Write at least 1 functional and 1 non-functional acceptance criteria for each user story. (Make sure you don’t just use the same examples from above and for each. Also consider the differences between Black box and White Box testing (i.e. Black box testing – test the system as a whole without knowledge of the internal structure /implementation, White box testing – testing with knowledge /use of the internal implementation/structure).
   1. US1
      1. When the clerk clicks into the search field the field should be focused
      2. The search bar should have a 50 character limit
   2. US2
      1. When the clerk enters a customers name only reservations for that customer should appear
      2. The reservations should appear in a grid
4. Explain what approach you took for breaking down the user story and why?
   * 1. I took the bigger user story and tried to find each individual functionality that it has because the bigger user story does not follow the INVEST method
5. Break one user story from a. into tasks and estimate each task using a t-shirt approach, i.e. either assign it an estimate of XS, S, M, L, or XL.
   1. US1
      1. S
   2. US2
      1. M
6. Explain how you came up with these estimates? What did you use?
   1. I Used the Table top method to compare the user stories and used XS S M L and XL as anchors

**To submit:**

When you have completed the lab save the file and upload the following to Moodle:

* YourUserName\_K30\_L02\_User\_Stories.docx.

**Marking Scheme**

|  |  |
| --- | --- |
|  | Marks |
| Part A |  |
| User stories follow INVEST | 8 |
| Acceptance criteria follows guidelines |  |
| What is acceptable | 4 |
| What is not acceptable | 4 |
| Simple and unambigouous | 4 |
| Functional and non-functional | 4 |
|  |  |
|  |  |
| Part C |  |
| 1 a high-level user story | 2 |
| 1b 3 smaller user stories | 6 |
| 1c 1 functional and 1-non-functional ac for each | 6 |
| 1d approach explained | 2 |
| 2 a high-level user story | 2 |
| 2b 3 smaller user stories | 6 |
| 2c 1 functional and 1-non-functional ac for each | 6 |
| 2d approach explained | 2 |
| Part D |  |
| 1a 3 smaller user stories | 6 |
| 1b 1 functional and 1-non-functional ac for each | 6 |
| 1c approach explained | 2 |
| 1d tasks and estimates for one user story | 6 |
| 1e how did you estimate | 2 |
| Organization – handed into Moodle correctly, proper use of English | 2 |
| Total | 80 |